



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1840012 **Name:** Vocal Techniques Applied to Voice Rehabilitation

**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.
- R3 Know how to apply rehabilitation protocols for voice disorders.
- R4 Know how to apply vocal techniques to voice rehabilitation.



## 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



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
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
R1	10,00%	Attendance and participation of in-person formative activities
R3	30,00%	Practical work assignments assessment
R1, R2, R3, R4	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	1,50	0,06
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, R3, R4	16,50	0,66
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	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, R3, R4	6,00	0,24
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, R3, R4	3,00	0,12
<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, R3, R4	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. M3, M4	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	Workshop of basics vocal techniques applied to treatment of voice
Topic 2	Therapeutic alternatives and emergent techniques in treatment of voice disorders
Topic 3	Deepening in the treatment of laryngeal hyperfunction
Topic 4	Voice therapy intervention in laryngeal neoplasms
Topic 5	Treatment of dysphonia caused by recurrent paralysis Treatment of dysphonia caused by psychological reasons Treatment of children with dysphonia





## Temporary organization of learning:

Block of content	Number of sessions	Hours
Topic 1	5,00	10,00
Topic 2	3,00	6,00
Topic 3	2,00	4,00
Topic 4	3,00	6,00
Topic 5	2,00	4,00



## References

1. ARIAS, C. y ESTAPÉ, M. (2005): Disfonía infantil: diagnóstico y tratamiento. Barcelona: Ars Médica.
2. LE HUCHE, F. y ALLALI, A. (2004): La voz (4 vols.). Barcelona: Masson
3. ORLIKOFF, J. R. Y BAKEN, R. (1993): Clinical Speech and Voice Measurement: Laboratory Exercises. San Diego: Singular Publishing Group.
4. PRATER, R.J. y SWIFT, R.W (1986). Manual de terapéutica de la voz. Barcelona. Salvat
5. VILA, J.M. (2009): Guía de intervención logopédica en la disfonía infantil. Madrid: Síntesis.
6. Arias Marsal, C., & León, P. L. (1994). Parálisis laríngeas: diagnóstico y tratamiento foniátrico de las parálisis cordales unilaterales en abducción. Barcelona: Masson.
7. Aronson, A. E. (2009). Clinical voice disorders (4th ed.). New York: Thieme.
8. Congreso Nacional de la Sociedad Española de Otorrinolar., García-Tapia Urrutia, R., & Cobeta Marco, I. (1996). Diagnóstico y tratamiento de los trastornos de la voz. Madrid: Garsi.
9. Ferrand, C. T. (2012). Voice disorders: scope of theory and practice. Boston: Pearson.
10. Freeman, M., & Fawcus, M. (2000). Voice disorders and their management. London; Philadelphia: Whurr.
11. Gallena, S. K. (2007). Voice and laryngeal disorders: a problem-based clinical guide with voice samples. St. Louis, MO: Mosby Elsevier.
12. Heuillet-Martin, G., & Conrad, L. (2003). Hablar sin laringe: rehabilitación de la voz en laringectomizados. Barcelona: Lebón.
13. Sapienza, C. M., & Hoffman Ruddy. (2013). Voice disorders. 14. Stemple, J. C. (2000). Clinical voice pathology: theory and management (3rd ed.). San Diego: Singular Pub. Group.