



COURSE DATA

DATA SUBJECT

Code: 35293
Name: Speech Therapy Intervention in Pathology of Voice
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Speech therapy intervention in voice pathology	COMPULSORY

COORDINATION

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SUMMARY

The course `Speech Therapy Intervention in Voice Disorders` is offered by the Department of Basic Psychology, which is part of the Faculty of Psychology and Speech Therapy at the University of Valencia. It is a compulsory, semester-long course worth 6 credits (ECTS), equivalent to 150 hours of student work.

It is taught in the second semester of the third year of the Speech Therapy degree programme. The course is divided into four distinct blocks.

The first of these, Block 1, focuses on the speech therapy assessment of voice disorders as a basis for rehabilitation, through a brief review of the anatomy of the phonatory system, with special emphasis on the objective and subjective assessment of the voice, as well as the different resources to be used (anamnesis, qualitative scales, Software, etc.) for subsequent intervention.

The second block focuses on the rehabilitation of voice disorders from a physiological perspective, and its objective is to provide students with the knowledge and techniques necessary to perform appropriate and up-to-date speech therapy intervention in the most common hyperkinetic and hypokinetic dysphonias



(functional, organ-functional and/or organic), knowing the criteria, techniques and exercises on which individualised voice rehabilitation is based according to each vocal pathology.

The third block focuses on the rehabilitation of voice disorders of congenital origin and trauma, and its objective is to provide students with the knowledge and techniques necessary to perform appropriate speech therapy intervention in such dysphonias, knowing the criteria, programmes and rehabilitation techniques most appropriate in each case. This block will also cover vocal rehabilitation in cases of laryngectomy.

The fourth and final block focuses on the rehabilitation of voice disorders suffered by certain groups of individuals based on their vocal function and use, and aims to provide students with the knowledge and techniques necessary to carry out appropriate speech therapy intervention in each group: childhood dysphonia, professional voice (spoken and sung) and voice disorders in the elderly.

The study of this subject promotes the acquisition of strategies for the prevention, assessment, diagnosis and rehabilitation of the voice used in otolaryngology, phoniatrics and speech therapy. The knowledge provided by this discipline has important clinical applications (rehabilitation of speech articulation - breathing, phonation, resonance), educational applications (childhood dysphonia, dysphonia in teachers and other voice professionals) and applications in gerontology (voice disorders in the elderly), among others throughout the life cycle. Therefore, it is particularly linked to the subjects: `Anatomy of the organs of language and hearing¿, `Physiology of the organs of language and hearing¿, `Pathology of the Voice¿, and to those subjects related to language, speech and hearing pathologies and intervention in such pathologies.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

1203 - Degree in Speech Therapy

Obligation to have previously passed the subject(s)

35287 - Pathology of Voice

OTHER REQUIREMENTS

It is considered highly recommended having knowledge of the subjects of Anatomy and Physiology of the voice ("Anatomy of the organs of speech and hearing", "Physiology of the organs of speech and hearing") and Voice Pathology ("Voice Pathology"). The latter subject is required to have it passed.

COMPETENCES / LEARNING OUTCOMES

1203 - Degree in Speech Therapy

Adapt actions to the different human developmental stages in voice pathology.

Apply speech therapy treatments with the most effective methods, techniques and resources suited to the vocal pathology shown by each patient.



Design, implement and evaluate actions to prevent communication and language disorders.

Design, implement and evaluate actions to prevent voice disorders.

Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.

Develop communication skills in the general population.

Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.

Have an adequate speech production, language structure and voice quality.

Know the techniques and tools of assessment and diagnosis of voice disorders.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Use the exploration techniques and instruments typical of the profession and record, synthesize and interpret the data provided by integrating them into the information set.

Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.

