



## Information about the subject

**Degree:** Official Master's Degree in Specialised Speech and Language Therapy Intervention

**Faculty:** Faculty of Psychology

**Code:** 1840010 **Name:** Pathology of the Voice, Exploration Techniques and Interdisciplinary

Diagnoses

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

**Module:** Voice Disorders Rehabilitation

**Subject Matter:** Rehabilitation of voice disorders **Type:** Elective

**Department:**

**Type of learning:** Blended

**Languages in which it is taught:** Spanish

**Lecturer/-s:**



## Module organization

### Voice Disorders Rehabilitation

| Subject Matter                    | ECTS  | Subject  | ECTS | Year/semester |
|-----------------------------------|-------|--|------|---------------|
| Rehabilitation of voice disorders | 18,00 | Pathology of the Voice, Exploration Techniques and Interdisciplinary Diagnoses | 6,00 | 1/1           |
|                                   |       | Rehabilitation Protocols of Voice Disorders                                    | 6,00 | 1/1           |
|                                   |       | Vocal Techniques Applied to Voice Rehabilitation                               | 6,00 | 1/1           |

## 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 Know the pathology of the larynx and the clinic of voice disorders.

R2 Assess voice disorders from an interdisciplinary perspective.



## 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):

| BASIC    |  | Weighting |   |   |   |
|----------|--|-----------|---|---|---|
|          |  | 1         | 2 | 3 | 4 |
| CB6      | Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.  |           | X |   |   |
| CB7      | Students are able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.  |           |   |   | X |
| CB8      | Students are able to integrate knowledge and deal with the complexity of making judgements based on information which, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements. |           |   | X |   |
| CB9      | Students know how to communicate their findings - and the ultimate knowledge and reasons behind them - to specialist and non-specialist audiences in a clear and unambiguous way.  |           |   |   | X |
| CB10     | Possess the learning skills to enable them to continue studying in a largely self-directed or autonomous manner.   |           | X |   |   |
| GENERAL  |  | Weighting |   |   |   |
|          |  | 1         | 2 | 3 | 4 |
| G1       | Make decisions and take responsibilities.  |           |   | X |   |
| G2       | Search, evaluate, organize and manage information systems.   |           |   |   | X |
| SPECIFIC |  | Weighting |   |   |   |
|          |  | 1         | 2 | 3 | 4 |



## Year 2024/2025

## 1840010 - Pathology of the Voice, Exploration Techniques and Interdisciplinary Diagnoses

|     |  |   |  |   |
|-----|--|---|--|---|
| E6  | Have a critical attitude and apply scientific methodology for the selection, development, and implementation of instruments and methods for the exploration, evaluation, and diagnosis of human communication disorders.     |   |  | X |
| E7  | Students prove to be able to select or design treatments for human communication disorders based on scientific evidence and to argue the selection criteria based on variables focused on the individual or the environment. | X |  |   |
| E12 | Students prove to be able to use scientific evidence to select appropriate treatments for intervention in Voice Disorders, as well as to measure their effectiveness and communicate the results through scientific reports. |   |  | X |

| TRANSVERSAL |  | Weighting |   |   |   |
|-------------|--|-----------|---|---|---|
|             |  | 1         | 2 | 3 | 4 |
| T3          | Have the flexibility to work within teams made up of other professionals from the same field.  |           | X |   |   |
| T4          | Plan and execute action plans by adequately managing time, material and professional resources available.                                  |           |   | X |   |
| T5          | Know and use the appropriate form for the publication of scientific, clinical, or research papers in the area of speech therapy knowledge. |           | X |   |   |



## Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method  |
|----------------------------|--------------------|--|
|                            | 10,00%             | Attendance and participation of in-person formative activities |
|                            | 30,00%             | Practical work assignments assessment                          |
|                            | 60,00%             | Written exam   |

### Observations

#### CRITERIA TO AWARD THE MENTION OF DISTINCTION:

Better results from 9.5 in the final grade, and show levels of excellence in practical activities, as well as in attendance and active participation in class.

According to the general normative, only one Distinction may be granted to a student in a course of 20 students, not on the grounds of a fraction of 20, unless the number of students enrolled is under 20 in which case only one Distinction may be granted.

