

Professional Master's Degree

Voice Therapy





Professional Master's Degree Voice Therapy

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/pk/education/professional-master-degree/master-voice-therapy

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01

Introduction

Dysphonia and other problems affecting the voice can be considered a major occupational hazard for professionals who work with their voice. Voice Therapy offers the teaching professional an alternative way of broad intervention that provides benefits both in the approach to conditions and in their prevention and rehabilitation. This program offers the tools required to learn the protocols of care and recovery of the voice from voice therapy in a specific training for teachers.



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Intensive training created to efficiently provide the knowledge teachers need in order to acquire the ability to care for and rehabilitate the voice in its professional use"

Teaching professionals subject their voice to intensive use, which can cause numerous problems. In order to maintain it in optimal functional conditions, it is essential to acquire knowledge and management of the phonatory apparatus and the multifactorial nature of the voice and its alterations. The changes that occur in the human voice over time are related, among other factors, to the maturation and development of the phonorespiratory system, as well as to its deterioration.

Another type of change is due to sex-related differences. There are also changes in the voice that are due to professional use and to structural and functional alterations associated or not with other pathologies. And all of this is evident in both the normal voice and the pathological voice.

For all these reasons, knowledge about the use of one's own voice, programs for the prevention of disorders and Voice Therapy applied to the use in different contexts, are crucial elements for the health, well-being and development of any speaker.

This type of training makes professionals in this field increase their ability to succeed, which results in better practice and performance that will have a direct impact on their professional work, both in the teaching field and in the field of professional communication.

This program offers a very broad view of vocal pathology and physiology, with examples of successful cases. It includes all the necessary and basic techniques for the preparation and re-education of the voice, taking into account the professions that use it as their main working tool, providing tools, experiences and advances in this field, which have also been guaranteed by the teaching staff of the Professional Master's Degree, since all of them work in this field. The professional will learn based on professional experience as well as evidence-based pedagogy, which makes the student's preparation more effective and accurate.

This **Professional Master's Degree in Voice Therapy** offers you the advantages of a high-level education, teaching, and technological program. These are some of its most notable features:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems.
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Supplementary documentation databases that are permanently available, even after the program



With this Professional Master's Degree, you will be able to balance high intensity training with your personal and professional life, achieving your goals in a simple and real way"

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A Professional Master's Degree created to enable teachers to take care of the voice from the knowledge of how it works and the necessary prevention and recovery techniques”

The collaborators of this Professional Master's Degree are professionals in the sector who will provide with the greatest compendium of knowledge in both scientific and purely technical disciplines.

In this way, TECH ensures to offer you the updating objective it intends. A multidisciplinary team of professionals who are trained and experienced in different environments, who will develop the theoretical knowledge in an efficient way, but above all, they will bring their practical knowledge from their own experience to the program: one of the differential qualities of this training.

The efficiency of the methodological design of this Professional Master's Degree, enhances the student's understanding of Voice Therapy. Developed by a multidisciplinary team of experts, it integrates the latest advances in educational technology. In this way, the students will be able to study with a range of comfortable and versatile multimedia tools that will give them the operability they need in their learning process.

The design of this program is based on Problem-Based Learning: an approach that views learning as a highly practical process. To achieve this remotely, TECH will use telepractice: with the help of an innovative interactive video system and *Learning from an Expert*, the student will be able to acquire the knowledge as if they were facing the scenario they are learning at that moment. A concept that will allow students to integrate and memorize what they have learnt in a more realistic and permanent way.

A program created and managed by active professionals who are experts in this field of work, which makes this program a unique opportunity for professional growth”

Our innovative telepractice concept will give you the opportunity to learn through an immersive experience, with a high educational impact”



02

Objectives

The Professional Master's Degree offers detailed information on the most relevant advances in the specialty from an eminently practical point of view, in a time where accredited knowledge is essential.

The objective of this program is to offer professionals who work in Voice Therapy the knowledge and skills required to perform their duties using the most advanced protocols and techniques.





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A Professional Master's Degree created to lead the professionals to acquire their professional improvement objectives, in an intensive but flexible way, with the best learning system of the moment"



General Objectives

- ♦ Learn the specific anatomical and functional aspects of the phonatory system as a basis for the rehabilitation of vocal pathologies and for vocal work with voice professionals
- ♦ Gain in-depth knowledge of the most current diagnostic and treatment techniques
- ♦ Delve into the knowledge and analysis of the results obtained in objective voice assessments
- ♦ Learn how to implement a correct and complete assessment of vocal function in daily clinical practice
- ♦ 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
- ♦ Analyze the different possible vocal pathologies and achieve scientific rigor in treatments
- ♦ Learn about different approaches to the treatment of vocal pathologies
- ♦ Raise awareness of the need for vocal care
- ♦ Teach Voice Therapy work focused on different voice professionals.
- ♦ Learn the importance of multidisciplinary work in some voice pathologies
- ♦ View the voice as a global ability of the person and not as an exclusive act of the phonatory system
- ♦ Solve real case studies with current therapeutic approaches based on scientific evidence





Specific Objectives

Module 1. Anatomical, Physiological and Biomechanical Basics of the Voice

- ♦ Learn about the phylogenetic origin of the phonatory system
- ♦ Learn about the evolutionary development of the human larynx
- ♦ Learn the main muscles and the functioning of the respiratory system
- ♦ Learn about the main anatomical structures that make up the larynx and how they function
- ♦ Learn the histology of the vocal cords
- ♦ Analyze the vibratory cycle of the vocal cords
- ♦ Analyze the different structures and cavities that form the vocal tract
- ♦ Study the different theories that have given answers to how voice is produced
- ♦ Study the characteristics of phonatory physiology and its main components
- ♦ Gain in-depth knowledge of the different exploratory tests used in the morphofunctional exploration of the larynx
- ♦ Learn the instruments needed to perform a morphofunctional assessment of the phonatory system

