

Postgraduate Certificate Hearing Impairment





Postgraduate Certificate Hearing Impairment

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-certificate/hearing-impairment

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Study Methodology

p. 26

06

Certificate

p. 36

01

Introduction

The latest advances in augmentative technology in medicine and speech therapy are making a significant impact on new methodological approaches related to interventions for perceptual disorders, such as hearing impairments, which have a significant incidence in the school population, thanks to inclusive education.

Understanding the special and specific educational needs derived from hearing impairments, how to identify them, assess the most adaptive support systems, and design a personalized and direct intervention, combined with socio-family intervention, are all key aspects of any speech therapy re-education process.





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This Postgraduate Certificate in Hearing Impairment will instill a sense of confidence in your professional performance, helping you grow both personally and professionally”

The goal of this program is for you to be able to develop comprehensive intervention programs for hearing impairments once you have completed it. To achieve this, the course thoroughly covers the disorders, not only from a medical perspective but also with a multidisciplinary approach, considering the social, familial, and emotional dimensions that surround speech disorders arising from these highly visible conditions.

This course has been designed to integrate contributions from medicine, audiology, and neuropsychology into everyday practices in classrooms and rehabilitation centers. The objective is for all involved parties to become familiar with prosthetic resources and other systems, as the responsibility for making necessary adaptations is shared.

This program pays special attention to emerging active methodologies and, as a distinguishing feature, offers a practical application of augmentative and alternative systems to ensure access and adaptation for students with these needs.

Throughout the curriculum, you will gain a general understanding of the anatomical and physiological foundations of hearing impairment, as well as the principles of speech therapy intervention. The competencies to be developed will serve as a guide for working with these students, including the technological aspects and specific resources, such as sign language, bimodal communication, and hearing aids.

The course provides an important immersion in both prelinguistic and peripheral aspects, offering proposals to improve sessions, classes, and re-education processes, from the perspective of an integrated and, at the same time, holistic intervention. Integrated because it combines the efforts of all educational agents, and holistic because it addresses the individual as a whole, evaluating the speech therapy process not only from a perceptual and communicative perspective but also at the psychosocial level.

This **Postgraduate Certificate in Hearing Impairment** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of clinical cases presented by experts in Hearing Impairment
- ♦ The graphic, schematic, and practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest developments in hearing impairment
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Special emphasis in methodologies based on Hearing Impairment
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Update your knowledge through the Postgraduate Certificate in Hearing Impairment in a practical way, tailored to your needs"

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This course is the best investment you can make in selecting a professional development program for two reasons: in addition to updating your knowledge in hearing impairment, you will receive a diploma for the Postgraduate Certificate awarded by TECH Global University”

The faculty includes professionals from the field of hearing impairment, who bring their work experience to this training, as well as recognized specialists from leading scientific societies.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise throughout the program. For this, the specialist will have the support of an innovative interactive video system created by recognized experts in the field of hearing impairment, with extensive experience.

The course includes real clinical cases and exercises to bring the course development closer to the medical practice.

Take advantage of this opportunity to update your knowledge in Cerebral Biochemistry and improve patient care.



02 Objectives

The main goal of this program is to develop theoretical and practical learning so that the physician can master cerebral biochemistry in a practical and rigorous way.





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This professional development program will generate a sense of security in the physician's practice, helping them grow both personally and professionally”



General Objectives

- ♦ Provide specialized training based on theoretical and instrumental knowledge, enabling the physician to gain competencies in the detection, prevention, assessment, and intervention of the disorders being treated
- ♦ Consolidate basic knowledge of the intervention process in the classroom and other spaces, based on the latest technological advancements that facilitate access to information and the curriculum for students with these needs
- ♦ Update and develop specific knowledge about the characteristics of these disorders, enhancing differential and proactive diagnosis to guide intervention strategies
- ♦ Raise awareness in the educational community about the need for educational inclusion and holistic intervention models with the participation of all relevant agents
- ♦ Understand educational experiences and best practices, both speech therapy-related and psychosocial interventions, that promote the personal, socio-family, and educational adaptation of students with these educational needs





