

**Voice Alterations: Evaluation and Intervention**

Code: 101718  
ECTS Credits: 6

| Degree                 | Type | Year | Semester |
|------------------------|------|------|----------|
| 2500893 Speech therapy | OB   | 3    | 2        |

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Prerequisites

There are no prerequisites to enroll in this subject.

### Objectives and Contextualisation

At the end of this subject the students will be able to:

1. Design, implement and evaluate actions to prevent voice alterations adapted to different populations.
2. Carry out continuous processes of logopedic assessment of voice from an interdisciplinary perspective.
3. Design, execute, explain and argue the most effective and appropriate logopedic interventions in each case.
4. Assess the importance of taking actions to improve one's vocal performance as a source of professional learning.
5. Evaluate at the level of perceptual analysis and acoustic analysis the different vocal alterations and design the most effective intervention method in each case.

### Competences

- Advise users families and their general social environment, thereby promoting their participation and collaboration in speech-therapy treatment.
- Appraise personal intervention and that of others so as to optimise this.
- Communicate orally and in writing to the patient, family members and other professionals involved in the case, the relevant observations and conclusions, adapting these to the socio-linguistic characteristics of the environment.
- Critically evaluate the techniques and instruments of evaluation and diagnosis in speech therapy, as well as its procedures of intervention.
- Demonstrate an understanding of disorders in communication, language, speech, hearing, voice and non-verbal oral functions.
- Design and carry out speech-therapy treatment, whether individual or at group level, establishing objectives and phases, with more efficient and suitable methods, techniques and resources, attending to the distinct developmental phases of human beings.
- Ethically commit oneself to quality of performance.

- Organise and plan with the aim of establishing a plan for development within a set period.

## Learning Outcomes

1. Appraise personal intervention and that of others so as to optimise this.
2. Describe the main disorders of speech, voice, hearing and deglutition.
3. Design speech-therapy projects, selecting objectives, techniques and resources for speech-therapy intervention.
4. Develop a medical record from the signs and symptoms provided by the patient.
5. Ethically commit oneself to quality of performance.
6. Explain the impact of various disorders of speech, voice, hearing and deglutition on communication processes.
7. Explain the positive effects that social environment could have on improving the speech-therapy treatment of different case studies.
8. Explain to patients the meaning of medical reports, and the influence that systemic disorders can exert in speech, hearing and deglutition functions.
9. Organise and plan with the aim of establishing a plan for development within a set period.
10. Produce a list of practical advice items to encourage family participation in speech therapy.
11. Provide written speech-therapy diagnosis and treatment in order to inform other professionals involved in the case (speech therapists, ear specialists, teachers, pediatricians, etc.).
12. Select and apply appropriate assessment tools specific to each case.
13. Treat/re-educate patients with disorders of communication, language, speech, hearing, voice and non-verbal oral functions.

## Content

(pendent)

## Methodology

(pendent)

## Activities

| Title  | Hours | ECTS | Learning Outcomes                |
|--|-------|------|----------------------------------|
| Type: Directed                                 |       |      |                                  |
| Exposiciones magistrales y actividades de aula | 21    | 0.84 | 2, 7, 6                          |
| Seguimiento de un caso real y discusión        | 24    | 0.96 | 1, 5, 3, 4, 10, 8, 11, 9, 12, 13 |
| Type: Supervised                               |       |      |                                  |
| Lectura comprensiva de artículos               | 12    | 0.48 | 1, 5, 2, 7, 6                    |
| Seguimiento de un caso real                    | 14    | 0.56 | 1, 5, 3, 4, 10, 8, 11, 9, 12, 13 |
| Type: Autonomous                               |       |      |                                  |
| Estudio personal                               | 45    | 1.8  | 2, 7, 6                          |
| búsqueda bibliográfica                         | 5     | 0.2  | 2, 7, 6                          |
| preparación de entregas                        | 25    | 1    | 1, 5, 3, 4, 10, 8, 9, 12, 13     |

## Assessment

(pendent)

### Assessment Activities

| Title                             | Weighting | Hours | ECTS | Learning Outcomes                |
|-----------------------------------|-----------|-------|------|----------------------------------|
| EV1 - Collective Questionnaire I  | 15%       | 0.5   | 0.02 | 1, 5, 2, 7, 6                    |
| EV2 - Exam I                      | 35%       | 1.5   | 0.06 | 1, 5, 7, 6                       |
| EV3 - Collective Questionnaire II | 15%       | 0.5   | 0.02 | 1, 2, 6, 9                       |
| EV4 - Written Test II             | 35%       | 1.5   | 0.06 | 1, 5, 3, 4, 10, 8, 11, 9, 12, 13 |

## Bibliography

(pendent)