

Postgraduate Diploma

Dysphasia and Voice Rehabilitation





## Postgraduate Diploma

### Dysphasia and Voice Rehabilitation

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 17 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-dysphasia-voice-rehabilitation](http://www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-dysphasia-voice-rehabilitation)

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# 01

# Introduction

The presence of neurological disorders may be associated with dysphagia and voice problems. In recent years, a number of advances in assessment and treatment have emerged to identify needs in a particular way and address them precisely. To this end, the professional must have the most updated and specific knowledge of Voice Anatomy and Physiology, Vocal Rehabilitation and Evaluation and Intervention in Dysphagia of Neurological Origin in order to carry out an appropriate management of the patient. In this program, TECH has designed a teaching load, together with the most knowledgeable team of teachers, who will provide their latest evidence on Dysphagia and Voice Rehabilitation 100% online and in only 6 months.







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*Thanks to this Postgraduate Diploma, you will increase your skills to identify Dysphagia and Voice Physiology in an advanced way"*

Swallowing difficulties and voice disorders are the result of neurological alterations or Acquired Brain Injury that cause diverse consequences not only at a nutritional level, but in general, reducing the quality of life of those who suffer from them. In addition to malnutrition or dehydration problems, there are also respiratory and communication problems.

Although these pathologies are common in adults, especially stroke or geriatric patients, there is a considerable percentage of school-age patients affected by dysphagia and voice disorders that require rehabilitation. So industry personnel must understand its implications and how to approach it.

In this Postgraduate Diploma, the professional will update their skills to give an answer from a holistic point of view to work in collaboration with other specialists, in an integral and complete way. It will delve into the anatomy and physiology of the voice and swallowing to identify their features and be able to conduct an appropriate procedure in each case of affectation.

A curriculum that will deepen the knowledge of the most current diagnostic and treatment techniques, to analyze the different possible vocal pathologies and achieve scientific rigor in the treatments. Therefore, they will be able to raise awareness of the need for vocal care, assess the nutritional status of patients with dysphagia and the consequences of poor hydration and malnutrition, among other multiple skills that will be enhanced with the study of this program.

It will be 6 months of study that will include the best content, the advice of a technical and teaching team always ready to guide the student and the most varied multimedia resources, available completely online from the most modern, secure and intuitive virtual platform.

This **Postgraduate Diploma in Dysphasia and Voice Rehabilitation** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Speech Neurorehabilitation and Orofacial Therapy
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*An advanced curriculum that will help you implement a correct and complete assessment of vocal function in daily practice"*

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*Stay informed the functional basis of dysphagia to classify it and know the pathologies associated with this disorder”*

The program's teaching staff includes professionals from the industry who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*The pedagogical methodology of this program will allow the graduate to combine their daily activities with the new academic goal without complications and in a comfortable way.*

*A specific and complete Postgraduate Diploma that will open new paths toward professional development.*





# 02

# Objectives

This academic program has been designed by TECH's expert team, with the purpose of providing the professional with the latest scientific evidence on the application of new ways of working in Speech Therapy Neurorehabilitation, incorporating different approaches in the approach to Dysphagia and Voice Rehabilitation. A high-level qualitative leap that will place it at the forefront of its sector.







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*With this program, update and complete your knowledge of dysphagia and voice rehabilitation”*



## General Objectives

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- ♦ Develop a broad body of knowledge of the anatomical and functional basis of the central and peripheral nervous system
- ♦ Study the anatomy and function of the organs involved in basic functions such as respiration, phonation and swallowing
- ♦ Acquire knowledge in both assessment and speech therapy intervention
- ♦ Delve into rehabilitation techniques supported by clinical practice
- ♦ Develop intervention skills acquired from complementary disciplines such as neuropsychology, physiotherapy and psychology
- ♦ Become proficient in the assessment, diagnosis and treatment of neurofunctional and logopedic disorders in specific groups with neurodevelopmental or syndromic disorders
- ♦ Know various approaches and intervention programs in neurological and speech therapy neurorehabilitation