DESCRIPTION OF CONTENTS

1. Speech therapy evaluation of the voice as a basis for rehabilitation.

In this first part, the student will be provided with relevant knowledge about the evaluation speech therapy of voice disorders as a basis for rehabilitation, providing the knowledge necessary to carry out both the subjective evaluation and the objective evaluation of voice disorders through different resources such as evaluation scales, computer programs, etc. In addition, a brief summary of the anatomophysiology of the phonoarticulatory organs involved in voice production will be contemplated.

TOPIC 1. INTRODUCTION TO THE REHABILITATION OF VOICE DISORDERS. Concept of voice, dysphonia



and their classifications. Basic concepts in the exploration, diagnosis and rehabilitation of the voice: vocal tract, fundamental frequency, amplitude, timbre, vocal loudness (vocal projection), resonant voice (voice imposition), vocal extension, dynamic range... Anatomophysiology (of breathing, phonation and resonance), triggering factors of vocal pathology and main vocal abuses that impact vocal production.

TOPIC 2.-LOGOPEDIC EXPLORATION AND DIAGNOSIS OF VOICE DISORDERS. BASES FOR REHABILITATION.

Speech therapy exploration of the voice from a clinical-applied point of view. Differences between ENT/phoniatric and speech therapy diagnosis. Anamnesis/clinical history, physiological evaluation of the voice, perceptual evaluation (subjective: GRBAS Scale, CAPE-V, VHI... among others; and objective: acoustic analysis programs applied to the exploration and diagnosis of voice disorders). Interpretation of acoustic parameters through PRAAT and VoxPlot.

2. Speech therapy intervention in hyperkinetic and hypokinetic dysphonia.

In this second block, students will be provided with the concepts, methods and techniques to carry out an effective speech therapy intervention in dysphonias of functional, organic-functional and organic origin.

TOPIC 3.- LOGOPEDIC INTERVENTION IN HYPERKINETIC DYSPHONIAS. Hyperkinetic dysphonias. Concept. Most common pathologies. Characteristics. Vocal hygiene program, development of listening activities, identification of the patient's abusive patterns. Vocal rehabilitation focused on improving the voice of people with hyperkinetic dysphonia.

TOPIC 4.- VOCAL REHABILITATION IN HYPOKINETIC DYSPHONIAS. Dysphonias hypokinetic. Concept. Characteristics. Most common pathologies. Vocal rehabilitation focused on improving the voice of people with hypokinetic dysphonia. Trends/philosophical aspects of vocal intervention.

3. Speech therapy intervention in voice disorders of congenital origin, trauma and laryngectomies.

In this third block, students will be provided with the concepts, methods and techniques to carry out an effective speech therapy intervention in dysphonia of congenital origin, of traumatic origin (acquired) and in people with laryngectomy.

TOPIC 5. VOICE REHABILITATION IN CONGENITAL DYSPHONIA AND TRAUMA. Congenital dysphonias. Definition, characteristics. Voice therapy in congenital dysphonia. Voice therapy in laryngeal trauma.

TOPIC 6. VOICE REHABILITATION IN LARYNGECTOMIES. Partial and total laryngectomies. Esophageal voice (erygmophony), artificial larynx (electrolarynx) and tracheoesophageal voice.

4. Speech therapy intervention in specific groups.

In this fourth and final block, students will be provided with the concepts, skills, methods and relevant techniques to intervene in groups at risk of developing dysphonias in specific groups such as: childhood dysphonias, the professional voice (singing and spoken) and voice disorders in the elderly.

TOPIC 7. REHABILITATION OF CHILDREN'S DYSPHONIA.



Childhood dysphonia, concept and characteristics. Puberphonia. Vocal hygiene adapted to childhood dysphonia. Factors that affect the vocal health of children. Exploration, diagnosis and rehabilitation of children's voice. Preventive actions and vocal improvement at school and with the family. Vocal awareness guidelines.

TOPIC 8. LOGOPEDIC INTERVENTION IN THE PROFESSIONAL VOICE.

The professional voice (sung and spoken). Vocal use in different professions and its abuse/misuse. Development of strategies and techniques for vocal management in situations typical of professional use. Strategies and techniques for speaking in public.

