

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

Teachers

Eduard Baulida i Estadella

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Appraise personal intervention and that of others so as to optimise this.
3. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
4. Critically analyse the principles, values and procedures that govern the exercise of the profession.
5. Describe the main disorders of speech, voice, hearing and deglutition.
6. Design speech-therapy projects, selecting objectives, techniques and resources for speech-therapy intervention.
7. Develop a medical record from the signs and symptoms provided by the patient.
8. Ethically commit oneself to quality of performance.
9. Explain the explicit or implicit code of practice of one's own area of knowledge.
10. Explain the impact of various disorders of speech, voice, hearing and deglutition on communication processes.
11. Explain the positive effects that social environment could have on improving the speech-therapy treatment of different case studies.
12. Explain to patients the meaning of medical reports, and the influence that systemic disorders can exert in speech, hearing and deglutition functions.
13. Identify situations in which a change or improvement is needed.
14. Organise and plan with the aim of establishing a plan for development within a set period.
15. Produce a list of practical advice items to encourage family participation in speech therapy.
16. Propose new experience-based methods or alternative solutions.
17. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
18. Propose projects and actions that incorporate the gender perspective.
19. Propose viable projects and actions to boost social, economic and/or environmental benefits.
20. Provide written speech-therapy diagnosis and treatment in order to inform other professionals involved in the case (speech therapists, ear specialists, teachers, pediatricians, etc.).
21. Select and apply appropriate assessment tools specific to each case.

22. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
23. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
24. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
25. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
26. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
27. Treat/re-educate patients with disorders of communication, language, speech, hearing, voice and non-verbal oral functions.

Content

1. INTRODUCTION

Normophony

2. LOGOPEDIC EVALUATION OF THE VOICE

Introduction to speech therapy assessment of the voice

Anamnesis

Reason for consultation

Clinical history

Vocal use

Vocal hygiene habits

Functional exploration

Perceptual clinical evaluation of vocal quality

Acoustic analysis of the voice

Assessment of body and vocal gesture

Assessment of quality of life in relation to voice (VHI-Jacobson)

Evaluation

Hypotheses and conclusions

Forecast

Intervention plan

Recommendations

Objectives of speech therapy intervention

Speech therapy speech

3. VOICE LOGOPEDIC INTERVENTION

Introduction to speech therapy speech

Guidelines and methods of speech therapy intervention of the voice

Taxonomy of vocal therapy

Direct and indirect tools for speech therapy intervention

Therapeutic tasks

Sound material

Acoustic features of sound

Quantitative phonetogram

Perceptual scales (Baulida, Hirano, Yanagihara)

Specificities of speech therapy intervention in different cases

Spasmodic dysphonia

Dysphonia due to Reinke's edema

Dysphonia by endocordal cyst

Dysphonia due to recurrent paralysis

Children's dysphonia

Dysphonia due to stretch marks

Dysphonia by nodules
 Vocal change
 Phonetic facilitation in speech therapy work
 Optimal vocal
 Follow-up record and clinical documentation

Methodology

In this subject, the essential knowledge will be acquired to be able to evaluate and intervene in the different alterations of the voice. The necessary theory will be addressed to create a good theoretical foundation that will be complemented with the analysis of real cases. During the party group seminars, the theoretical content can be put into practice. It aims to be a very experiential subject and from an eminently practical point of view.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exposiciones magistrales y actividades de aula	21	0.84	5, 11, 10
Seguimiento de un caso real y discusión	24	0.96	2, 8, 6, 7, 15, 12, 20, 14, 21, 27
Type: Supervised			
Lectura comprensiva de artículos	12	0.48	2, 8, 5, 11, 10
Seguimiento de un caso real	12	0.48	2, 8, 6, 7, 15, 12, 20, 14, 21, 27
Type: Autonomous			
Estudio personal	45	1.8	5, 11, 10
búsqueda bibliográfica	5	0.2	5, 11, 10
preparación de entregas	25	1	2, 8, 6, 7, 15, 12, 14, 21, 27

Assessment

Following the guidelines for the evaluation of the degrees of the Faculty of Psychology (see this link <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm>), the guidelines for the evaluation of this subject is the following:

A) Definition of passed subject: To successfully pass this subject it is necessary to obtain a grade of 5 points out of 10 or higher, in each of the evidences of learning that are detailed in the following table:

Evidence	Denomination	Weight	Format	Autorship	Via
Code			(oral, written or both)	(Individual, collective, both)	(attended, virtual or both)

EV1	Written test I (week 8)	35%	Written	Individual	Attended
EV2	Real cases report (week 17)	30%	Written	Individual	Virtual
EV3	Written test II (week 17)	35%	Written	Individual	Attended

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 whose weight is equivalent to a may choose to take one of the recovery tests. minimum of two thirds of the total qualification of the subject.

C) Definition of assessable student: A student who has submitted evidence of learning with a weight equal to or greater than 4 points (40%) may not be listed in the acts as "non-assessable". Students with 2^a or later enrollment are not expected to be assessed by a single non-recoverable synthesis test.

The exams will be translated into Spanish as long as the interested students communicate this in advance.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1 - Exam I	35%	1.5	0.06	2, 8, 11, 10
EV2 - Real cases report	30%	3	0.12	4, 1, 2, 8, 3, 5, 6, 7, 9, 10, 20, 13, 14, 16, 17, 18, 19, 26, 25, 24, 22, 23, 21, 27
EV3 - Written Test II	35%	1.5	0.06	2, 8, 6, 7, 15, 12, 20, 14, 21, 27

Bibliography

Complementary readings:

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

Behrman, Alison, i Haskell, John (Eds.). (2013). *Exercises for voice therapy*. Plural Pub.

Cobeta, Ignacio, Núñez, Faustino, i Fernández, Secundino (2013). *Patología de la voz*. Ponencia Oficial de la Sociedad Española de Otorrinolaringología y patología Cérvico-facial 2013

Gallena, Sally K. (2007). *Voice and laryngeal disorders: A problem-based clinical guide with voice samples*. Elsevier Health Sciences.

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

Le Huche, François i Allali, André (2004). *La voz* (Volums I, II, III i IV) Barcelona. Masson

Stemple, Joseph C., i Hapner, Edie R. (2014). *Voice Therapy: Clinical Case Studies*. Plural Publishing.

Stewart, Celia F., Kling, Irene F., i Allen, Elisabeth L. (2015). *Voice Rehabilitation: Testing Hypotheses and Reframing Therapy*. Jones & Bartlett Publishers.

Vila, Josep Maria (2009). *Guía de intervención logopédica en la disfonía infantil* Madrid. Síntesis

Wicklund, Karen (2010). *Singing Voice Rehabilitation: A Guide for the Voice Teacher and Speech-Language Pathologist: A Guide for the Voice Teacher and Speech-language Pathologist*. Cengage Learning.

Software

We will use an informatic program to edit audio files: PRAAT, it is free.