Specific Objectives

- ♦ Assimilate the anatomy and functionality of the organs and mechanisms involved in hearing
- ♦ Delve into the concept of hearing loss and the different types that exist
- ♦ Understand the evaluation and diagnostic tools used to assess hearing loss and the importance of a multidisciplinary team in carrying it out
- ♦ Be capable of conducting an effective intervention for hearing loss, understanding and internalizing all phases of the intervention process
- ♦ Understand the function and importance of hearing aids and cochlear implants
- ♦ Deepen knowledge of bimodal communication and understand its functions and importance
- ♦ Approach the world of sign language, understanding its history, structure, and significance
- ♦ Understand the role of the Sign Language Interpreter (ILSE)



Take advantage of this opportunity and take the step to get updated on the latest developments in Hearing Impairment"

03

Course Management

The program includes renowned experts in hearing impairment who bring their real-world experience to this training. In addition, other experts of renowned prestige participate in its design and planning completing the program in an interdisciplinary manner.





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Learn from leading professionals about the latest advancements in procedures related to hearing impairment”

Management



Ms. Vázquez Pérez, Mª Asunción

- ♦ Diploma in Speech Therapy with training and experience in hearing disabilities, Autism Spectrum Disorders (ASD), and augmentative communication systems
- ♦ Additionally, a forensic speech therapist with teaching experience in Attention Deficit Hyperactivity Disorder (ADHD)

Faculty

Ms. Fernández, Ester Cerezo

- ♦ Graduated in Speech Therapy, Master's Degree in Clinical Neuropsychology, Expert in Orofacial Therapy and Early Intervention
- ♦ With training and experience in neurological speech therapy practice

Ms. Mata Ares, Sandra Mª

- ♦ Graduate in Speech Therapy
- ♦ Specialized in speech therapy intervention in childhood and adolescence
- ♦ Master's Degree in "Speech Therapy Intervention in Childhood and Adolescence"
- ♦ Has specific training in speech and language disorders in childhood and adulthood

Ms. Rico Sánchez, Rosana

- ♦ Certified Speech Therapist. No. 09/032, Professional Association of Speech Therapists of Castilla y León
- ♦ Extensive training and experience in clinical and educational speech therapy Director
- ♦ Speech Therapist at the "Palabras Y Más" Speech Therapy and Pedagogy Center

Ms. Vázquez Pérez, Mª Asunción

- ♦ Diploma in Speech Therapy with training and experience in hearing disabilities, Autism Spectrum Disorders (ASD), and augmentative communication systems
- ♦ Additionally, a forensic speech therapist with teaching experience in Attention Deficit Hyperactivity Disorder (ADHD)



04

Structure and Content

The structure of the content has been designed by a team of professionals who understand the implications of medical training. They are aware of the importance of up-to-date education to effectively address patients with mental health conditions or psychological needs, providing quality teaching through the use of new educational technologies.



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This Postgraduate Certificate in Hearing Impairment contains the most complete and up-to-date scientific program available on the market”

Module 1. Understanding Hearing Impairments

- 1.1. The Auditory System: Anatomical and Functional Bases
 - 1.1.1. Introduction to the Unit
 - 1.1.1.1. Preliminary Considerations
 - 1.1.1.2. Concept of Sound
 - 1.1.1.3. Concept of Noise
 - 1.1.1.4. Concept of Sound Waves
 - 1.1.2. The External Ear
 - 1.1.2.1. Concept and Function of the External Ear
 - 1.1.2.2. Parts of the External Ear
 - 1.1.3. The Middle Ear
 - 1.1.3.1. Concept and Function of the Middle Ear
 - 1.1.3.2. Parts of the Middle Ear
 - 1.1.4. The Inner Ear
 - 1.1.4.1. Concept and Function of the Inner Ear
 - 1.1.4.2. Parts of the Inner Ear
 - 1.1.5. Physiology of Hearing
 - 1.1.6. How Natural Hearing Works
 - 1.1.6.1. Concept of Natural Hearing
 - 1.1.6.2. Mechanism of Hearing Without Alterations
- 1.2. Hearing Loss
 - 1.2.1. Hearing Loss
 - 1.2.1.1. Concept of Hearing Loss
 - 1.2.1.2. Symptoms of Hearing Loss
 - 1.2.2. Classification of Hearing Loss by Location of the Injury
 - 1.2.2.1. Conductive or Transmission Hearing Loss
 - 1.2.2.2. Sensorineural or Perceptive Hearing Loss
 - 1.2.3. Classification of Hearing Loss by Degree of Hearing Loss
 - 1.2.3.1. Mild Hearing Loss
 - 1.2.3.2. Moderate Hearing Loss
 - 1.2.3.3. Severe Hearing Loss
 - 1.2.3.4. Profound Hearing Loss