*The best specialists will put at your disposal their real and immediate knowledge of the intervention in processes of Dysphagia and voice pathologies of neurological origin"*





## Specific Objectives

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### Module 1. Anatomy and Physiology of the Voice. Vocal Chord Status

- ♦ Learn how to implement a correct and complete assessment of vocal function in daily clinical practice
- ♦ Learn the specific anatomical and functional aspects of the phonatory system as a basis for the rehabilitation of voice disorders and for voice work with voice professionals
- ♦ Know the most important features of the voice and learn to listen to different types of voices in order to know which aspects are altered to guide clinical practice

### Module 2. Vocal Rehabilitation

- ♦ Gain in-depth knowledge of the most current diagnostic and treatment techniques
- ♦ Analyze the different possible vocal pathologies and achieve scientific rigor in treatments
- ♦ Solve real case studies with current therapeutic approaches based on scientific evidence
- ♦ Delve into the knowledge and analysis of the results obtained in objective voice assessments
- ♦ Learn about different approaches to the treatment of vocal pathologies
- ♦ Raise awareness of the need for vocal care
- ♦ View the voice as a global ability of the person and not as an exclusive act of the phonatory system

### Module 3. Assessment and Intervention in Dysphagia of Neurological Origin in Adults

- ♦ Learn the anatomy and physiology of swallowing
- ♦ Provide anatomical and physiological knowledge of the structures involved in normal and pathological swallowing
- ♦ Learn the functional basis of dysphagia to classify it and know the pathologies associated with this disorder
- ♦ Know the scales of assessment, exploration and instrumental techniques
- ♦ Develop strategies to assess dysphagia before, during and after speech therapy intervention
- ♦ Learn how to assess the nutritional status of patients with dysphagia and the consequences of poor hydration and malnutrition
- ♦ Learn compensatory techniques as opposed to rehabilitative techniques
- ♦ Specialize the professional for the integral approach to Dysphagia of Neurological Origin



# 03

# Course Management

TECH together with the most knowledgeable professionals have developed this Postgraduate Diploma in Dysphagia and Voice Rehabilitation, who, up to date with the latest scientific evidence and procedures, will share their latest experiences and advanced knowledge with the student of this program. For this reason, the student is guaranteed to obtain the highest quality and most current content on the current educational market.





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*With the help of the most experienced professionals you will acquire new skills in Dysphagia and Voice Rehabilitation"*

## Management



### **Ms. Santacruz García, Estefanía**

- Social integrator and clinical speech therapist at Uner Clinic
- Teacher at CEFIRE
- Specialist in Orofacial and Myofunctional Therapy



### **Mr. Borrás Sanchís, Salvador**

- ◆ Psychologist, Teacher and Speech Therapist
- ◆ Educational Counselor at Generalitat Valenciana, Consejería de Educación (Valencian Regional Government)
- ◆ Abile Education Specialist
- ◆ Avance SL Partner
- ◆ Pedagogical Advisor and External Collaborator of Aula Salud (an organization to promote health in the classroom)
- ◆ Pedagogical Director in iteNlearning
- ◆ Author of "Guide for the Reeducation of Atypical Swallowing and Associated Disorders"
- ◆ Pedagogical Director in the Instituto DEIAP (Institute for Comprehensive Development and Psychoeducational Care)
- ◆ Degree in Psychology
- ◆ Hearing and Speech Teacher
- ◆ Diploma in Speech Therapy

## Professors

### Ms. Álvarez Valdés, Paula del Carmen

- ♦ Clinical Speech Therapist Specialist in Myofunctional Therapy
- ♦ Clinical Speech Therapist Specialist in Myofunctional Therapy
- ♦ Diploma in Psychodiagnosis and Early Care Treatment
- ♦ Direct collaboration in Dental Office
- ♦ Master's Degree in Special Education and in Foreign Languages from the Pontifical University of Salamanca
- ♦ ISEP Master's Degree in Myofunctional Therapy