Module 2. Objective Exploration of the Voice

- ♦ Analyze and understand the results obtained with objective screening tests
- ♦ Learn in which cases the performance of such objective tests is indicated or not
- ♦ Learn concepts of speech acoustics
- ♦ Learn the different observable parameters in a spectrogram
- ♦ Learn how to analyze a spectrogram
- ♦ Know how to collect voice samples for acoustic analysis
- ♦ Interpret results obtained in the acoustic analysis of the voice
- ♦ Optimally use different acoustic analysis programs

Module 3. Functional Assessment of the Voice

- ♦ Learn to listen to different types of voices with objective criteria
- ♦ Apply different audio-perceptual scales in daily practice
- ♦ Learn about the different existing vocal function assessment tests
- ♦ Know the concept of fundamental frequency and learn how to obtain it from a speech sample
- ♦ Know the phonetogram and learn to use it in daily practice
- ♦ Calculate vocal functionality indexes
- ♦ Perform a complete anamnesis based on patients characteristics
- ♦ Learn about additional tests that can guide us in our treatment

Module 4. Normal Voice vs. Pathological Voice

- ♦ Differentiating normal voice from pathological voice
- ♦ Differentiate between the concepts of euphonia and dysphonia
- ♦ Learn to detect early symptoms/traits of dysphonia through listening
- ♦ Know the different types of voices and their characteristics
- ♦ Analyze the different types of functional dysphonia
- ♦ Analyze the different types of congenital organic dysphonia
- ♦ Analyze the different types of acquired organic dysphonia
- ♦ Analyze the different types of organic-functional dysphonia
- ♦ Be able to identify the observed vocal pathology in an image
- ♦ Learn how to analyze and classify a voice according to its audible acoustic features

Module 5. Medical-Surgical Treatments of Vocal Pathology

- ♦ Learn about the different existing phonosurgery techniques
- ♦ Learn about the different common laryngeal surgeries
- ♦ Be familiar with the different medications prescribed by physicians in case of dysphonia
- ♦ Give importance to teamwork in the rehabilitation of voice pathologies

Module 6. Speech Therapy for Voice Disorders

- ♦ Know when speech therapy is or is not indicated
- ♦ Know and plan the general objectives of rehabilitation
- ♦ Know the different possible approaches in the rehabilitation approach
- ♦ Learn the basic principles of muscle conditioning
- ♦ Learn the basic principles of respiratory conditioning
- ♦ Learn the basic principles of hygiene therapy
- ♦ Learn the basic principles of confidential voice therapy
- ♦ Learn the basic principles of resonant voice therapy
- ♦ Learn the basic principles of the accent method
- ♦ Learn the basic principles of vocal function exercises
- ♦ Learn the basic principles of fluent phonation
- ♦ Learn the basic principles of Lee Silverman LSVT
- ♦ Learn the basic principles of physiological therapy
- ♦ Learn the basic principles of semi-occluded vocal tract exercises
- ♦ Learn the basic principles of manual laryngeal massage
- ♦ Learn the basic principles of facilitating sounds
- ♦ Learn the basic principles of *Estill Voice Training*
- ♦ Learn the basic principles of the PROEL method
- ♦ Learn the basic principles of the NEIRA method

- ♦ Learn the basic principles of the body - voice - movement approach
- ♦ Know how to choose the most effective therapy for each patient in relation to their specific vocal characteristics and needs

Module 7. Speech Therapy for Pathologies

- ♦ Approach rehabilitation treatment in pathologies of functional origin
- ♦ Approach rehabilitation treatment in pathologies of organic origin, both congenital and acquired
- ♦ Approach rehabilitation treatment in pathologies of organic-functional origin
- ♦ Address rehabilitative treatment in patients who underwent a laryngectomy
- ♦ Address vocal conditioning in patients attending a clinic due to gender reassignment
- ♦ Solve practical cases

Module 8. The Professional Use of the Spoken Voice

- ♦ Learn the risk groups of professional vocal pathology
- ♦ Apply a plan of hygienic measures to care for the voice
- ♦ Learn the specific objectives of vocal work for each group of professionals
- ♦ Learn to work on aspects of vocal flexibility
- ♦ Learn to work aspects of vocal resistance
- ♦ Learn to work on the versatility of the voice required in these professional groups
- ♦ Make work proposals according to each group
- ♦ Solve practical cases
- ♦ List the components of the singing voice
- ♦ Describe the aspects of emission, articulation and intonation
- ♦ Explain the different vocal registers



Module 9. Professional Singing Voice

- ♦ Program voice therapy goals in professional singing voice
- ♦ Describe the artistic part of the process
- ♦ Explain, handle and manipulate the tone
- ♦ Explain, manage and manipulate intensity in a healthy way
- ♦ Know, handle and manipulate projection in a healthy way
- ♦ Know how to apply a vocal resistance program without damage
- ♦ Define the basis of sensorimotor learning applied to the singing voice
- ♦ Localize the muscular work in each emission
- ♦ Solve practical cases
- ♦ Define the relationship between psychology and voice
- ♦ Explain the influence of vocal aspects on non-verbal communication

Module 10. Psychology and Voice

- ♦ Explain the importance of multidisciplinary work in the prevention and treatment of voice pathologies
- ♦ Describe the relationship between voice and emotions
- ♦ Describe the relationship between voice and stress
- ♦ Explain the different types of dysphonia in which a multidisciplinary approach is needed
- ♦ Analyze aspects of voice problem prevention from a psychological and health perspective

“ *A boost to your professional profile that will give you the competitiveness of the best prepared professionals in the labor market* ”

03

Skills

This Professional Master's Degree in Voice Therapy has been created as a high-quality program for professionals. Its intensive specialization will prepare you to be able to intervene in the different areas of work in this field, in an adequate manner. A compendium of knowledge that will provide you with the most up-to-date skills to act safely and competently in all procedures in this field of work.