- 1.2.4. Classification of Hearing Loss by Age of Onset
 - 1.2.4.1. Pre-lingual Hearing Loss
 - 1.2.4.2. Perilingual Hearing Loss
 - 1.2.4.3. Post-lingual Hearing Loss
- 1.2.5. Classification of Hearing Loss by Etiology
 - 1.2.5.1. Accidental Hearing Loss
 - 1.2.5.2. Hearing Loss Due to Ototoxic Substances
 - 1.2.5.3. Genetic Hearing Loss
 - 1.2.5.4. Other Possible Causes
- 1.2.6. Risk Factors for Hearing Loss
 - 1.2.6.1. Aging
 - 1.2.6.2. Loud Noises
 - 1.2.6.3. Genetic Factors
 - 1.2.6.4. Recreational Sports
 - 1.2.6.5. Others
- 1.2.7. Prevalence of Hearing Loss
 - 1.2.7.1. Preliminary Considerations
 - 1.2.7.2. Prevalence of Hearing Loss in Other Countries
- 1.2.8. Comorbidity of Hearing Loss
 - 1.2.8.1. Comorbidity in Hearing Loss
 - 1.2.8.2. Associated Disorders
- 1.2.9. Comparison of Sound Intensities for Common Sounds
 - 1.2.9.1. Levels of Common Noise Sounds
 - 1.2.9.2. Maximum Occupational Noise Exposure Allowed by Law
- 1.2.10. Hearing Prevention
 - 1.2.10.1. Preliminary Considerations
 - 1.2.10.2. The Importance of Prevention
 - 1.2.10.3. Preventive Methods for Hearing Care
- 1.3. Audiology and Audiometry
- 1.4. Hearing Aids
 - 1.4.1. Preliminary Considerations
 - 1.4.2. History of Hearing Aids
 - 1.4.3. What Are Hearing Aids?
 - 1.4.3.1. Concept of Hearing Aids
 - 1.4.3.2. How a Hearing Aid Works
 - 1.4.3.3. Description of the Device
 - 1.4.4. Requirements for Fitting a Hearing Aid and Its Placement
 - 1.4.4.1. Preliminary Considerations
 - 1.4.4.2. Requirements for Fitting a Hearing Aid
 - 1.4.4.3. How to Place a Hearing Aid
 - 1.4.5. When a Hearing Aid Is Not Recommended
 - 1.4.5.1. Preliminary Considerations
 - 1.4.5.2. Factors Influencing the Professional's Final Decision
 - 1.4.6. Success and Failure in Fitting a Hearing Aid
 - 1.4.6.1. Factors Influencing the Success of Fitting a Hearing Aid
 - 1.4.6.2. Factors Leading to Failure in Fitting a Hearing Aid
 - 1.4.7. Evidence Analysis on Effectiveness, Safety, and Ethical Aspects of Hearing Aids
 - 1.4.7.1. Effectiveness of Hearing Aids
 - 1.4.7.2. Safety of Hearing Aids
 - 1.4.7.3. Ethical Aspects of Hearing Aids
 - 1.4.8. Indications and Contraindications for Hearing Aids
 - 1.4.8.1. Preliminary Considerations
 - 1.4.8.2. Indications for Hearing Aids
 - 1.4.8.3. Contraindications for Hearing Aids
 - 1.4.9. Current Models of Hearing Aids
 - 1.4.9.1. Introduction
 - 1.4.9.2. Different Current Models of Hearing Aids
 - 1.4.10. Final Conclusions

