



## 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:** The course is not offered this academic year **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:**

**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	This elective is not offered in the academic year 23/24
		Rehabilitation Protocols of Voice Disorders	6,00	This elective is not offered in the academic year 23/24
		Vocal Techniques Applied to Voice Rehabilitation	6,00	This elective is not offered in the academic year 23/24

## 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 2023/2024

## 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

## 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). Presentation of contents by the teacher. Analysis of competences. Explanation and instruction in the skills derived from the competences. 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. M2	R2	9,00	0,36
SEMINARS (face-to-face or online). Monographic sessions with the participation of students, teachers and professionals, focusing on specific aspects related to the competences of the module. 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. 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. 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. 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. 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. 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. 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.