

Voice Alterations: Evaluation and Intervention

Code: 101718
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OB	3	2

Contact

Name: Marina Bataller Prim

Email: marina.bataller@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Eduard Baulida i Estadella

Prerequisites

We recommended to have passed subject Física Acústica i Audiologia (101708).

Objectives and Contextualisation

At the end of this subject, the student will be able to:

1. Know your voice and modulate it.
2. Master the scales of perceptual analysis and the tools of acoustic analysis of the voice.
3. Know the vocal alterations produced by the different pathologies of the voice.
4. Develop an intervention plan for the rehabilitation of vocal disorders and carry it out.
5. Write an objective and subjective assessment of a patient's vocal condition.

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. Analysis and educability of vocal behavior and oral and gestural communication.
2. Normotonia and body straightening.
3. Aerodynamics of phonation, respiratory typology.
4. The different communicative vocal uses.
5. Phonorespiratory coordination in continuous speech and the singing voice.
6. Perceptive acoustic rating scales.
7. Algorithms of goodness and vocal disturbance.
8. Acoustic interpretation of the voice with objective parameters.
9. Clinical history and collection of vocal, body and aerodynamic data.
10. Quantitative, qualitative and optimal vocal phonetogram.
11. Own vocal education.
12. Description and intervention in each of the vocal pathologies.

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	1, 3, 5, 9, 11, 10, 17, 18, 19
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)	45%	Written	Individual	Virtual
EV3	Written test II (week 17)	20%	Oral	Individual	Attended

B) Remedial tests: Those students who have not met the criteria established to pass the subject and who have previously been assessed in a set of activities whose weight is equivalent to a minimum of two thirds of the total grade of the subject.

C) Definition of the different pieces of evidence:

1. EV1: assessment in the form of a test-type exam that will account for 35% of the total mark. Failure to achieve a 5 out of 10 of this evidence gives the right to a make-up exam or compensatory work at the teacher's discretion.

2. EV2: test-type assessment plus an open essay question, about a case, which will account for 45% of the subject's final mark. Failure to pass this evidence gives the right to his recovery with another exam or compensatory work.

3. EV3: attendance at the seminars is mandatory for a minimum of 80% and only then can you opt for 20% of the final mark for this evidence. The grade for the seminars will be obtained with active and participatory attendance during the sessions. The teaching staff reserves the right to request a written exercise on the seminars held. If any student cannot attend the minimum number of seminars requested, even if it is for justified reasons, they will have the right to make up for it with compensatory work proposed by the teachers according to the seminars of interest.

D) Single assessment: For students who properly request the single assessment, EV1 (60 minutes) and EV2 (90 minutes) are proposed on the same day and continuously and simultaneously to the rest of the students on the day of the final assessment of the subject. The percentages will be the same as the continuous assessment. These students must follow the subject program and attend the seminars as well. EV3 (20%) will be assessed by means of a paper or a case analysis which must be handed the day of the exam.

The written tests can be translated into Spanish as long as the interested students request it in advance.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1 - Exam I	35%	1.5	0.06	2, 8, 11, 10
EV2 - Exam	45%	1.5	0.06	4, 2, 8, 5, 6, 7, 10, 20, 13, 14, 16, 26, 25, 24, 22, 23, 21, 27
EV3 - Practices	20%	3	0.12	1, 2, 8, 3, 5, 6, 7, 15, 12, 9, 11, 10, 13, 14, 17, 18, 19, 25, 24, 22, 21, 27

Bibliography

Complementary readings:

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.