- 1.5. Cochlear Implants
 - 1.5.1. Introduction to the Unit
 - 1.5.2. History of Cochlear Implants
 - 1.5.3. What are Cochlear Implants?
 - 1.5.3.1. Concept of Cochlear Implants
 - 1.5.3.2. How Cochlear Implants Work
 - 1.5.3.3. Description of the Device
 - 1.5.4. Requirements for Cochlear Implant Placement
 - 1.5.4.1. Preliminary Considerations
 - 1.5.4.2. Physical Requirements the User Must Meet
 - 1.5.4.3. Psychological Requirements the User Must Meet
 - 1.5.5. Cochlear Implantation
 - 1.5.5.1. Surgery
 - 1.5.5.2. Programming the Implant
 - 1.5.5.3. Professionals Involved in Surgery and Implant Programming
 - 1.5.6. When Cochlear Implant Placement Is Not Recommended
 - 1.5.6.1. Preliminary Considerations
 - 1.5.6.2. Factors Influencing the Professional's Final Decision
 - 1.5.7. Success and Failure of Cochlear Implant
 - 1.5.7.1. Factors Influencing the Success of Cochlear Implant Placement
 - 1.5.7.2. Factors Influencing the Failure of Cochlear Implant Placement
 - 1.5.8. Evidence Analysis on Effectiveness, Safety, and Ethical Aspects of Cochlear Implants
 - 1.5.8.1. Effectiveness of Cochlear Implants
 - 1.5.8.2. Safety of Cochlear Implants
 - 1.5.8.3. Ethical Aspects of Cochlear Implants
 - 1.5.9. Indications and Contraindications for Cochlear Implants
 - 1.5.9.1. Preliminary Considerations
 - 1.5.9.2. Indications for Cochlear Implants
 - 1.5.9.3. Contraindications for Cochlear Implants
 - 1.5.10. Final Conclusions
- 1.6. Speech Therapy Evaluation Instruments for Hearing Loss
 - 1.6.1. Introduction to the Unit
 - 1.6.2. Elements to Consider During the Evaluation
 - 1.6.2.1. Attention Level
 - 1.6.2.2. Imitation
 - 1.6.2.3. Visual Perception
 - 1.6.2.4. Communication Mode
 - 1.6.2.5. Hearing
 - 1.6.2.5.1. Reaction to Unexpected Sounds
 - 1.6.2.5.2. Detection of Sounds. What Sounds Are Heard?
 - 1.6.2.5.3. Identification and Recognition of Environmental and Speech Sounds
 - 1.6.3. Audiometry and Audiogram
 - 1.6.3.1. Preliminary Considerations
 - 1.6.3.2. Concept of Audiometry
 - 1.6.3.3. Concept of Audiogram
 - 1.6.3.4. Function of Audiometry and Audiogram
 - 1.6.4. First Part of the Assessment: Anamnesis
 - 1.6.4.1. General Development of the Patient
 - 1.6.4.2. Type and Degree of Hearing Loss
 - 1.6.4.3. Onset of Hearing Loss
 - 1.6.4.4. Presence of Associated Pathologies
 - 1.6.4.5. Communication Mode
 - 1.6.4.6. Use or Absence of Hearing Aids
 - 1.6.4.6.1. Date of Placement
 - 1.6.4.6.2. Other Aspects
 - 1.6.5. Second Part of the Assessment: Otorhinolaryngologist and Prosthetist
 - 1.6.5.1. Preliminary Considerations
 - 1.6.5.2. Otolaryngologist Report
 - 1.6.5.2.1. Analysis of the Objective Tests
 - 1.6.5.2.2. Analysis of the Subjective Tests
 - 1.6.5.3. Prosthetist Report