#### OTHER RELEVANT ASPECTS ABOUT ASSESSMENT:

In order to pass the course, the student must pass the different evaluation systems separately (attendance and active participation, group work and written tests).

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



## Learning activities

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

- M1      Theoretical class
- M2      Practical lesson
- M3      Seminar
- M4      Group work exhibition
- M5      Tutorships



## IN-CLASS LEARNING ACTIVITIES

|  | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|-------|------|
| THEORETICAL CLASS (face-to-face or online).<br>Presentation of contents by the teacher. Analysis of competences. Explanation and instruction in the skills derived from the competences.<br>M1   | R1                | 9,00  | 0,36 |
| PRACTICAL CLASS IN PERSON. Group work sessions supervised by the teacher. Observation and participation in assessment sessions and speech therapy intervention in real contexts. Analysis and discussion of clinical cases.<br>M2  | R2                | 9,00  | 0,36 |
| SEMINARS (face-to-face or online).<br>Monographic sessions with the participation of students, teachers and professionals, focusing on specific aspects related to the competences of the module.<br>M3  | R1, R2            | 3,00  | 0,12 |
| EXHIBITION OF INDIVIDUAL OR GROUP WORK. Written, oral or multimedia presentations on the results of the theoretical and practical study of the contents.<br>M4   | R1, R2            | 3,00  | 0,12 |
| TUTORIALS (face-to-face or online). Small group or personalised attention, for instruction and guidance by the teacher, with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, reports, etc.<br>M5 | R1, R2            | 4,50  | 0,18 |
| EVALUATION TESTS. A set of oral and/or written tests used in the initial, formative or summative evaluation of the student.<br>M1, M2  | R1, R2            | 1,50  | 0,06 |



|              |              |             |
|--------------|--------------|-------------|
| <b>TOTAL</b> | <b>30,00</b> | <b>1,20</b> |
|--------------|--------------|-------------|

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

|  | LEARNING OUTCOMES | HOURS         | ECTS        |
|--|-------------------|---------------|-------------|
| AUTONOMOUS WORK OF THE STUDENT.<br>Student's personal study. Individual preparation of readings, essays, problem-solving, seminar material, assignments, reports, etc. to be presented or handed in at classes, to complete their training activity and to prepare their assessment tests.<br>M5 | R1, R2            | 96,00         | 3,84        |
| GROUP WORK WITHOUT TEACHER SUPERVISION. Group work on readings, essays, problem-solving, seminar material, assignments, reports, etc. to be presented in class, to complete their training activity and prepare their assessment tests.<br>M5  | R1, R2            | 24,00         | 0,96        |
| <b>TOTAL</b>   |                   | <b>120,00</b> | <b>4,80</b> |





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

| Content block | Contents  |
|---------------|---|
| Topic 1       | Deepening in pathophysiology of benign damages of the larynx                                    |
| Topic 2       | Regional factors in otolaryngology and larynx pathology   |
| Topic 3       | Pharmacological treatments of patients with dysphonia and its influence on voice rehabilitation |
| Topic 4       | Surgical guidelines of organic dysphonia.   |
| Topic 4       | Videostrobolaryngoscopy applied to voice diagnosis  |
| Topic 5       | Acoustic voice analysis: method, possibilities and limitations                                  |



## Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| Topic 1          | 1,00               | 2,00  |
| Topic 2          | 2,00               | 4,00  |
| Topic 3          | 3,00               | 6,00  |
| Topic 4          | 2,00               | 4,00  |
| Topic 4          | 3,00               | 6,00  |
| Topic 5          | 4,00               | 8,00  |



