



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:** 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.
- 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

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). 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 |
| TOTAL | | 30,00 | 1,20 |



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 |
| TOTAL | | 120,00 | 4,80 |



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 foniatrico 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.