- 1.6.6. Second Part of the Assessment: Standardized Tests
 - 1.6.6.1. Preliminary Considerations
 - 1.6.6.2. Verbal Audiometry
 - 1.6.6.2.1. Ling Test
 - 1.6.6.2.2. Name Test
 - 1.6.6.2.3. Early Speech Perception Test (ESP).
 - 1.6.6.2.4. Distinctive Features Test
 - 1.6.6.2.5. Vowel Identification Test
 - 1.6.6.2.6. Consonant Identification Test
 - 1.6.6.2.7. Monosyllable Recognition Test
 - 1.6.6.2.8. Disyllable Recognition Test
 - 1.6.6.2.9. Phrase Recognition Test
 - 1.6.6.2.9.1. Open-choice Sentence Test with Support
 - 1.6.6.2.9.2. Open-choice Sentence Test without Support
 - 1.6.6.3. Oral Language Tests
 - 1.6.6.3.1. PLON-R Test
 - 1.6.6.3.2. Reynell Language Development Scale
 - 1.6.6.3.3. ITPA Test
 - 1.6.6.3.4. ELCE Test
 - 1.6.6.3.5. Monfort Phonological Record Test
 - 1.6.6.3.6. MacArthur Test
 - 1.6.6.3.7. Boehm Basic Concepts Test
 - 1.6.6.3.8. BLOC Test
- 1.6.7. Elements to Include in a Speech Therapy Report for Hearing Loss
 - 1.6.7.1. Preliminary Considerations
 - 1.6.7.2. Important and Basic Elements
 - 1.6.7.3. Importance of the Speech Therapy Report in Auditory Rehabilitation

- 1.6.8. Evaluation of the Hearing-Impaired Child in the School Context
 - 1.6.8.1. Professionals to Interview
 - 1.6.8.1.1. Tutor
 - 1.6.8.1.2. Teachers
 - 1.6.8.1.3. Speech and Language Teacher
 - 1.6.8.1.4. Others
- 1.6.9. Early Detection
 - 1.6.9.1. Preliminary Considerations
 - 1.6.9.2. Importance of Early Diagnosis
 - 1.6.9.3. Why Is Speech Therapy More Effective for Younger Children?
- 1.6.10. Final Conclusions
- 1.7. Role of the Speech Therapist in Hearing Loss Intervention
 - 1.7.1. Introduction to the Unit
 - 1.7.1.1. Methodological Approaches According to Perier's Classification (1987)
 - 1.7.1.2. Monolingual Oral Methods
 - 1.7.1.3. Bilingual Methods
 - 1.7.1.4. Mixed Methods
 - 1.7.2. Are There Differences Between Rehabilitation After Hearing Aid or Cochlear Implant Placement?
 - 1.7.3. Post-Implant Intervention in Pre-lingual Children
 - 1.7.4. Post-Implant Intervention in Post-lingual Children
 - 1.7.4.1. Introduction to the Unit
 - 1.7.4.2. Phases of Auditory Rehabilitation
 - 1.7.4.2.1. Sound Detection Phase
 - 1.7.4.2.2. Discrimination Phase
 - 1.7.4.2.3. Identification Phase
 - 1.7.4.2.4. Recognition Phase
 - 1.7.4.2.5. Comprehension Phase





- 1.7.5. Useful Activities for Rehabilitation
 - 1.7.5.1. Activities for the Detection Phase
 - 1.7.5.2. Activities for the Discrimination Phase
 - 1.7.5.3. Activities for the Identification Phase
 - 1.7.5.4. Activities for the Recognition Phase
 - 1.7.5.5. Activities for the Comprehension Phase
- 1.7.6. Role of the Family in the Rehabilitation Process
 - 1.7.6.1. Guidelines for Families
 - 1.7.6.2. Is the presence of the parents in the Sessions advisable?
- 1.7.7. The Importance of an Interdisciplinary Team During Intervention
 - 1.7.7.1. Preliminary Considerations
 - 1.7.7.2. Why the Interdisciplinary Team Is Important
 - 1.7.7.3. Professionals Involved in Rehabilitation
- 1.7.8. Strategies for the School Environment
 - 1.7.8.1. Preliminary Considerations
 - 1.7.8.2. Communication Strategies
 - 1.7.8.3. Methodological Strategies
 - 1.7.8.4. Strategies for Text Adaptation
- 1.7.9. Materials and Resources Adapted for Speech Therapy in Hearing Loss
 - 1.7.9.1. Useful Self-made Materials
 - 1.7.9.2. Useful Market Materials
 - 1.7.9.3. Useful Technological Resources
- 1.7.10. Final Conclusions

- 1.8. Bimodal Communication
 - 1.8.1. Introduction to the Unit
 - 1.8.2. What is Bimodal Communication?
 - 1.8.2.1. Definition
 - 1.8.2.2. Functions
 - 1.8.3. Elements of Bimodal Communication
 - 1.8.3.1. Preliminary Considerations
 - 1.8.3.2. Elements of Bimodal Communication
 - 1.8.3.2.1. Pantomimic Gestures
 - 1.8.3.2.2. Sign Language Elements
 - 1.8.3.2.3. Natural Gestures
 - 1.8.3.2.4. "Idiosyncratic" Gestures
 - 1.8.3.2.5. Other Elements
 - 1.8.4. Objectives and Advantages of Using Bimodal Communication
 - 1.8.4.1. Preliminary Considerations
 - 1.8.4.2. Advantages of Bimodal Communication
 - 1.8.4.2.1. Regarding Word Reception
 - 1.8.4.2.2. Regarding Word Expression
 - 1.8.4.3. Advantages of Bimodal Communication Compared to Other Augmentative and Alternative Communication Systems
 - 1.8.5. When to Consider Using Bimodal Communication
 - 1.8.5.1. Preliminary Considerations
 - 1.8.5.2. Factors to Consider
 - 1.8.5.3. Professionals Involved in the Decision
 - 1.8.5.4. Importance of Family Role
 - 1.8.6. The Facilitating Effect of Bimodal Communication
 - 1.8.6.1. Preliminary Considerations
 - 1.8.6.2. Indirect Effect
 - 1.8.6.3. Direct Effect
 - 1.8.7. Bimodal Communication in Different Language Areas
 - 1.8.7.1. Preliminary Considerations
 - 1.8.7.2. Bimodal Communication and Comprehension
 - 1.8.7.3. Bimodal Communication and Expression
 - 1.8.8. Forms of Implementing Bimodal Communication
 - 1.8.9. Programs Oriented Toward Learning and Practicing the Bimodal System
 - 1.8.9.1. Preliminary Considerations
 - 1.8.9.2. Introduction to Bimodal Communication Using Authoring Tools CLIC and NEOBOOK
 - 1.8.9.3. Bimodal 2000
 - 1.8.10 Final Conclusions
- 1.9. The Role of the Sign Language Interpreter
 - 1.9.1. Introduction to the Unit
 - 1.9.2. History of Interpretation
 - 1.9.2.1. History of Oral Language Interpretation
 - 1.9.2.2. History of Sign Language Interpretation
 - 1.9.2.3. Sign Language Interpretation as a Profession
 - 1.9.3. The Sign Language Interpreter
 - 1.9.3.1. Definition
 - 1.9.3.2. Profile of the Professional
 - 1.9.3.2.1. Personal Characteristics
 - 1.9.3.2.2. Intellectual Characteristics
 - 1.9.3.2.3. Ethical Characteristics
 - 1.9.3.2.4. General Knowledge
 - 1.9.3.3. The Essential Role of the Sign Language Interpreter
 - 1.9.3.4. Professionalism in Interpretation