### Dr. Carrasco de Larriva, Concha

- ♦ Psychologist at PEROCA
- ♦ Clinical Neuropsychologist accredited by the General Council of Psychology in Spain
- ♦ Assistant Professor of the Department of Psychology at the Catholic University San Antonio of Murcia
- ♦ Degree in Psychology from the University of Granada
- ♦ Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- ♦ Postgraduate degree in Cognitive Rehabilitation from ISEP
- ♦ Expert in Child and Cognitive Rehabilitation by the Francisco de Vitoria University
- ♦ Qualified for the assessment of Autism with the Autism Diagnostic Observation Scale ADOS

### Ms. García Gómez, Andrea

- ♦ Speech therapist specialized in Acquired Brain Injury Neurorehabilitation
- ♦ Speech therapist at UNER Clinic
- ♦ Speech therapist at Integra Brain Injury
- ♦ Speech therapist at Ineuro
- ♦ Graduate in Speech Therapy
- ♦ Master's Degree in Speech Therapy Neurorehabilitation in Acquired Brain Injury

### Ms. Jiménez Jiménez, Ana

- ♦ Clinical Neuropsychologist and Social Worker
- ♦ Clinical Neuropsychologist at Integra Cerebral Damage
- ♦ Neuropsychologist at UNER Clinic
- ♦ Educator of the Social Action Team Murcia in Cáritas Spain
- ♦ Degree in Social Work at the University of Murcia
- ♦ Degree in Psychology from UNED
- ♦ Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ♦ Master's Degree in General Health Psychology by UNED

### Ms. Muñoz Boje, Rocío

- ♦ Degree in Occupational Therapy
- ♦ Occupational Therapist Specialist in Neurorehabilitation

### Ms. López Samper, Belén

- ♦ General Health Psychology and Clinical Neuropsychologist
- ♦ Psychologist. Alcaraz Institute
- ♦ Psychologist. IDEAT Center
- ♦ Neuropsychologist Clínica UNER - Assessment and Integral Rehabilitation of Brain Injury
- ♦ Specialized in Child and Adult Neurorehabilitation at Centro Integral de Daño Cerebral
- ♦ Master's Degree in Special Educational Needs and Early Care, Developmental and Child Psychology. International University of Valencia
- ♦ Master's Degree in Clinical Neuropsychology, Neuropsychology. AEPPCC
- ♦ Master's Degree in General Health Psychology. International University of Valencia
- ♦ Degree in Psychology. Miguel Hernández University of Elche



**Ms. Gallego Díaz, Mireia**

- ♦ Hospital Speech Therapist
- ♦ Occupational Therapist
- ♦ Speech Therapist Expert in Swallowing Disorders

**Ms. Martín Bielsa, Laura**

- ♦ Director of Multidisciplinary Center Dime Más
- ♦ CFP Estill Voice Training
- ♦ Degree in Speech Therapy
- ♦ Graduate in Teaching
- ♦ Dean of the Professional Association of Speech Therapists of Aragon

**Ms. Navarro Maruenda, Laura**

- ♦ Neuropsychologist at Kinemas
- ♦ Specialist in Child and Adult Neurorehabilitation in Integral Center of Brain Injury
- ♦ Master's Degree in Speech Neurorehabilitation and Vital Function Analysis
- ♦ Neuropsychologist at INEURO
- ♦ Neuropsychologist at UNER CLINIC
- ♦ Degree in Psychology from the Miguel Hernández University of Elche
- ♦ Master's Degree in Health Psychology from the Miguel Hernández University of Elche
- ♦ Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ♦ Master's Degree in Pediatric Neurology and Neurodevelopment by CEU Cardena

Herrera University

**Ms. Santacruz García, Raquel**

- ♦ Specialist in Pedagogy and Nutrition
- ♦ Dietician of the Hispanic Ballet Company
- ♦ Dancer at the Andalusian Dance Center
- ♦ Graduate in Human Nutrition and Dietetics by the Catholic University San Antonio
- ♦ Specialist in Dance Pedagogy by the Theatre Institute of Barcelona
- ♦ Intermediate Degree in Classical Dance at the Conservatory of Murcia

**Ms. Selva Cabañero, Pilar**

- ♦ Nurse Specialist in Obstetric - Gynecological Nursing (Midwife)
- ♦ Obstetric - Gynecological Nursing Teaching Unit, University of Murcia Santa Lucía General University Hospital
- ♦ Publication, Ankyloglossia and the Success of Breastfeeding, ISBN13: 978- 84-695- 5302- 2. 2012

# 04

## Structure and Content

In 3 study modules, the most important aspects and new developments in the rehabilitation of Dysphagia and Voice are grouped together, so that the professional from the point of view of the educational sector can address the situations that arise in an appropriate manner. An academic program with the most complete content, chosen by experts and designed under the *Relearning* methodology, which offers the comfort and quality that the student needs. From a completely online modality, the most updated theoretical and practical material will be available, presented in a variety of multimedia resources: video summaries, complementary readings, case studies, Testing, Restesting, among others. Undoubtedly, an avant-garde way of catching up with the latest scientific evidence.



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*You will delve into the most specific nutrition screening scales for more effective assessments”*

## Module 1. Anatomy and Physiology of the Voice. Vocal Chord Status

- 1.1. Voice Anatomy
  - 1.1.1. Laryngeal Anatomy
  - 1.1.2. Respiratory Structures Involved in Phonation
    - 1.1.2.1. Chest
    - 1.1.2.2. Airway
    - 1.1.2.3. Respiratory Musculature
  - 1.1.3. Laryngeal Structures Involved in Phonation
    - 1.1.3.1. Laryngeal Skeleton
    - 1.1.3.2. Cartilage
    - 1.1.3.3. Joints
    - 1.1.3.4. Musculature
    - 1.1.3.5. Innervation
  - 1.1.4. Structures of the Vocal Tract Involved in Phonation
    - 1.1.4.1. Linear Source-Filter Model
    - 1.1.4.2. Non-Linear Source-Filter Model
- 1.2. Voice Physiology
  - 1.2.1. Histology of Vocal Folds
  - 1.2.2. Biomechanical Properties of the Vocal Folds
  - 1.2.3. Myoelastic Mucocondulatory Theory and Aerodynamic Theory
- 1.3. Pathological Voice
  - 1.3.1. Euphonia vs. Dysphonia
  - 1.3.2. Vocal Fatigue
  - 1.3.3. Acoustic Signs of Dysphonia
  - 1.3.4. Classification of Dysphonia
- 1.4. Medical- Surgical Treatment
  - 1.4.1. Phonosurgery
  - 1.4.2. Laryngeal Surgery
  - 1.4.3. Medication in Dysphonia







- 1.5. Physical and Acoustic Aspects
  - 1.5.1. Physical Aspects of the Voice
    - 1.5.1.1. Types of Waves
    - 1.5.1.2. Physical Properties of Sound Waves: Amplitude and Frequency
    - 1.5.1.3. Transmission of Sound
  - 1.5.2. Acoustic Voice Aspects
    - 1.5.2.1. Intensity
    - 1.5.2.2. Pitch
    - 1.5.2.3. Quality
- 1.6. Objective Voice Assessment
  - 1.6.1. Morphofunctional Exploration
  - 1.6.2. Electroglottography
  - 1.6.3. Aerodynamic Measures
  - 1.6.4. Electromyography
  - 1.6.5. Videochemography
  - 1.6.6. Acoustic Analysis
- 1.7. Perceptual Assessment
  - 1.7.1. GRBAS
  - 1.7.2. RASAT
  - 1.7.3. GBR Score
  - 1.7.4. CAPE-V
  - 1.7.5. VPAS
- 1.8. Functional Assessment
  - 1.8.1. Fundamental Frequency
  - 1.8.2. Phonetogram
  - 1.8.3. Maximum Phonatory Times
  - 1.8.4. Velo-Palatine Efficiency
  - 1.8.5. VHI
- 1.9. Assessing Vocal Quality
  - 1.9.1. Vocal Quality
  - 1.9.2. High Vocal Quality vs. Low Vocal Quality
  - 1.9.3. Vocal Quality Assessment in Voice Professionals