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This comprehensive program will provide you with the personal and professional skills necessary to use the therapeutic and preventive resources of Voice Therapy”



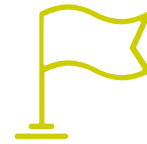
General Skills

- Be able to recognize the anatomical and functional aspects of the phonatory system
- Diagnose voice problems
- Address your problems therapeutically
- Recognize the altered aspects of the voice
- Determine a multidisciplinary intervention
- Apply the most current therapeutic approaches

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Seize the moment and take the step to include in your praxis this way of working that will complement the treatments achieving better and longer lasting results”





Specific Skills

- ♦ Learn about the phylogenetic origin of the phonatory system, its physical structures and the histology of the vocal cords
- ♦ Recognize all the physical structures of the phonatory apparatus
- ♦ Know when to apply diagnostic tests
- ♦ Know how to use diagnostic technology
- ♦ Prescribe complementary tests
- ♦ Know how to determine the most appropriate rehabilitative approach
- ♦ Intervene in pathologies of functional organic origin
- ♦ Intervene in laryngectomies
- ♦ Intervene in the voice during a gender change
- ♦ Work with voice professionals
- ♦ Learn the connection between emotions and voice
- ♦ Carry out preventive actions

04

Course Management

Within the concept of total quality of the program, TECH is proud to offer students a teaching staff of the highest level, chosen for their proven experience. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during your training: a unique opportunity not to be missed”

Guest Director



Mr. Gavilán, Javier

- ♦ Head of Service and Professor of Otorhinolaryngology at the La Paz university hospital, Madrid
- ♦ 350 articles in international scientific journals
- ♦ Recipient of the Honor Award from the American Academy of Otolaryngology-HNS
- ♦ Member of more than 25 Scientific Societies

Co-Direction



Ms. Martín Bielsa, Laura

- ♦ Speech therapist and teacher
- ♦ Expert in voice pathology
- ♦ Director of Multidisciplinary Center Dime Más
- ♦ CFP *Estill Voice Training*
- ♦ Extensively trained in different methods of vocal rehabilitation
- ♦ Dean of the Professional Association of Speech-Language Pathologists of Aragon

Professors

Ms. Ogén Morado, Carolina

- ♦ ENT Service at the La Paz university hospital of Madrid
- ♦ Postgraduate course in rehabilitation and improvement of the professional speaking and singing voice Institute of Human Sciences-University of Alcalá de Henares Madrid
- ♦ Postgraduate course in voice pathology Institute of Human Sciences-University of Alcalá de Henares Madrid
- ♦ Graduate in Teaching, specializing in Hearing and Language, University of La Coruña
- ♦ Postgraduate course in Hearing and Language Disorders at the University of La Coruña
- ♦ Diploma in Speech Therapy from the University of La Coruña

Dr. García-López, Isabel

- ♦ PhD in Medicine and Surgery from the Autonomous University of Madrid.
- ♦ Medical Specialist in Otorhinolaryngology with specific training and dedication to Voice Pathology
- ♦ General Vice-Secretary of the Spanish Society of Otorhinolaryngology and Head and Neck Surgery
- ♦ Lecturer in the postgraduate course on Voice Disorders at the Ramon Llull University of Barcelona
- ♦ Professor of the Master's Degree in Vocal Disorders at the Catholic University of Murcia
- ♦ Member of the main scientific societies in the world related to voice: Voice Foundation, Collegium Medicorum Theatri, European Society of Laryngology, International Association of Phonosurgery and Spanish Society of Otorhinolaryngology and Head and Neck Surgery
- ♦ Otorhinolaryngology Department, La Paz hospital, Madrid
- ♦ General Vice-Secretary of the Spanish Society of Otorhinolaryngology and Head and Neck Surgery

Dr. Bernáldez Millán, Ricardo

- ♦ ENT Assistant in the specialty of Otorhinolaryngology at La Paz university hospital, La Paz
- ♦ PhD in Medicine and Surgery from the Autonomous University of Madrid.
- ♦ Teaching collaborator for the subject of Otorhinolaryngology at the Faculty of Medicine of the UAM
- ♦ More than 30 ENT-related publications in scientific journals
- ♦ Author of 15 book chapters on Otolaryngology
- ♦ Specialized in Head and Neck Surgery

Dr. Rivera Schmitz, Teresa

- ♦ Head and Neck Section of the La Paz university hospital, Madrid
- ♦ Specialized in Laryngology
- ♦ Degree in Medicine and Surgery
- ♦ She studied at the Autonomous University of Madrid and completed her residency at the Unviersiy Hospital Complex of Vigo
- ♦ Fellowship at the Bradford Royal Infirmary Hospital in the United Kingdom, in the field of Otology
- ♦ She has published several articles as author or co-author and has participated in some book chapters and papers in recent years In addition, she has participated in lectures and courses as a speaker in the field of voice and dysphagia

Dr. Pozo García, Susana

- ♦ Physiotherapist
- ♦ Director of the Fisyos Center in Andorra
- ♦ Specialist in Osteopathy Extensive training and clinical experience in myofascial induction, dry needling and lymphatic drainage
- ♦ Internship tutor at the Health Sciences University School of Zaragoza

Dr. Fernández Peñarroya, Raúl

- ♦ Director of the Fisyos center in Andorra
- ♦ Physiotherapist with extensive training in Rehabilitation
- ♦ Manual therapy, fascial treatment and dry needling
- ♦ Research activity on aspects of physiotherapy treatment in Parkinson's disease

Ms. Gómez, Agustín

- ♦ Speech therapist
- ♦ Director of the Alpadif center – Albacete
- ♦ Associate Professor and collaborator of the Speech Therapy Degree at the UCLM
- ♦ Diverse voice training: CFP *Estill Voice Training* and PROEL, among others
- ♦ Actor with more than 20 years of experience in different independent theatrical companies