- 1.9.4. Interpretation Methods
 - 1.9.4.1. Characteristics of Interpretation
 - 1.9.4.2. Purpose of Interpretation
 - 1.9.4.3. Interpretation as a Communicative and Cultural Interaction
 - 1.9.4.4. Types of Interpretation:
 - 1.9.4.4.1. Consecutive Interpretation
 - 1.9.4.4.2. Simultaneous Interpretation
 - 1.9.4.4.3. Telephone Interpretation
 - 1.9.4.4.4. Written Text Interpretation
- 1.9.5. Components of the Interpretation Process
 - 1.9.5.1. Message
 - 1.9.5.2. Perception
 - 1.9.5.3. Linking Systems
 - 1.9.5.4. Comprehension
 - 1.9.5.5. Interpretation
 - 1.9.5.6. Assessment
 - 1.9.5.7. Human Resources Involved
- 1.9.6. Relation of Interpretation Process Elements
 - 1.9.6.1. Moser's Hypothetical Model of Simultaneous Interpretation
 - 1.9.6.2. Colonomos' Interpretation Work Model
 - 1.9.6.3. Cokely's Interpretation Process Model
- 1.9.7. Interpretation Techniques
 - 1.9.7.1. Concentration and Attention
 - 1.9.7.2. Memory
 - 1.9.7.3. Note-taking
 - 1.9.7.4. Verbal Fluency and Mental Agility
 - 1.9.7.5. Lexicon Creation Resources
- 1.9.8. Sign Language Interpreter Associations
 - 1.9.8.1. Sign Language Interpreter Associations in Europe
 - 1.9.8.2. Sign Language Interpreter Associations Worldwide



A unique, essential, and decisive learning experience to enhance your professional development"

05 Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

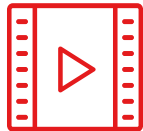
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

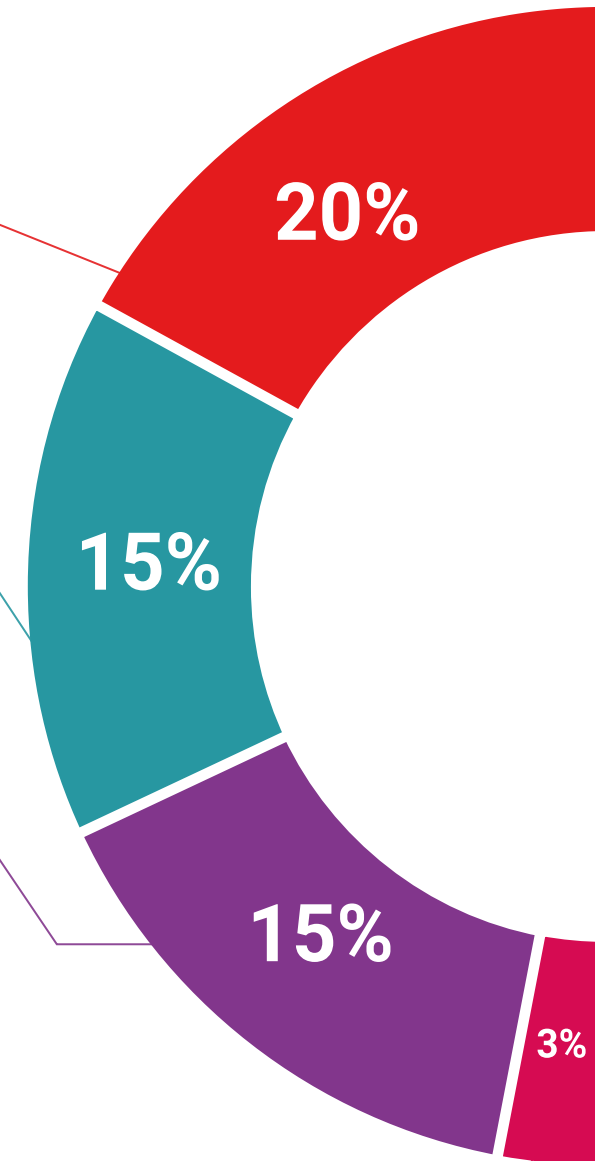
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

