



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170204 **Name:** Assessment and diagnosis of voice disorders

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Assessment and diagnosis in speech and language therapy

Subject Matter: Assessment and diagnosis in Speech and Language Therapy **Type:** Compulsory

Field of knowledge: Speech and Language Therapy

Department: Occupational Sciences, Speech Therapy, Evolutionary and Educational Psychology

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1172A Ricard Herrero Arambul (**Responsible Lecturer**)

ricard.herrero@ucv.es



Module organization

Assessment and diagnosis in speech and language therapy

Subject Matter	ECTS	Subject	ECTS	Year/semester
Assessment and diagnosis in Health Sciences	6,00	Assessment and diagnosis	6,00	2/1
Assessment and diagnosis in Speech and Language Therapy	12,00	Assessment and diagnosis of language and speech	6,00	2/1
		Assessment and diagnosis of voice disorders	6,00	2/2

Recommended knowledge

None



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To communicate effectively and professionally, verbally and in writing, the results of the speech-language evaluation and diagnosis process.
- R2 To recognize the limits of the professional skills of the speech-language pathologist profession and to know how to bring them into multidisciplinary teams.
- R3 To know the anatomical, physiological and acoustic mechanisms of the normal and pathological voice.
- R4 To know the laryngeal disorders, especially those that are frequently related to or might relate to voice pathology, differentiating those that require speech therapy from those that must be treated from other disciplines.
- R5 To understand and be familiar with the voice and laryngeal medical evaluation and screening techniques that are applied to patients attending a speech and language service.
- R6 To analyze normal and pathological voice samples from a clinical, acoustic, psychoacoustic and aerodynamic point of view, and professionally capture their results.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE7 To know and apply evaluation models, techniques and instruments				X
CE8 To evaluate language alterations in specific language developmental disorders: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.				X
CE9 To write a logopedical evaluation report.				X
CE10 To carry out an evaluation after the intervention.			X	
CE11 Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions			X	
CE21 Know how to design and write speech therapy reports			X	
CE22 Know how to design, develop and evaluate the performance of speech therapy			X	
CE25 Understand the organization of educational, health and social institutions		X		



CE26	To acquire practical knowledge for speech-language evaluation.				X
CE32	Using information technology and communication			X	
CE33	Final project involving transversally applicable material; to be carried out in association with different subjects	X			
CE36	To use the techniques and tools of exploration specific to the profession, and record, synthesize and interpret the data provided by integrating them into the set of information.				X
CE37	Master the terminology that allows one to interact effectively with other professionals			X	
CE41	Work in school environments, health care and part of a professional team. Advise on the development, implementation of care and education policies on issues related to speech therapy	X			
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary		X		
CE47	Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions				X
CE48	Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions				X
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures				X
CE50	Understand and critically evaluate the terminology and specific methodologies used in speech therapy research		X		
CE51	Communicate orally and in writing one's observations and conclusions to the patient, their families and other professionals involved in treatment, adapting to the sociolinguistic characteristics of the environment		X		
CE52	Develop and prepare reports for examination, diagnosis, monitoring, termination and referral			X	

TRANSVERSAL

Weighting

1 2 3 4



CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations	x		
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field		x	
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations	x		
CT8	Know and use of technical advances in the exercise of their profession		x	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4, R5	50,00%	Written exam
R1, R6	40,00%	Practical work assignments assessment
R1, R2, R3, R4, R5, R6	10,00%	Attendance and participation of in-person formative activities

Observations

Practical classworks (40%). Every report has a different value. This value will be communicate before the activity in a specific document, with other important information such as format, deadline, etc. Students must have at least 5 (10) in each activity

Student will also have a multiple-choice final test for the rest of the mark (50%) with theoretical and practical contents.

Reports deliveries are subject to strict deadlines and format. Students not meeting deadlines (for any reason) may carry out some practical tasks on test day.