- 1.10. Medical History
  - 1.10.1. The Importance of Medical History
  - 1.10.2. Characteristics of the Initial Interview
  - 1.10.3. Medical History Sections and Voice Implications
  - 1.10.4. Proposal of a Model of Anamnesis for Vocal Pathology

## Module 2. Vocal Rehabilitation

- 2.1. Speech Therapy Treatment for Functional Dysphonias
  - 2.1.1. Type I: Isometric Laryngeal Disorder
  - 2.1.2. Type II: Glottic and Supraglottic Lateral Contraction
  - 2.1.3. Type III: Anteroposterior Supraglottic Contraction
  - 2.1.4. Type IV: Conversion Aphonia/Dysphonia and Psychogenic Dysphonia with Arched Vocal Cords
  - 2.1.5. Transitional Adolescent Dysphonia
- 2.2. Speech Therapy Treatment for Organic Dysphonias
  - 2.2.1. Introduction
  - 2.2.2. Speech Therapy in Congenital Origin Dysphonias
  - 2.2.3. Speech Therapy in Acquired Origin Dysphonias
- 2.3. Speech Therapy Treatment for Organic-Functional Dysphonias
  - 2.3.1. Introduction
  - 2.3.2. Objectives in the Rehabilitation of Organic-Functional Pathologies
  - 2.3.3. Proposal of Exercises and Techniques according to the Rehabilitation Objective
- 2.4. Voice in Acquired Neurological Problems
  - 2.4.1. Dysphonias of Neurological Origin
  - 2.4.2. Speech Therapy Treatment
- 2.5. Child Dysphonia
  - 2.5.1. Anatomical Characteristics
  - 2.5.2. Vocal Characteristics
  - 2.5.3. Intervention
- 2.6. Hygiene Therapy
  - 2.6.1. Introduction
  - 2.6.2. Harmful Habits and Their Effect on the Voice
  - 2.6.3. Preventive Measures

- 2.7. Semi-Occluded Vocal Tract Exercises
  - 2.7.1. Introduction
  - 2.7.2. Justification
  - 2.7.3. TVSO
- 2.8. Estill Voice Training
  - 2.8.1. Jo Estill and the Creation of the Model
  - 2.8.2. Principles of Estill Voice Training
  - 2.8.3. Description

## Module 3. Assessment and Intervention in Dysphagia of Neurological Origin in Adults

- 3.1. Swallowing: Definition and Anatomy
  - 3.1.1. Definition of Swallowing
  - 3.1.2. Swallowing Anatomy: Structures
    - 3.1.2.1. Oral Cavity
    - 3.1.2.2. Pharynx
    - 3.1.2.3. Larynx.
    - 3.1.2.4. Oesophageal
  - 3.1.3. Swallowing Anatomy: Neurological Control
    - 3.1.3.1. Central Nervous System
    - 3.1.3.2. Cranial Nerves
    - 3.1.3.3. Autonomic Nervous System
- 3.2. Swallowing: The Swallowing Process
  - 3.2.1. Phases of Swallowing
    - 3.2.1.1. Pre-oral Phase
    - 3.2.1.2. Oral Phase
      - 3.2.1.2.1. Oral Preparatory Phase
      - 3.2.1.2.2. Oral Transport Phase
    - 3.2.1.3. Pharyngeal Phase
    - 3.2.1.4. Esophageal Phase

- 3.2.2. Valve System
- 3.2.3. Biomechanics of Swallowing
  - 3.2.3.1. Swallowing Liquids
  - 3.2.3.2. Swallowing Semi-Solids
  - 3.2.3.3. Swallowing Solids: Chewing
- 3.2.4. Breathing-Swallowing Coordination
- 3.3. Introduction to Dysphagia
  - 3.3.1. Definition
  - 3.3.2. Etiology and Prevalence
    - 3.3.2.1. Functional Causes
    - 3.3.2.2. Organic Causes
  - 3.3.3. Classification
    - 3.3.3.1. Types of Dysphagia
    - 3.3.3.2. Severity of Dysphagia
  - 3.3.4. Differentiation Structural Dysphagia vs. Neurogenic Dysphagia
  - 3.3.5. Signs and Symptoms of Dysphagia
  - 3.3.6. Safety and Efficacy Concepts
    - 3.3.6.1. Safety Complications
    - 3.3.6.2. Efficacy Complications
  - 3.3.7. Brain Damage Dysphagia
  - 3.3.8. Dysphagia in the Elderly
- 3.4. Medical Assessment of Dysphagia
  - 3.4.1. Medical Anamnesis
  - 3.4.2. Scales of Assessment and Screening
    - 3.4.2.1. EAT-10
    - 3.4.2.2. V-VST. Volume-Viscosity Swallow Test
      - 3.4.2.2.1. How to Perform the V-VST
      - 3.4.2.2.2. Useful Tips when Using V-VST
  - 3.4.3. Instrumental Tests
    - 3.4.3.1. Fibroendoscopy (FEES)
    - 3.4.3.2. Videofluoroscopy (VFS)
    - 3.4.3.3. Fibroendoscopy vs. Videofluoroscopy
    - 3.4.3.4. Pharyngoesophageal Manometry
- 3.5. Speech Therapy Assessment of Dysphagia
  - 3.5.1. Medical History
  - 3.5.2. General Patient Assessment
    - 3.5.2.1. Physical Examination
    - 3.5.2.2. Cognitive Examination
  - 3.5.3. Clinical Patient Exploration
    - 3.5.3.1. Structural Assessment
    - 3.5.3.2. Oral Motor and Sensory Examination
    - 3.5.3.3. Cranial Nerves Assessment
    - 3.5.3.4. Reflex Assessment
    - 3.5.3.5. Exploring Swallowing by Phases (without Bolus)
    - 3.5.3.6. Using Auscultation and Sound Assessment
    - 3.5.3.7. Respiratory and Phonation Assessment
  - 3.5.4. Tracheostomy Patient Assessment
  - 3.5.5. Severity and Quality of Life Scales
- 3.6. Assessment of Nutritional Status
  - 3.6.1. Importance of Nutrition
  - 3.6.2. Screening Scales in Nutrition
    - 3.6.2.1. Malnutrition Universal Screening Tool (MUST)
    - 3.6.2.2. Mini Nutritional Assessment (MNA)
    - 3.6.2.3. Nutritional Risk Screening 2002 (NRS 2002)
  - 3.6.3. Nutritional Assessment
  - 3.6.4. Undernourishment
  - 3.6.5. Dehydration
  - 3.6.6. Nutritional Supplements
  - 3.6.7. Alternatives to Oral Feeding
    - 3.6.7.1. Enteral Nutrition
      - 3.6.7.1.1. Naso/Oroenteral Tube Nutrition
      - 3.6.7.1.2. Nutrition by Gastrostomy
      - 3.6.7.1.3. Comparing Types of Enteral Nutrition
    - 3.6.7.2. Parenteral Nutrition

- 3.7. Dysphagia Rehabilitation Using Compensatory Techniques
  - 3.7.1. Rehabilitation Treatment Objectives
  - 3.7.2. Postural Techniques
  - 3.7.3. Consistency Modifications
  - 3.7.4. Modifying Intake Volume and Speed
  - 3.7.5. Modifying Food at the Perceptual Level
  - 3.7.6. New Textures
  - 3.7.7. Adapting Utensils for Intake
  - 3.7.8. Guidelines for Patients and Family
    - 3.7.8.1. Adaptation of Environment
    - 3.7.8.2. Administration of Drugs
    - 3.7.8.3. Oral Hygiene
- 3.8. Dysphagia Rehabilitation Using Rehabilitation Techniques I
  - 3.8.1. Inclusion/Exclusion Criteria in Treatments Using Rehabilitation Techniques
  - 3.8.2. Swallowing Maneuvers
  - 3.8.3. Techniques to Exercise Swallowing Musculature
    - 3.8.3.1. Orofacial Myofunctional Therapy
      - 3.8.3.1.1. Soft Tissues Manipulation
      - 3.8.3.1.2. Sensory Enhancement Techniques
      - 3.8.3.1.3. Specific Exercises
        - 3.8.3.1.3.1. Tongue
        - 3.8.3.1.3.2. Lips/Buccinator Muscles
        - 3.8.3.1.3.3. Masticatory Muscles
        - 3.8.3.1.3.4. Palatal Veil
    - 3.8.3.2. Techniques to Stimulate Swallowing Reflex
    - 3.8.3.3. Bolus Propulsion Exercises
    - 3.8.3.4. Laryngeal Elevation (Hyoid Excursion) Exercises
    - 3.8.3.5. Exercises to Improve Glottic Closure





- 3.9. Dysphagia Rehabilitation Using Rehabilitation Techniques II
  - 3.9.1. Dysphagia Treatment based on Symptomatology
  - 3.9.2. Breathing Treatment
  - 3.9.3. Positioning
  - 3.9.4. Diet Implementation
  - 3.9.5. Use of Botulinum Toxin
  - 3.9.6. Neuromuscular Bandaging
    - 3.9.6.1. Rigid Bandages
    - 3.9.6.2. Flexible Bandages
  - 3.9.7. Electrotherapy in Swallowing
  - 3.9.8. New Technologies
- 3.10. Useful Content for Speech Therapists Working in Dysphagia
  - 3.10.1. CPR in Diet
  - 3.10.2. Diet Rheology
  - 3.10.3. Additional Information

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*A complete syllabus that you can download and consult at your own pace, thanks to the 100% online mode of this program"*



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# Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*



“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.





## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

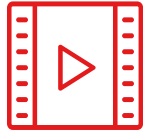
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

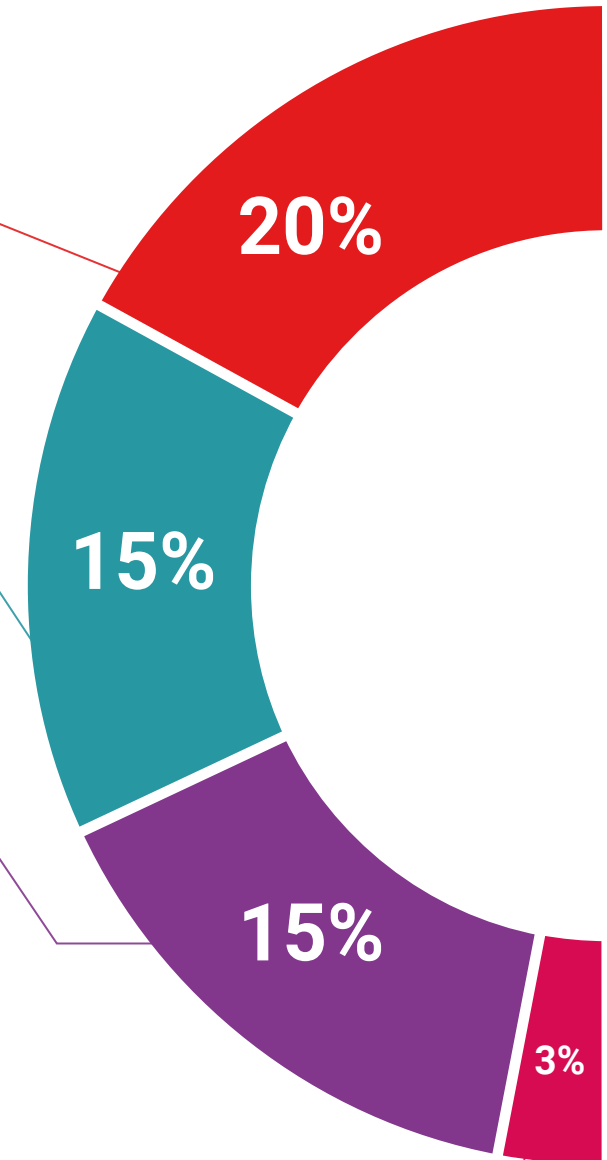
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