Ms. Corvo, Sandra

- ◆ Speech therapist
- ◆ Director of Clínica Córtex-Ciudad Rodrigo
- ◆ Master's Degree in Advances in Neurorehabilitation of Communicative and Motor Functions of the Gimbernat Cantabria School
- ◆ Currently working on her doctoral thesis on the improvement of voice and speech in patients with Parkinson's disease by means of motor co-programming through dance

Ms. Romero Meca, Alizia

- ◆ Diploma in Music Education
- ◆ CMT Certified Teacher at *Estill Voice Training*
- ◆ Currently preparing for certification as a CCI Instructor at *Estill Voice Training*
- ◆ Professional singer since 1996, with several tours and more than 500 performances
- ◆ Vocal Coach since 2000, teaching classes of all musical genres, levels and groups
- ◆ Director and singer of the Chamber Choir The Gospel Wave Choir
- ◆ Course Organizer for Official *Estill Voice Training*

Dr. Quílez Félez, Olaya

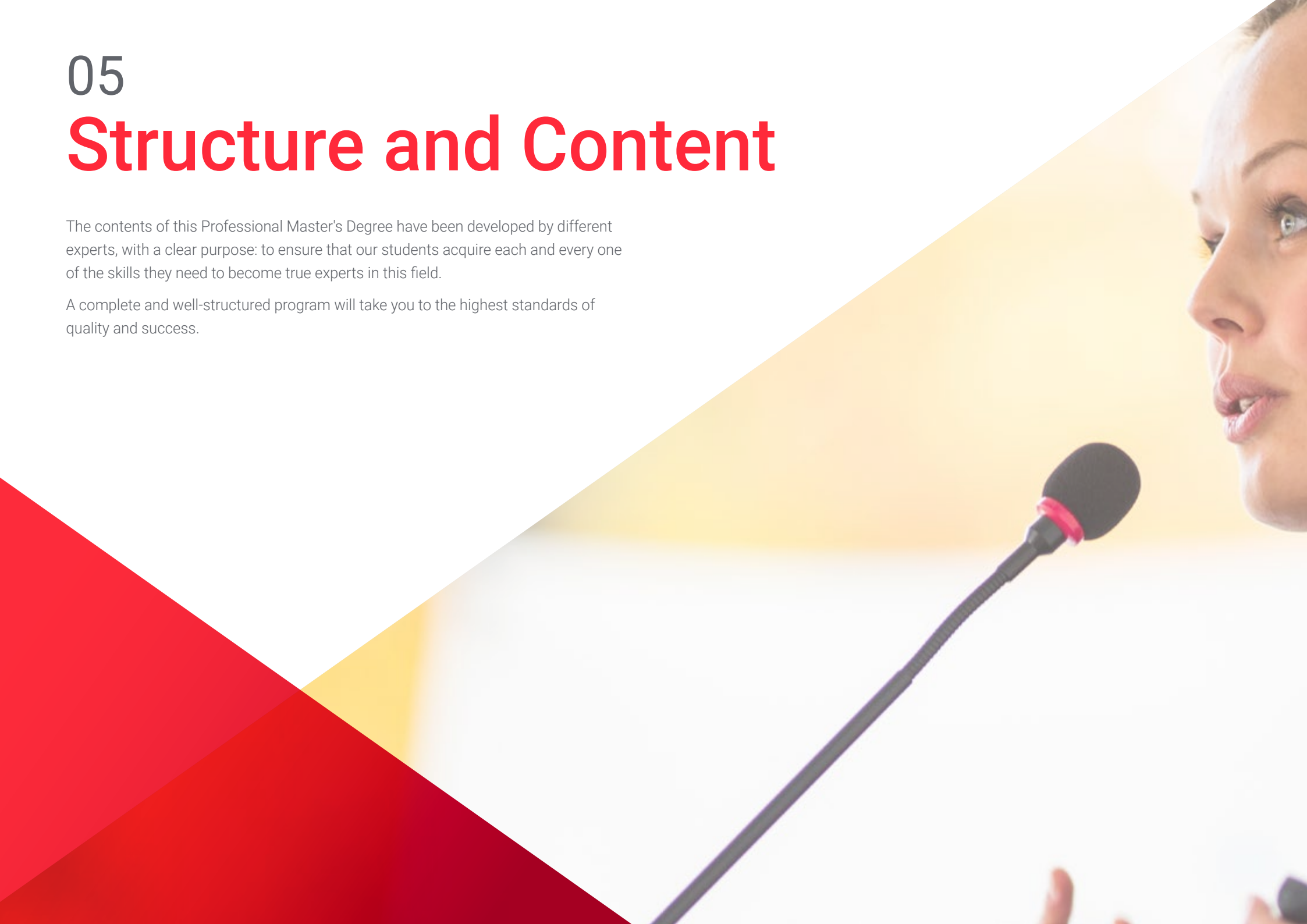
- ◆ Health Psychologist at Dime Más Multidisciplinary Center and other Health Centers in Aragon
- ◆ Master's Degree in Neuropsychology
- ◆ Collaborator in research projects with the University of Zaragoza

05

Structure and Content

The contents of this Professional Master's Degree have been developed by different experts, with a clear purpose: to ensure that our students acquire each and every one of the skills they need to become true experts in this field.

A complete and well-structured program will take you to the highest standards of quality and success.





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This Professional Master's Degree in Voice Therapy contains the most complete and up-to-date scientific program on the market”

Module 1. Anatomical, Physiological and Biomechanical Basics of the Voice

- 1.1. Laryngeal Phylogeny and Embryology
 - 1.1.1. Laryngeal Phylogeny
 - 1.1.2. Laryngeal Embryology
- 1.2. Basic Concepts of Physiology
 - 1.2.1. Muscle Tissue
 - 1.2.2. Types of Muscle Fibers
- 1.3. Respiratory System Structures
 - 1.3.1. Chest
 - 1.3.2. Airways
- 1.4. Respiratory System Musculature
 - 1.4.1. Inspiratory Muscles
 - 1.4.2. Expiratory Muscles
- 1.5. Physiology of the Respiratory System
 - 1.5.1. Respiratory System Function
 - 1.5.2. Lung Capacities and Volumes
 - 1.5.3. Lung Nervous System
 - 1.5.4. Resting Breathing vs. Breathing in Phonation
- 1.6. Laryngeal Anatomy and Physiology
 - 1.6.1. Laryngeal Skeleton
 - 1.6.2. Laryngeal Cartilages
 - 1.6.3. Ligaments and Membranes
 - 1.6.4. Joints
 - 1.6.5. Musculature
 - 1.6.6. Vascularization
 - 1.6.7. Laryngeal Innervation
 - 1.6.8. Lymphatic system
- 1.7. Structure and Function of the Vocal Cords
 - 1.7.1. Histology of the Vocal Cords
 - 1.7.2. Biomechanical Properties of the Vocal Cords
 - 1.7.3. Phases of the Vibration Cycle
 - 1.7.4. Fundamental Frequency

- 1.8. Anatomy and Physiology of the Vocal Tract
 - 1.8.1. Nasal Cavity.
 - 1.8.2. Oral Cavity
 - 1.8.3. Laryngeal Cavity
 - 1.8.4. Linear and Non-Linear Source and Filter Theory
- 1.9. Voice Production Theory
 - 1.9.1. Historical Recap
 - 1.9.2. Ewald's Primitive Myoelastic Theory
 - 1.9.3. Husson's Neurochronoxic Theory
 - 1.9.4. Completed Mucocondulatory Theory and Aerodynamic Theory
 - 1.9.5. Neurooscillatory Theory
 - 1.9.6. Oscillo-Impedial Theory
 - 1.9.7. Mass-Spring Models
- 1.10. The Physiology of Phonation
 - 1.10.1. Neurological Control of Phonation
 - 1.10.2. Pressure
 - 1.10.3. Thresholds
 - 1.10.4. Beginnings and Endings of the Vibration Cycle
 - 1.10.5. Laryngeal Adjustments for Phonation

Module 2. Objective Exploration of the Voice

- 2.1. Morphofunctional Exploration
 - 2.1.1. Indirect Laryngoscopy
 - 2.1.2. Nasofibrolaryngoscopy
 - 2.1.3. Telarlaryngoscopy
 - 2.1.4. Stroboscopy
 - 2.1.5. Videochemography
- 2.2. Electroglottography
 - 2.2.1. Equipment
 - 2.2.2. Use
 - 2.2.3. Electroglottographic Parameters
 - 2.2.4. Interpretation of Results



- 2.3. Aerodynamic Measurements
 - 2.3.1. Equipment
 - 2.3.2. Use
 - 2.3.3. Aerodynamic Parameters
 - 2.3.4. Interpretation of Results
- 2.4. Electromyography
 - 2.4.1. What Does EMG Consist Of?
 - 2.4.2. Indicated Pathologies
 - 2.4.3. Procedure
 - 2.4.4. Interpretation of Results
- 2.5. Videochemography
 - 2.5.1. What Does Videochemography Consist Of?
 - 2.5.2. Interpretation of Results
- 2.6. Physical Aspects of the Voice
 - 2.6.1. Types of Waves
 - 2.6.2. Amplitude
 - 2.6.3. Frequency
 - 2.6.4. Time
- 2.7. Acoustic Aspects of Voice
 - 2.7.1. Intensity
 - 2.7.2. Pitch
 - 2.7.3. Duration
 - 2.7.4. Quality
- 2.8. Acoustic Analysis of Voice
 - 2.8.1. Fundamental Frequency
 - 2.8.2. Harmonics
 - 2.8.3. Formants
 - 2.8.4. Speech Acoustics
 - 2.8.5. The Spectrogram
 - 2.8.6. Disturbance Measures
 - 2.8.7. Noise Measures
 - 2.8.8. Voice Equipment/Laboratory
 - 2.8.9. Sample Collection
 - 2.8.10. Interpretation of Results

Module 3. Functional Assessment of the Voice

- 3.1. Perceptual Assessment
 - 3.1.1. GRBAS
 - 3.1.2. RASAT
 - 3.1.3. GBR Score
 - 3.1.4. CAPE-V
 - 3.1.5. VPAS
- 3.2. Assessing Vocal Function
 - 3.2.1. Fundamental Frequency
 - 3.2.2. Phonetogram
 - 3.2.3. Maximum Phonatory Times
 - 3.2.4. Velo-Palatine Efficiency
 - 3.2.5. VHI
- 3.3. Medical History
 - 3.3.1. The Importance of the Clinical History
 - 3.3.2. Characteristics of the Initial Interview
 - 3.3.3. Medical History Sections and Voice Implications
 - 3.3.4. Proposal of a Model of Anamnesis for Vocal Pathology
- 3.4. Body Assessment
 - 3.4.1. Introduction
 - 3.4.2. Posture
 - 3.4.2.1. Ideal or Correct Posture
 - 3.4.3. Voice-Posture Relationship
 - 3.4.4. Posture Assessment
- 3.5. Respiratory Assessment
 - 3.5.1. Respiratory Function
 - 3.5.2. Breathing-Voice Relationship
 - 3.5.3. Aspects to Assess
- 3.6. Assessment of the Stomatognathic System
 - 3.6.1. Stomatognathic System
 - 3.6.2. Relationships Between the Stomatognathic System and Voice Production
 - 3.6.3. Evaluation