TOPIC 9. VOICE REHABILITATION IN THE SENIOR AGE.

Aging. Presbyphonias Vocal changes in elderly men and women. Voice rehabilitation in the elderly.

TOPIC 10. LOGOPEDIC INTERVENTION IN THE SINGING VOICE.

Fundamental concepts: characteristics of the singing voice and its different types. Classifications. Vocal registers. Phonetogram and tonal extension. Vocal technique applied to the singing voice.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Laboratory	15,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	25,00
Preparation of lessons	15,00
Preparation for assessment activities	25,00
Resolution of case studies	10,00
Total hours	90,00

TEACHING METHODOLOGY

In order for the student to acquire the fundamental objectives of the subject as well as the specific and transversal skills, the following are proposed:

Theoretical classes. In which the different contents of the subject will be developed. To this end, each session will begin with an outline of the contents that will be addressed, and will end by highlighting the most relevant aspects contemplated. At the same time, case studies will be used and a series of practical and applied activities will be carried out that allow students to acquire the specific and transversal skills of



the subject, promoting the participatory intervention of students to enable critical dialogue that at the same time energize the pace of the class.

Practical classes. The main purpose of these is twofold: on the one hand, to be able to participate and acquire the knowledge and intervention strategies related to the contents presented in the theoretical classes; and, on the other hand, to highlight the ability to work in a group as well as interpersonal communication skills.

At the same time, individualised and group scheduled tutorial sessions will be held in which students will be supervised so that they can adequately monitor the training activities.

The materials to be used will include: manuals, articles, chapters, reports, case studies, computer programs and other types of documentation and scientific materials relevant to the subject.

The use of the virtual classroom will be necessary, the e-learning platform chosen by the University of Valencia to promote teaching-learning processes, as well as teacher-student interaction.

EVALUATION

The information needed to obtain the final grade for the course will be obtained through two basic procedures: individual final assessment and continuous or progress assessment.

The individual final assessment will evaluate the theoretical and practical content through multiple-choice, oral, written, and/or skill-based tests. It will represent 70% of the course grade, with a maximum value of 7 points (a minimum score of 3.5 out of 7 is required to pass this section). This section can be retaken in the second sitting if it was not passed in the first sitting.

Continuous assessment is divided into two distinct parts: 1. Submission of the report for each practical assignment. These documents, which will be uploaded to the Virtual Classroom, will have a maximum value of 2 points (20% of the course grade). 2.- Other activities carried out in face-to-face classes: non-mandatory reports and/or individual/group work, access to content available in the virtual classroom, in-class tests (quizzes), participation in workshops, conferences, or lecture attendance, etc. This portion is worth a maximum of 1 point (10% of the course grade), and the latter portion (10%) cannot be recovered in the second sitting.

Attendance at the practical classes is mandatory, and passing the course requires attending at least 80% of the classes. Non-attendance must be due to well-documented reasons of force majeure: sudden health condition, death of a relative up to the third degree, court summons, official exam, accompanying a first-degree relative for medical reasons. The content and activities carried out in the face-to-face practical classes (20%) are considered recoverable through a written test to be taken after the official final exam.

The grade obtained in the practical activities (30%) will be valid only for the academic year in which the assessment is taken and will not be carried over to subsequent years.



The final grade is obtained from the weighted sum of the grades for each part of the assessment, provided that the student has passed the officially scheduled written tests and the practical report.

Students who obtain a grade equal to or higher than 9 are eligible for honors, with the grade awarded based on the grade in order from highest to lowest. In the event of a tie, an oral exam will be held to determine the student who will receive honors.

There are no differences in the assessment system between the first and second sittings. If the practical part of the course is passed, the grade will be carried over to the second sitting; otherwise, an exam for this part will be held to pass the course in the second sitting.

In the event of fraudulent practices, the procedure will be followed as determined by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

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Supplementary

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