In order to pass the subject the student must have at least 4.5 (10) in written final exam. Practical scores will be ignored when having less than this mark

Mention of distinction. The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 On-Campus Class
- M2 Practical Class
- M3 Seminar
- M4 Laboratory
- M5 Individual Work
- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1	R2, R3, R4, R5	18,00	0,72
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M2	R1, R6	18,00	0,72
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M5, M6	R1, R6	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3, M4	R1, R6	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M3	R6	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1	R1, R2, R3, R4, R5, R6	3,00	0,12
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M6	R5, R6	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M5	R5, R6	54,00	2,16
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Introduction	<ul style="list-style-type: none">·Normal voice production: anatomy and physiology·Acoustics and Psychoacoustics·Normal Voice vs pathological voice·Voice troubles classification
2. Pathology	<ul style="list-style-type: none">·Congenital disorders of the Larynx·Inflammatory diseases of the larynx·Laryngeal Trauma·Neurological disorders of the Larynx·Laryngeal cancer·Hormonal Causes of Voice Changes·Minimal Associated Pathological Lesions of the vocal folds·Functional dysphonia·Psychogenic voice disorders·Surgical techniques used for larynx surgery
3. Assessment	<ul style="list-style-type: none">·Medical assessment of laryngeal pathologies·Logopedic assessment: Clinical Interview·Logopedic assessment: aerodynamics and chronometric techniques·Logopedic assessment: psychoacoustical and perceptual GIRBAS scale·Logopedic assessment: acoustical analysis (spectrograms)·Logopedic assessment: acoustical analysis (multidimensional)



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Introduction	5,00	10,00
2. Pathology	13,00	26,00
3. Assessment	12,00	24,00



References

- Arias Marsal, Cristina (1994). Parálisis laríngeas. Barcelona: Masson.
- Arias Marsal, Cristina; Estapé i Vilà, Montserrat (2005). Disfonía infantil: diagnóstico y tratamiento. Barcelona : Grupo Ars XXI de Comunicación, S.L.
- Basterra Alegría, J. et al. (2009): Tratado de otorrinolaringología y patología cervicofacial. Barcelona: Masson.**
- Casado, J.C. y Adrián, J.A. (2002) La evaluación clínica de la voz. Fundamentos médicos y logopédicos. Málaga: Aljibe**
- Casado, J.C. y Pérez, A. (2009): Trastornos de la voz: del diagnóstico al tratamiento. Málaga: Aljibe.**
- Cobeta, I., Núñez, F., y Fernández, S. (2013). Patología de la voz. Ponencia Oficial de la Sociedad Española de Otorrinolaringología y patología Cérvico-facial. Barcelona: Marge.
- García-Tapia Urrutia, Rafael; Cobeta Marco, Ignacio (1996). Diagnóstico y tratamiento de los trastornos de la voz. Madrid: Editorial Garsi, S.A.
- Heuillet-Martín, Geneviève; Conrad, Liliane (2003). Hablar sin laringe. Barcelona: Ediciones Lebón.
- Heuillet-Martin, Geneviève; Garson-Bavard, Hélène; Legré, Anne (2003). Una voz para todos (tomo I y II). Marsella: Solal.
- Jackson-Menaldi, M. C. (2002): La voz patológica. Madrid: Ed. Médica Panamericana
- Jerez, R. et al (2016): Evaluación clínica de la voz. Asunción - Buenos Aires: Akadia editorial.
- Le Huche, Francois, Allali, André (2004). La voz. Terapéutica de los trastornos vocales Barcelona: Masson.
- Núñez Batalla, F. y Suárez Nieto, C. (1999): Espectrografía clínica de la voz. Oviedo: Universidad de Oviedo.
- Sataloff, R. (2017): Clinical Assessment of Voice. San Diego: Plural Publishing Inc**
- Stemple, J & R. Hapner. (2014): Voice therapy: clinical case studies. San Diego: Plural Publishing Inc
- Vila, J. (2010) Disfonía infantil. Madrid: Síntesis



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Blackboard Collaborate Ultra

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- Microsoft Teams
- Blackboard Collaborate Ultra
- Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: