



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170307 **Name:** Speech and language intervention in voice disorders

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: Impairments, disorders and speech and language intervention

Subject Matter: Deficit in the basic tools for the reception and production of language **Type:**

Compulsory

Field of knowledge: Speech and Language Therapy

Department: Personality, Assessment and Therapeutic Intervention

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1173A Maria Celia Gomez Uribes (**Profesor responsable**)

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Module organization

Impairments, disorders and speech and language intervention

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|---|-------|--|------|---------------|
| Language pathology | 18,00 | Language Pathologies I | 6,00 | 1/1 |
| | | Language Pathologies II | 6,00 | 1/2 |
| | | Learning difficulties | 6,00 | 2/2 |
| Deficit in the basic tools for the reception and production of language | 24,00 | Speech and language intervention in diglossias and dysarthrias | 6,00 | 3/1 |
| | | Speech and language intervention in hearing deficiencies | 6,00 | 3/2 |
| | | Speech and language intervention in voice disorders | 6,00 | 3/1 |
| | | Speech and language therapy in speech disorders and nonverbal oral functions | 6,00 | 3/1 |
| Neuro-psycho-linguistic disorders | 18,00 | Speech and language intervention in aphasia and related disorders | 6,00 | 3/2 |
| | | Speech and language intervention in autism spectrum disorders and in mental deficiency | 6,00 | 3/2 |



| | | | | |
|-----------------------------------|------|--|------|-----|
| Neuro-psycho-linguistic disorders | | Speech and language intervention in specific disorders of language development | 6,00 | 2/2 |
| Fluency Disorders | 6,00 | Speech and language intervention in dysphemia and other disorders with psychosocial implications | 6,00 | 3/1 |
| Alternative Communication | 6,00 | Alternative Communication | 6,00 | 3/2 |

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 know how to choose and apply different models, methodologies, procedures, techniques, instruments and rehabilitation materials for the different types of pathology and patient profiles.
- R2 To know how to plan, elaborate and carry out the most suitable intervention programme for each patient based on their diagnosis and the information obtained during the exploration.
- R3 To acquire the technical and professional skills necessary to be able to apply speech therapies.
- R4 To know how to recognise the limits of their professional skills and how to integrate into multidisciplinary teams.



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 |
| 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 | |
| CE12 To know, recognize and discriminate between the variety of alterations: 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 | | |
| CE16 Knowing the different characteristics of speech therapy intervention in family, school, health and clinical care contexts | | | | X |
| CE21 Know how to design and write speech therapy reports | | | | X |
| CE26 To acquire practical knowledge for speech-language evaluation. | | | | X |
| CE34 Design, implement and evaluate actions to prevent communication and language disorders | | | | X |



| | | | | | |
|------|--|---|---|---|---|
| CE35 | Explore, evaluate, diagnose and issue forecasts on the evolution of communication and language disorders from a multidisciplinary perspective | | | | 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 |
| CE44 | Explain and support the selected treatment | | | | X |
| CE45 | Promote communication skills in the general population | 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 |
| 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 | |
| CE53 | Have adequate speech production, structure of language and voice quality | | | | X |
| CE54 | Manage communication technologies and information | | X | | |



| TRANSVERSAL | | Weighting | | | |
|-------------|---|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CT1 | Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations | | | | X |
| CT2 | Critically evaluate own job performance and that of other professionals to improve results | | | 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 | | |
| CT6 | Adapt to new situations arising in their profession | | | X | |
| CT7 | Having an open and flexible attitude to lifelong learning | | | | 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 |
|----------------------------|--------------------|--|
| | 60,00% | Written exam |
| | 30,00% | Practical work assignments assessment |
| | 10,00% | Attendance and participation of in-person formative activities |

Observations

The student must obtain at least 5 points (out of 10) in the practical and theoretical exam to pass the subject.



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 | R1, R2, R3, R4 | 24,00 | 0,96 |
| 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, M8 | R1, R2, R3, R4 | 12,00 | 0,48 |
| GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7, M8 | R1, R2, R3 | 6,00 | 0,24 |
| SEMINAR. Supervised monographic sessions with shared participation M3 | R1, R2, R3, R4 | 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. M5, M6, M7 | R1, R2, R3, R4 | 9,00 | 0,36 |
| ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5, M6, M7, M8 | R1, R2, R3, R4 | 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 | R1, R2, R3, R4 | 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 | R1, R2, R3, R4 | 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 |
|---------------|---|
| Part 1 | Unit 1. Introduction: definition, larynx functions, mechanism of voice production. Unit 2. Voice manifestations. Unit 3. Singing voice Unit 4. Vocal technique (practice) |
| Part 2 | Unit 5. General principles in vocal rehabilitation: aims, protocols, pre and post surgery treatment Unit 6. Vocal rehabilitation: philosophical orientations, global treatment of voice disorders: vocal orientation, vocal psychodynamics and vocal training (exercises and techniques) Unit 7. Functional dysphonia Unit 8. Acquired organic dysphonia Unit 9. Congenital organic dysphonia Unit 10. Psychogenic dysphonia. Unit 11. Puberphonia Unit 12. The voice of the transsexual Unit 13. Spasmodic dysphonia Unit 14. Vocal fold paralysis Unit 15. Pediatric dysphonia Unit 16. Presbyphonia |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| Part 1 | 14,00 | 28,00 |
| Part 2 | 16,00 | 32,00 |



References

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- Amador, I.(1989). Guía práctica de relajación. Madrid. Editorial EDAF.
- Arias Marsal, C.(1994). Parálisis laríngeas. Barcelona: Masson.
- Arias, C. y Estapé, M. (2000). Disfonía infantil. Maleta de material didáctico: vídeo, cuentos y fichas de reeducación. Barcelona: Editado por las autoras.
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- Jackson-Menaldi, M.C. (2002) La voz patológica. Buenos Aires: Ed. Panamericana.
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- Morrison, M y Ramaje, L. (1996). Tratamiento de los trastornos de la voz. Barcelona: Ed. Masson.
- Peña-Casanova, J. (2002). Manual de logopedia. Barcelona: Masson, S.A.
- Prater, R.J. & Swift, R.W. (1986). Manual de terapéutica de la voz. Barcelona: Salvat.
- Vila, J.M (2010) Guía de intervención logopédica en la 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:

Las sesiones prácticas de la asignatura se podrán hacer de forma telemática pero en grupos más reducidos (máximo 4 alumnos)



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 |
| Prueba práctica | 20 % | La prueba practica se hará vía telemática de forma individual | Teams |

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

Comments to the Assessment System: