

Updating in Voice Disorders

Code: 43615
ECTS Credits: 6

Degree	Type	Year	Semester
4315497 Communication and Language Disorders	OT	0	2

Contact

Name: Josep Maria Vila

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Teachers

Marina Bataller Prim

Use of Languages

Principal working language: spanish (spa)

External teachers

Cecilia Gassull Bustamante

Josep Maria Vila Rovira

Laura González Sanvisens

Marta Jordana Puig

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

The general objective of the module is to extend the knowledge and skills of the student in the physiology and acoustics of the human voice and in pathology and vocal clinic.

The advances in prevention, exploration and speech and interdisciplinary treatment of voice alterations are reviewed, as well as in education and voice optimization programs.

Competences

- Adjust and monitor speech therapy plans, depending on the evaluation and individual and social variables concurrent versus new and complex problems.
- Apply the scientific method in professional practice.
- Collect, analyze and critically use sources of information necessary for the evaluation and speech therapy.
- Design and implement strategies to intervene from a biopsychosocial approach to facilitate the social inclusion of people affected by communication disorders and language.
- Master the skills and resources necessary to teamwork and multidisciplinary groups.

- Show interpersonal communication skills and managing emotions for effective interaction with patients, families and caregivers in the process of problem identification, evaluation, communication of diagnosis and intervention and monitoring.

Learning Outcomes

1. Adapting the speech to language and communication skills of the user with voice disorder and their families.
2. Conduct a critical reading of a scientific publication in the field of voice disorders on the basis of methodological quality of the research design used and the scientific practice of their results or contributions and relevance.
3. Critically interpret the results of the tools and techniques of exploration and evaluation more relevant to the speech therapy of voice disorders.
4. Design and implement strategies to raise awareness and social change to facilitate the inclusion of people affected by disorders of the voice.
5. Design and strategic planning education programs and prevention voice their alterations.
6. Differentiate and proper use of procedures and technologies for teamwork in different roles in the field of voice disorders.
7. Establish the objectives of speech therapy disorders voice from an interdisciplinary perspective.
8. Evaluate strategic programs of education and prevention voice their alterations.
9. Identify relevant for the development of strategic programs of education and prevention voice their alterations factors.
10. Identify the relevant elements of the history and the initial interview for the evaluation of voice disorders.
11. Knowing and intervening on the facilitators and barriers to treatment adherence user with voice disorder.
12. Properly interpret the language of sources of speech therapy no information about voice disorders used by other professionals.
13. Recognizing affective states and experiential processes user voice disorder and their families.
14. Recognizing the need for additional scans, complementary sources of information collected on voice disorders.
15. Using the tools and techniques critically evaluation and exploration are most relevant to the speech therapy of voice disorders.

Content

1. Voice research
2. Anamnesis and voice exploration
3. Perceptual evaluation and acoustic analysis of the voice
4. Interpretation of laryngeal exploration
5. Prevention of voice disorders
6. Treatment. Body techniques
7. Treatment. Vocal techniques
8. Psychology and voice

Methodology

The face-to-face sessions will combine master lectures by expert teachers and practical exercises in a large group and in a small group where the students can put the exposed theory into practice and discuss it. Subsequently, the student will perform various assessment tasks in a non-face-to-face manner.

Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Classroom activities	14	0.56	1, 8, 11, 6, 4, 5, 7, 10, 9, 12, 3, 13, 14, 15
Master sessions	14	0.56	1, 8, 11, 6, 4, 5, 7, 10, 9, 12, 3, 13, 14, 15
Type: Supervised			
Individual attention	7.5	0.3	8, 6, 5, 7
Type: Autonomous			
Writing evaluation evidence	114.5	4.58	1, 8, 11, 6, 4, 5, 2, 7, 10, 9, 12, 3, 13, 14, 15

Assessment

The evaluation of the module will be done through various written evaluation evidences delivered to the virtual learning platform that will be carried out individually following a marked calendar.

A) Definition of passed subject:

To successfully pass this course it is necessary to obtain a score of 5 points out of 10 or higher, in each of the evidence of learning.

B) Recovery tests:

Students who have not met the criteria established to pass the subject and who have been previously evaluated in a set of activities will be eligible to take any of the recovery tests, the weight of which equals a minimum of two thirds of the grade. total of the subject.

C) Definition of evaluable student:

A student who has given evidence of learning with a weight equal to or greater than 4 points (40%) can not be recorded in the minutes as "not evaluable".

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1 - Opinion report argued in the evidence	25%	0	0	2
EV2 - Reflective essay on anamnesis and exploration	25%	0	0	1, 11, 4, 10, 9, 12, 3, 13, 14, 15
EV3 - Reflective essay on body work	25%	0	0	8, 6, 4, 5, 7, 9
EV4 - Reflective essay on vocal work	25%	0	0	8, 6, 4, 5, 7, 9

Bibliography

Previous bibliography

Heuillet-- Martin, Geneviève (2003). Una voz para todos (Volums I i II) Marsella. Solal

Bustos, Inés (2013). Intervención logopédica en trastornos de la voz. Barcelona. Paidotribo

Gassull, Cecília, Godall, Pere, & Martorell, Montserrat. (2006). La veu. Orientacions pràctiques. Barcelona: Publicacions de l'Abadia de Montserrat

Le Huche, F; Allali, A. (1994). La voz Tomo 3 Terapéutica de los trastornos vocales. Barcelona: Masson.

Vila, J.M. (2009). Guía de intervención logopédica en la disfonía infantil. Madrid: Síntesis

Behrman, A., & Haskell, J. (Eds.). (2014). Exercises for voice therapy. Plural Pub.

Gibbs, G. (1988). Learning by Doing: a guide to teaching and learning methods. Oxford: Further Education Unit.

In the development of the course, updated references will be offered for each session in the virtual platform.