## References

- Arias Marsal, C.(1994). Parálisis laríngeas. Barcelona: Masson.
- Arias, C. y Estapé, M.(2005): Disfonía infantil: diagnóstico y tratamiento. Barcelona: Ars Médica.
- Aronson, A. E. (2009). Clinical voice disorders(4th ed.). New York: Thieme.
- Baken, R. (1991): Readings in clinical spectrography of speech. San Diego: Singular Publishing Group
- Baken, R. y Orlikoff, J. R.(2000): Clinical Measurement of Speech and Voice. San Diego: Thomson Learning
- Basterra Alegría, J. et al. (2009). Tratado de otorrinolaringología y patología cervicofacial. Barcelona, España: Elsevier Masson.
- Boehme, G. yGross, M.(2005). Stroboscopy: and other techniques for the analysis of vocal fold vibration. London; Philadelphia: Whurr.
- Boersma, P. yWeenink, D.(2013). Praat: doing phonetics by computer(Programa informático).
- Bustos Sánchez, I.(2003): Tratamiento de los problemas de la voz. Madrid: CEPE.
- Casado, J.C. yAdrián, J.A. (2002): La evaluación clínica de la voz. Fundamentos médicos y logopédicos. Málaga: Aljibe
- Casado, J.C. yPérez, 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.
- Freeman, M. y Fawcus, M. (2000). Voice disorders and their management. London; Philadelphia: Whurr.
- Gallena, S. K.(2007): Voice and Laryngeal Disorders: A Problem-based Clinical Guide with Voice Samples. Edinburgo, Londres, Amsterdam: h, London and Oxford in the UK, and Amsterdam: Elsevier Health Sciences Pub.
- García-Tapia Urrutia, R., & Cobeta Marco, I. (coord.)(1996).Diagnóstico y tratamiento de los trastornos de la voz. Madrid: Garsi.
- Guy, C. (2007): Atlas videoestroboscópico de las principales patologías benignas de la laringe(DVD). Madrid: Solal.
- Hartnick, C.J.y Boseley, M. E.(2008): Pediatric Voice Disorders. San Diego: Plural Publishing.
- Heuillet-Martín, G. yConrad, L. (2003). Hablar sin laringe. Barcelona: Ediciones Lebón.
- Heuillet-Martin, G., Garson-Bavard, H. yAnne Legré, A. (2003): Una voz para todos(2 vols.). 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, F.y Allali, A. (2004): La voz(4 vols.). Barcelona: Masson
- Martinez Celdrán, E. (2007):Análisis espectrográfico de los sonidos del habla.Barcelona: Ariel
- Mathieson, L., Hirani, S., Epstein, R., Baken, R., Wood, Gy Rubin, J.(2009): "Laryngeal manual therapy: A preliminary study to examine its treatment effects in the management of muscle tension dysphonia". Journal of Voice, vol 23, pp. 353-366.



- Mier Morales, M. de. (2012). Manejo de la disfonía en atención primaria. Madrid: Visión Libros.
- Morrison, M. y Rammage, L. (1996). Tratamiento de los trastornos de la voz. Barcelona: Masson.
- Núñez Batalla, F. y Suárez Nieto, C. (2009): Espectrografía clínica de la voz. Oviedo: S.P. Universidad de Oviedo.
- Orlikoff, J. R. y Baken, R. (1993): Clinical Speech and Voice Measurement: Laboratory Exercises. San Diego: Singular Publishing Group.
- Orlikoff, J. R. y Baken, R. (1993): Clinical Speech and Voice Measurement: Laboratory Exercises. San Diego: Singular Publishing Group.
- Prater, R.J. y Swift, R.W. (1986). Manual de terapéutica de la voz. Barcelona. Salvat
- Roy, N. y Bless, D. (1997): "Manual Circunlaryngeal therapy for functional dysphonia: an evaluation of short and long term treatment outcomes". Journal of Voice 11(3), pp. 321-331.
- Sataloff, R. (2017): Clinical Assessment of Voice. San Diego: Plural Publishing Inc
- Sihvo, M. (2017): History of the LAX VOX® – tube exercise: Quick First-Aid and Vocal Self Care. Veka: Lap Lambert Academic Publishing.
- Steinhauer, K., McDonald Klimek, M., y Estill, J. (2017): The Estill Voice Model. Pittsburgh: Estill Voice International (LLC).
- Stemple, J & R. Hapner (2014): Voice therapy: clinical case studies. San Diego: Plural Publishing Inc.
- Stemple, J. C. (2000). Clinical voice pathology: theory and management (3rd ed.). San Diego: Singular Pub. Group.
- Vila, J.M. (2009): Guía de intervención logopédica en la disfonía infantil. Madrid: Síntesis.
- Yanagihara, N. (1967): "Significance of Harmonic Changes and Noise Components in Hoarseness", Journal of Speech and Hearing Research, Vol.10, pp. 531-541.