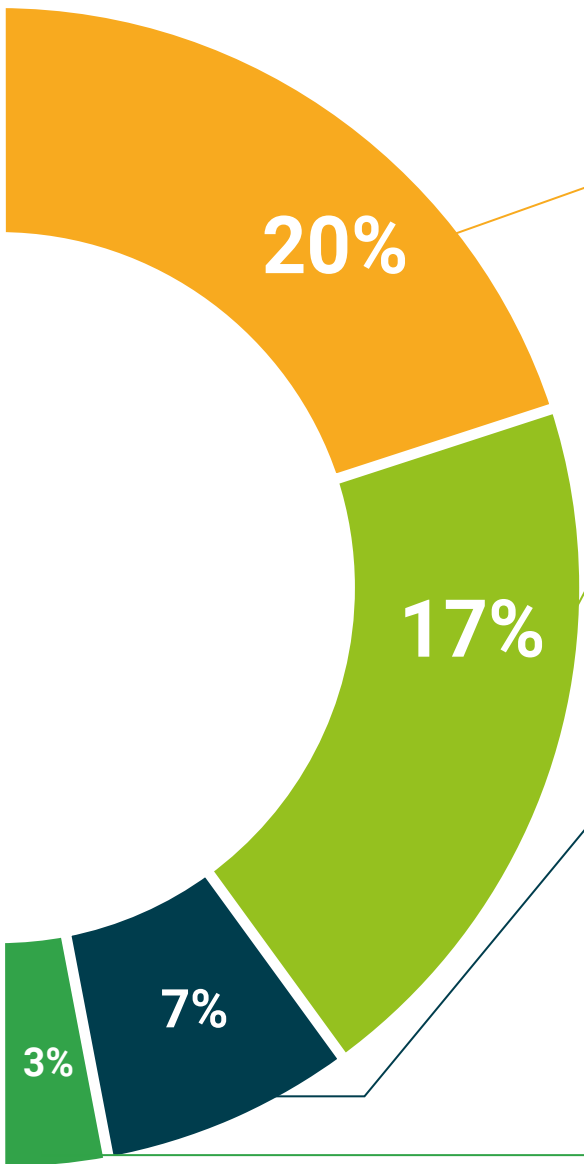
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.





06

# Certificate

The Postgraduate Diploma in Dysphagia and Voice Rehabilitation guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





“

*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This program will allow you to obtain your **Postgraduate Diploma in Dysphasia and Voice Rehabilitation** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Dysphasia and Voice Rehabilitation**

Modality: **online**

Duration: **6 months**

Accreditation: **17 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service  
knowledge present quality  
development languages  
virtual classroom



## Postgraduate Diploma

### Dysphasia and Voice Rehabilitation

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 17 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Dysphasia and Voice Rehabilitation



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