



Teaching Guide

| Identifying Data | | | | | 2019/20 |
|----------------------------|---|-------|---------------|---------------------|---------|
| Subject (*) | Good Voice Use: Vocal Hygiene and Technique | | Code | 652498048 | |
| Study programme | Mestrado Interuniversitario en Estudos Avanzados sobre a Linguaxe, a Comunicación e as súas Patoloxías (plan 2015) | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Official Master's Degree | 1st four-month period | First | Optional | 4.5 | |
| Language | Spanish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación | | | | |
| Coordinador | | | E-mail | | |
| Lecturers | Garcia Real, Teresa Juana | | E-mail | teresa.greal@udc.es | |
| Web | | | | | |
| General description | Asignatura dirixida a coñecer a hixiene vocal e los principais recursos técnicos para correxir a voz o para mellorarla. | | | | |

Study programme competences

| Code | Study programme competences |
|------|-----------------------------|
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Learning outcomes

| Learning outcomes | Study programme competences | | |
|--|-----------------------------|----|----|
| In general, the student will know main vocal functional disorders, which need vocal technique and hygiene (Principal causes (functional errors, toxic and triggers), clinical types and the main methods of assessment and diagnosis. Students will know hygiene and vocal technique to correct hyperfunctional errors or to improve oral skills. | A1 | B1 | C1 |
| | A1 | B1 | C1 |
| | A1 | B1 | C1 |
| | A1 | B1 | |
| | A1 | B1 | |
| | A1 | B1 | |
| | A1 | B1 | |
| | A1 | | |
| | A1 | | |
| | A1 | | |
| The students will practice the oral presentation as a specific objective in this subject. | A1 | B1 | C1 |
| | A1 | B1 | C1 |
| | A1 | B1 | C1 |
| | A1 | B1 | |
| | A1 | B1 | |
| | A1 | B1 | |
| | A1 | B1 | |

Contents

| Topic | Sub-topic |
|---|--|
| UNIT 1: A normal and pathological voice | . Characteristics and acoustic parameters of the voice. . Main mistakes to use of the voice . . Vocal assessment: anamnesis and voice exploration. |
| UNIT 2: Professional dysphonia and vocal hygiene. | . Clinical aspects, etiologies and main clinical types. . Vocal treatment: Resources and principles of vocal therapy. . Measures of vocal hygiene. |



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|--|---|
| UNIT 3: Vocal technique: practice of hyperfunctional errors and specific techniques. | . Errors of the respiratory system. . Phonation system errors. . Mistakes of the resonance and articulation system. . Resonance technique and semi-occluded tract. |
| UNIT 4: Techniques to improve the oral presentation for the Final Master's Works. | .Body language. . Voice. . Diction: articulation and pronunciation. |

| Planning | | | | |
|--------------------------------|---|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Guest lecture / keynote speech | A5 A6 A7 A8 A9 A28 A32 B1 B5 B7 B9 B16 B17 C1 C2 C3 | 17.5 | 15.75 | 33.25 |
| Critical bibliographical | A5 A6 A7 A8 A9 A28 A32 B1 B5 B7 B9 B16 B17 C1 C2 C3 | 2 | 8 | 10 |
| Oral presentation | A5 A6 A7 A8 A9 A28 A32 B1 B5 B7 B9 B16 B17 C1 C2 C3 | 11 | 22 | 33 |
| Clinical practice placement | A5 A6 A7 A8 A9 A28 A32 B1 B5 B7 B9 B16 B17 C1 C2 C3 | 17 | 17.25 | 34.25 |
| Personalized attention | | 2 | 0 | 2 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|--------------------------------|--|
| Methodologies | Description |
| Guest lecture / keynote speech | The theoretical contents will be taught with the practical ones, consecutively. The theorists will be taught in a magisterial session with the support of slides and videos. And the practical part through practical exercises related to the theoretical explanation. |
| Critical bibliographical | Students will conduct a search on a vocal technique or hygiene topic. This activity will be delivered in writing and will serve for the introduction or theoretical foundation in the oral presentation. Written document: 3-4 pages (one side) to synthesize the most relevant and updated on the subject. Evaluation criteria: 1) Bibliographic richness, that is, number of articles from international or national scientific quality journals, from Web of Science, Scopus, Medline, PubMed databases, 2) Synthesis and organization of ideas developed and accuracy in the narration and 3) correct APA and orthographic rules. |
| Oral presentation | The students will present a work of vocal intervention (theoretical foundations and objectives, methodology with design, instruments and procedure, results, discussion, conclusions and bibliographical references). The presentation will be individually, oral and slides (power point), individually. Exposure time 15 minutes and questions 10 minutes. Assessment criteria: 1) Accurate content, organization of the work, mastery of the presented topic, 2) Sound voice and intelligible diction to follow the speech, 3) Quality and elaboration of the slides, 4) Adjustment of the available time and 5) Reasoning and defense in the questions. |
| Clinical practice placement | Clinical practicing will serve to offer some examples of vocal problems and their laryngeal and acoustic effects. |

| Personalized attention | |
|------------------------|-------------|
| Methodologies | Description |
| | |



