



Teaching Guide

Teaching Guide				
Identifying Data				2020/21
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	Hybrid			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación			
Coordinador	Garcia Real, Teresa Juana		E-mail	teresa.greal@udc.es
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.			
Contingency plan	1. Modifications to the contents 2. Methodologies *Teaching methodologies that are maintained *Teaching methodologies that are modified 3. Mechanisms for personalized attention to students 4. Modifications in the evaluation *Evaluation observations: 5. Modifications to the bibliography or webgraphy			

Study programme competences

Code	Study programme competences
A1	Os estudantes saberán aplicar os modelos, técnicas e instrumentos de avaliación empregados na avaliación da linguaxe oral..
A2	Os estudantes poderán levar a cabo a avaliación de trastornos específicos da linguaxe oral, tales como as disartrias, alteracións da linguaxe no envellecemento e trastornos dexenerativos, as alteracións da linguaxe en enfermidades mentais, trastornos do espectro autista, etc.
B3	Os estudantes poderán comunicarse de maneira efectiva nun entorno de traballo.
B4	Os estudantes serán capaces de tomar decisións con autonomía e responsabilidade.
C6	Os alumnos/as saberán utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para o aprendizaxe ó longo da súa vida.
C8	Os estudantes valorarán a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

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.	AJ1 AJ2	BJ3 BJ4	CJ6 CJ8
The students will practice the oral presentation as a specific objective in this subject.	AJ1 AJ2	BJ3 BJ4	CJ6 CJ8

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.
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	A2 B3 B4 C6 C8	2	17	19
Oral presentation	A2 A1 B3 B4 C6 C8	4	27	31
Clinical practice placement	B3 B4 C6	10	17.25	27.25
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
Oral presentation	in order to prepare the oral presentation, the students have some hours of tutorials to solve doubts that may arise during the elaboration process. During the clinical practice sessions, the teacher will attend to existing questions and doubts.

Assessment

Methodologies	Competencies	Description	Qualification
Critical bibliographical	A2 B3 B4 C6 C8	Written document: 3-4 pages (one side) to synthesize the topic, in a relevant and updated way. 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. This activity to pass is to get students a 2 or higher.	40
Oral presentation	A2 A1 B3 B4 C6 C8	The students will present a vocal intervention (theoretical foundations and objectives, methodology with design, instruments and procedure, results, discussion, conclusions and bibliographical references). The presentation will be do with oral presentation and slides (power point). Exposure time 15 minutes and 10 minutes to answer some questions about the topic. 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	60

Assessment comments

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

Sources of information



Basic	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). Oratoria, 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.
Complementary	Revistas de interés: 1. Journal of Voice. 2. Logopedics Phoniatrics Vocology. 3. European Journal of Disorders of Communication. 4. Folia Phoniatrica e Logopedica. Bases de datos: Web of Science. Scopus. Medline. PubMed.

Recommendations

Subjects that it is recommended to have taken before

Intervention in Language, Speech, Hearing and Voice Disorders: from Theory to Clinical Practice/652498029

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.