- 3.7. Assessing Vocal Function
 - 3.7.1. Vocal Quality
 - 3.7.2. High Quality Voice vs. Low Quality Voice
 - 3.7.3. Vocal Quality Assessment in Voice Professionals
- 3.8. Software for Assessing Vocal Function
 - 3.8.1. Introduction
 - 3.8.2. Free Software
 - 3.8.3. Payment Software
- 3.9. Materials to Collect Information and Assess Vocal Function
 - 3.9.1. Medical History
 - 3.9.2. Perceptual Assessment (After Medical History and Anamnesis)
 - 3.9.3. Self-Assessment
 - 3.9.4. Assessing Vocal Function
 - 3.9.5. Respiratory Assessment
 - 3.9.6. Stomatognathic Assessment
 - 3.9.7. Posture Assessment
 - 3.9.8. Acoustic Analysis of Vocal Quality

Module 4. Normal Voice vs. Pathological Voice

- 4.1. Normal Voices and Pathological Voices
 - 4.1.1. Euphonia vs. Dysphonia
 - 4.1.2. Types of Voices
- 4.2. Vocal Fatigue
 - 4.2.1. Introduction
 - 4.2.1.1. Advice to Prevent Vocal Fatigue
 - 4.2.2. Synthesis
- 4.3. Acoustic Signs of Dysphonia
 - 4.3.1. First Manifestations
 - 4.3.2. Acoustic Features
 - 4.3.3. Severity Grades
- 4.4. Functional Dysphonias
 - 4.4.1. Type I: Isometric Laryngeal Disorder
 - 4.4.2. Type II: Glottic and Supraglottic Lateral Contraction
 - 4.4.3. Type III: Anteroposterior Supraglottic Contraction
 - 4.4.4. Type IV: Conversion Aphonia/Dysphonia
 - 4.4.5. Transitional Adolescent Dysphonia
- 4.5. Psychogenic Dysphonia
 - 4.5.1. Definition
 - 4.5.2. Patient Characteristics
 - 4.5.3. Signs of Psychogenic Dysphonia and Voice Characteristics
 - 4.5.4. Clinical Forms
 - 4.5.5. Diagnosis and Treatment of Psychogenic Dysphonia
 - 4.5.6. Synthesis
- 4.6. Transitional Adolescent Dysphonia
 - 4.6.1. Vocal Changes
 - 4.6.2. Concept of Adolescent Transitional Dysphonia
 - 4.6.3. Treatment
 - 4.6.4. Synthesis
- 4.7. Dysphonia due to Congenital Organic Lesions
 - 4.7.1. Introduction
 - 4.7.2. Intrachordal Epidermal Cyst
 - 4.7.3. Sulcus Vocalis
 - 4.7.4. Mucosal Bridge
 - 4.7.5. Vergeture
 - 4.7.6. Microsinequias
 - 4.7.7. Laryngomalacia
 - 4.7.8. Synthesis
- 4.8. Acquired Organic Dysphonias
 - 4.8.1. Introduction
 - 4.8.2. Dysphonias of Neurological Origin

- 4.8.2.1. Peripheral Laryngeal Paralysis
- 4.8.2.2. Upper Motor Neuron Disorders
- 4.8.2.3. Extrapyramidal Alterations
- 4.8.2.4. Cerebellar Alterations
- 4.8.2.5. Lower Motor Neuron Disorders
- 2.6. Other Disorders
- 4.8.3. Organic Dysphonias of Acquired Origin
 - 4.8.3.1. Of Traumatic Origin
 - 4.8.3.2. Inflammatory
 - 4.8.3.3. Dysphonias of Neoplastic Origin
- 4.8.4. Synthesis
- 4.9. Mixed Dysphonias
 - 4.9.1. Introduction
 - 4.9.2. Vocal Nodes
 - 4.9.3. Laryngeal Polyps
 - 4.9.4. Reinke's Edema
 - 4.9.5. Vocal Cord Hemorrhage
 - 4.9.6. Contact Ulcer or Granuloma
 - 4.9.7. Mucous Retention Cyst
 - 4.9.8. Synthesis

Module 5. Medical/Surgical Treatments of Vocal Pathology

- 5.1. Phonosurgery
 - 5.1.1. Flush Section
 - 5.1.2. Cordotomies
 - 5.1.3. Injection Techniques
- 5.2. Laryngeal Surgery
 - 5.2.1. Thyroplasties
 - 5.2.2. Laryngeal Neurosurgery
 - 5.2.3. Surgery in Malignant Laryngeal Pathologies





- 5.3. Medication in Dysphonia
 - 5.3.1. Medication to Regularize Respiratory Aspects
 - 5.3.2. Medication to Regularize Digestive Aspects
 - 5.3.3. Medication to Regulate the Non-Autonomous Nervous System
 - 5.3.4. Types of Medication

Module 6. Speech Therapy for Voice Disorders

- 6.1. The Importance of the Multidisciplinary Team in the Approach to Treatment
 - 6.1.1. Introduction
 - 6.1.2. Teamwork
 - 6.1.2.1. Characteristics of Multidisciplinary Work
 - 6.1.3. Multidisciplinary Work in the Treatment of Vocal Pathology
- 6.2. Indications and Restrictions of Speech Therapy Treatment
 - 6.2.1. Prevalence of Vocal Disorders
 - 6.2.2. Treatment Indications
 - 6.2.3. Treatment Limitations and Restrictions
 - 6.2.4. Adherence to Treatment
- 6.3. General Intervention Objectives
 - 6.3.1. The General Objectives of All Vocal Work
 - 6.3.2. How to Meet the General Objectives?
- 6.4. Muscle Conditioning
 - 6.4.1. Voice as a Muscle Activity
 - 6.4.2. General Aspects of Training
 - 6.4.3. Principles of Training
- 6.5. Respiratory Conditioning
 - 6.5.1. Justifying Respiratory Work in Voice Therapy
 - 6.5.2. Methodology
 - 6.5.3. Static Exercises with Facilitating Postures
 - 6.5.4. Semisupine
 - 6.5.5. Neutral or Monkey Position
 - 6.5.6. Dynamic Exercises with Facilitating Postures