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|-------------------|--|
| Oral presentation | <p>in order to prepare the oral presentation, the students have some hours of tutorials to solve doubts that may arise during the elaboration process.</p> <p>During the clinical practice sessions, the teacher will attend to existing questions and doubts.</p> |
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| Assessment | | | |
|--------------------------|---|--|---------------|
| Methodologies | Competencies | Description | Qualification |
| Critical bibliographical | A5 A6 A7 A8 A9 A28 A32 B1 B5 B7 B9 B16 B17 C1 C2 C3 | <p>Written document: 3-4 pages (one side) to synthesize the topic, in a relevant and updated way.</p> <p>Evaluation criteria: 1) Bibliographic wealth, that is, the number of articles of scientific journals of international or national scientific quality, Web of Science databases, Scopus, Medline, PubMed, 2) Synthesis and organization of ideas developed and accuracy in storytelling and 3) correct APA rules and spelling.</p> <p>This activity to pass is to get students a 2 or higher.</p> | 40 |
| Oral presentation | A5 A6 A7 A8 A9 A28 A32 B1 B5 B7 B9 B16 B17 C1 C2 C3 | <p>The students will present a vocal intervention (theoretical foundations and objectives, methodology with design, instruments and procedure, results, discussion, conclusions and bibliographical references).</p> <p>The presentation will be do with oral presentation and slides (power point).</p> <p>Exposure time 15 minutes and 10 minutes to answer some questions about the topic.</p> <p>Evaluation criteria: 1) Concise content, work organization, mastery of the presented topic, 2) Sound of speech and intelligible diction to follow the speech, 3) Quality and elaboration of the slides, 4) Adjustment of the available time and 5) Reasoning and defense in the questions</p> | 60 |

| Assessment comments |
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| To pass the subject, the students have to approve both parts (bibliographic recession and oral presentation)., Each student must to to get at least a 2 in bibliographic recession and a 3 in oral presentation. |

| Sources of information | |
|------------------------|--|
| Basic | <p>Andrews, M. (1999). Manual of voice treatment. Pediatrics through geriatrics. 2ª Ed. San Diego: Singular Publishing Group. Berckhan, B, Krause, C y Róder, U. (2008). El arte de hablar en público: cómo ganar respeto con serenidad. Madrid: Santillana. Bustos Sánchez I, (2003) La voz. La técnica y la expresión., Barcelona. Paidotribo., Heuillet-Martin, G y Garson-Bavard H. y Legré A. (2003). Una voz para todos. La voz normal y cómo optimizarla. Tomo 1. Barcelona: Solal. Hirano, M. y Bless D. (1993). Videostroboscopic examination of the larynx. San Diego: Singular Publishing Group. Irwin, D, Pannbacker, M y Lass, N (2007). Clinical research methods in speech-language pathology and audiology. San Diego: Singular Publishing Group. Jackson Menaldi (2005). La voz normal. Buenos Aires: Médica Panamericana. Jackson Menaldi (2002). La voz patológica. Buenos Aires: Médica Panamericana. Le Huche, F y Allali, A. (2004). La voz: Terapéutica de los trastornos vocales. 2ª edición. Barcelona: Masson. Perelló, J. (1982): Canto y dicción. Barcelona: Científico Médica. Perelló J. y Slavá, J.A. (1980): Alteraciones de la voz. Barcelona: Científico Médica. Navarro Tomás, T. (1999). Manual de Pronunciación española. Madrid: CSIF. Núñez Batalla, F. y Suárez Nieto, C. (1999). Espectrografía de la voz. Oviedo: Universidad de Oviedo. Servicio de Publicaciones. Rubín, J; Sataloff, R. y Korovín, G. (2006). Diagnosis and Treatment of voice disorders. 3ª Edición. San Diego: Singular Publishing Group. Sataloff, R.T (1991). Professional voice: The science and art of clinical care. New York: Paven Press. Studer, J. (1996). Oratoría, el arte de hablar, disertar, convencer. Madrid: El drac. Revistas: Journal of Voice. EEUU. Laryngoscope. EEUU. Journal of Speech and Hearing Research (ASHA). EEUU. Revista Española de Logopedia, Foniatería y Audiología (AELFA). España. Journal of Acoustical Society of América. EEUU.</p> |
| Complementary | <p>Revistas de interés: 1. Journal of Voice. 2. Logopedics Phoniatrics Vocology. 3. European Journal of Disorders of Communication. 4. Folia Phoniatrica e Logopeadica. Bases de datos: Web of Science. Scopus Medline PubMed.</p> |



Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

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Subjects that continue the syllabus

Other comments

This subject will be useful to prepare voice and diction for the oral presentations, such as academic work in Master.

Advise yourself to attend more classes because of its high practical content.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.