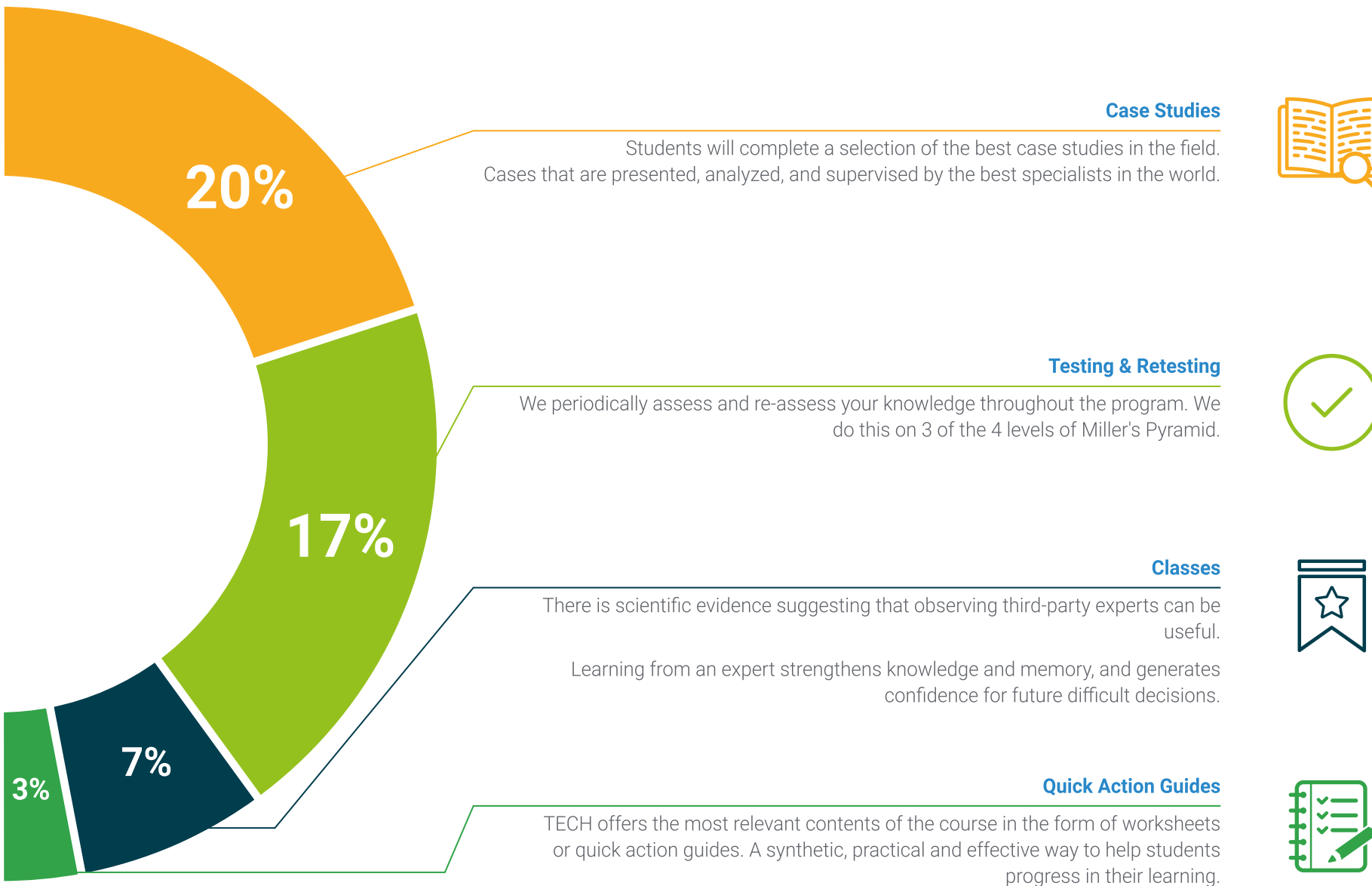
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





06 Certificate

The Postgraduate Certificate in Hearing Impairment guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate issued by TECH Global University.



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*Successfully complete this program and receive
your university qualification without having to
travel or fill out laborious paperwork”*

This private qualification will allow you to obtain a diploma for the **Postgraduate Certificate in Hearing Impairment** endorsed by TECH Global University, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Hearing Impairment**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
online training
development languages
virtual classroom



Postgraduate Certificate Hearing Impairment

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Hearing Impairment