- 6.6. Hygiene Therapy
 - 6.6.1. Introduction
 - 6.6.2. Harmful Habits and Their Effects on the Voice
 - 6.6.3. Preventive Measures
- 6.7. Confidential Voice Therapy
 - 6.7.1. History of the Method
 - 6.7.2. Foundation and Principles
 - 6.7.3. Therapy Uses
- 6.8. Resonance Voice Therapy
 - 6.8.1. Description of the Method
 - 6.8.2. Laryngeal Behavior
 - 6.8.3. Uses and Benefits
- 6.9. Accent Method
 - 6.9.1. Introduction
 - 6.9.2. Justification of the Method
 - 6.9.3. Methodology
- 6.10. Vocal Function Exercises
 - 6.10.1. Introduction
 - 6.10.2. Justification
 - 6.10.3. Methodology
- 6.11. Fluid Phonation
 - 6.11.1. Introduction
 - 6.11.2. Justification
 - 6.11.3. Methodology
- 6.12. Lee Silverman LSVT
 - 6.12.1. Introduction
 - 6.12.2. Justification
 - 6.12.3. Methodology
- 6.13. Physiological Therapy
 - 6.13.1. Justification
 - 6.13.2. Physiological Objectives
 - 6.13.3. Training
- 6.14. Semi-Occluded Vocal Tract Exercises
 - 6.14.1. Introduction
 - 6.14.2. Justification
 - 6.14.3. TVSO
- 6.15. Manual Laryngeal Massage
 - 6.15.1. Introduction
 - 6.15.2. Manual Circumlaryngeal Therapy
 - 6.15.3. Laryngeal Massage Technique
 - 6.15.4. Introduction to Functional and Structural Techniques
 - 6.15.4.1. Jones Technique for the Suprahyoid Muscles
 - 6.15.4.2. Functional Hyoid Bone Technique
 - 6.15.4.3. Functional Technique for Tongue and Hyoid Bone
 - 6.15.4.4. Functional Technique for the Tongue
 - 6.15.4.5. Technique for Maxillopharyngeal Fasciae
- 6.16. Facilitating Techniques
 - 6.16.1. Introduction
 - 6.16.2. Description of Facilitating Techniques
- 6.17. *Estill Voice Training*
 - 6.17.1. Jo Estill and the Creation of the Model
 - 6.17.2. Principles of *Estill Voice Training*
 - 6.17.3. Description
- 6.18. PROEL Method
 - 6.18.1. Introduction
 - 6.18.2. Principles
 - 6.18.3. Curiosities
- 6.19. NEIRA Method
 - 6.19.1. Introduction
 - 6.19.2. Concept of Euphony
 - 6.19.3. Objectives of the Method
 - 6.19.4. Body-Vocal Scaffolding



- 6.19.4.1. Body Work
- 6.19.4.2. Respiratory Attitude
- 6.19.4.3. Resonance Work
- 6.19.4.4. Vocal Work
- 6.19.4.5. Emotional Work
- 6.20. Body, Voice and Movement
 - 6.20.1. Introduction and Justification
 - 6.20.2. Techniques That Incorporate Movement into Their Programs
 - 6.20.3. Examples:
- 6.21. Elastic Bandages
 - 6.21.1. History
 - 6.21.2. Bandage Characteristics
 - 6.21.3. Effects
 - 6.21.4. Contraindications
 - 6.21.5. Techniques
 - 6.21.5.1. Uses in the Voice
- 6.22. Electrostimulation
 - 6.22.1. Introduction
 - 6.22.2. Justification
 - 6.22.3. Methodology
- 6.23. Low-Power Laser
 - 6.23.1. History
 - 6.23.2. Physical Concepts
 - 6.23.3. Classification of the Types of Laser
 - 6.23.4. Effects of Lasers and Their Interaction with Tissues
 - 6.23.5. Safety Measures and Contraindications
 - 6.23.6. Use of Lasers in the Prevention and Treatment of Voice Disorders

Module 7. Speech Therapy for Pathologies

- 7.1. Speech Therapy in Functional Dysphonias
 - 7.1.1. Type I: Isometric Laryngeal Disorder
 - 7.1.2. Type II: Glottic and Supraglottic Lateral Contraction
 - 7.1.3. Type III: Anteroposterior Supraglottic Contraction
 - 7.1.4. Type IV: Conversion Aphonia/Dysphonia
 - 7.1.5. Psychogenic Dysphonia with Arched Vocal Cords
 - 7.1.6. Transitional Adolescent Dysphonia
- 7.2. Speech Therapy in Organic Origin Dysphonias
 - 7.2.1. Speech Therapy in Congenital Origin Dysphonias
 - 7.2.2. Speech Therapy in Acquired Origin Dysphonias
- 7.3. Speech Therapy in Organic-Functional Origin Dysphonias
 - 7.3.1. Nodes
 - 7.3.2. Polyps
 - 7.3.3. Mucous Cysts
 - 7.3.4. Others
- 7.4. Post-Laryngectomy Rehabilitation
 - 7.4.1. Types of Prosthesis
 - 7.4.2. The Esophageal Voice: Murmurs, Esophageal Sound, Learning Sequence, Characteristics of the Esophageal Voice
 - 7.4.3. Tracheoesophageal Voice
 - 7.4.4. The Voice in Patients Protheses
- 7.5. Treating the Voice in Gender Change
 - 7.5.1. Initial Considerations
 - 7.5.2. Voice Masculinization Objectives
 - 7.5.3. Voice Feminization Objectives
 - 7.5.4. Accommodation of Acoustic Aspects of the Voice: Body and Vocal Cord Coverage, Fundamental Frequency, Resonance and Timbre
 - 7.5.5. Suprasegmental Aspects of Speech

Module 8. The Professional Use of the Spoken Voice

- 8.1. Risk Factors in Voice Professionals
 - 8.1.1. General aspects
 - 8.1.2. Teachers
 - 8.1.3. Actors
 - 8.1.4. Dubbing
 - 8.1.5. Broadcasters
 - 8.1.6. Telephone Operators
 - 8.1.7. Hygienic Measures Plan for Vocal Care
- 8.2. Bases and Objectives of Vocal Training
 - 8.2.1. Physiological Basis of the Spoken Voice
 - 8.2.2. Objectives of Vocal Training in Healthy Voices
- 8.3. Flexibility
 - 8.3.1. What is Flexibility?
 - 8.3.2. Vocal Flexibility
 - 8.3.2.1. Power
 - 8.3.2.2. Source
 - 8.3.2.3. Filter
 - 8.3.2.4. Body
 - 8.3.2.5. Emotion
- 8.4. Resistance
 - 8.4.1. What is Vocal Endurance?
 - 8.4.2. Vocal Endurance
- 8.5. Communication: A Versatile Voice
 - 8.5.1. Theoretical Framework
 - 8.5.2. Paralanguage
 - 8.5.3. Strategies for Working on the Aspects of Paralanguage
- 8.6. The Teacher's Voice
 - 8.6.1. Features
 - 8.6.2. Objectives of Vocal Work
 - 8.6.3. Work Proposal

- 8.7. The Actor's Voice
 - 8.7.1. Features
 - 8.7.2. Objectives of Vocal Work
 - 8.7.3. Work Proposal
- 8.8. Dubbing
 - 8.8.1. Features
 - 8.8.2. Objectives of Vocal Work
 - 8.8.3. Work Proposal
- 8.9. Broadcasters
 - 8.9.1. Features
 - 8.9.2. Objectives of Vocal Work
 - 8.9.3. Work Proposal
- 8.10. Telephone Operators
 - 8.10.1. Features
 - 8.10.2. Objectives of Vocal Work
 - 8.10.3. Work Proposal

Module 9. Professional Singing Voice

- 9.1. Musical Concepts
 - 9.1.1. Introduction
 - 9.1.2. Musical Sounds
 - 9.1.3. Major Scale. Tonality. Intervals
 - 9.1.4. Chords Common Combinations
- 9.2. Physiological Basis of the Singing Voice
 - 9.2.1. Power, Source and Filters
 - 9.2.2. Transmission
 - 9.2.3. Articulation
 - 9.2.4. Tuning
 - 9.2.5. Vocal Registers
- 9.3. Objectives of the Vocal Technique
 - 9.3.1. Vocal Technique as a Mechanical Process
 - 9.3.2. The Training System
 - 9.3.3. Healthy vs. Fatigue
 - 9.3.4. Vocal Technique and the Artistic Side
- 9.4. Tone
 - 9.4.1. Tone as Frequency
 - 9.4.2. Low Frequencies
 - 9.4.3. The Use of the Spoken Voice
 - 9.4.4. High Frequencies
 - 9.4.5. Extension and Tessitura
- 9.5. Intensity
 - 9.5.1. Levels of Intensity
 - 9.5.2. Healthy Ways of Increasing Intensity
 - 9.5.3. Working with Low Intensity
- 9.6. The projection
 - 9.6.1. How to Project the Voice
 - 9.6.2. Healthy Ways of Using Projection
 - 9.6.3. Working With or Without a Microphone
- 9.7. Resistance
 - 9.7.1. Vocal Athletes
 - 9.7.2. Healthy Training
 - 9.7.3. Harmful Habits
- 9.8. Importance of Sensorimotor Learning
 - 9.8.1. Proprioception and Muscle Work Placement
 - 9.8.2. Sound Proprioception
- 9.9. Exercises to Improve the Singing Voice
 - 9.9.1. Introduction
 - 9.9.2. Kim Chandler - Funky' n Fun
 - 9.9.3. Estill Études Volume I - Alejandro Saorín Martínez
 - 9.9.4. Other Publications
 - 9.9.5. Compilation of Exercises Indicating Their Authors
 - 9.9.5.1. Relief of Muscle Tension
 - 9.9.5.2. Work on Articulation, Projection, Resonance and Intonation
 - 9.9.5.3. Work on Register, Tessitura and Vocal Instability
 - 9.9.5.4. Others

- 9.10. Proposal of Adapted Songs by Level
 - 9.10.1. Introduction
 - 9.10.2. Categories

Module 10. Psychology and Voice

- 10.1. Voice Psychology as a Specialty
 - 10.1.1. Voice Psychology as a Specialty
 - 10.1.2. Relation Between Voice and Psychology
 - 10.1.3. Voice as a Fundamental Element in Non-Verbal Communication
 - 10.1.4. Summary
- 10.2. Connection Between Voice and Psychology
 - 10.2.1. What is Voice?
 - 10.2.2. What is Psychology?
 - 10.2.3. Psychological Aspects of the Voice
 - 10.2.4. Voice According to Mood
 - 10.2.5. Voice According to Personality
 - 10.2.6. Summary
- 10.3. Voice as a Fundamental Element in Non-Verbal Communication
 - 10.3.1. Non-Verbal Communication
 - 10.3.2. Paraverbal Elements of Communication
 - 10.3.3. Impact of the Voice on the Oral Message
 - 10.3.4. Psychological Types and Vocal Characteristics
 - 10.3.5. Summary
- 10.4. Voice and Emotions
 - 10.4.1. What is an Emotion?
 - 10.4.2. Functions of Emotions
 - 10.4.3. Classification of Emotions
 - 10.4.4. Expressing Emotions
 - 10.4.5. Summary



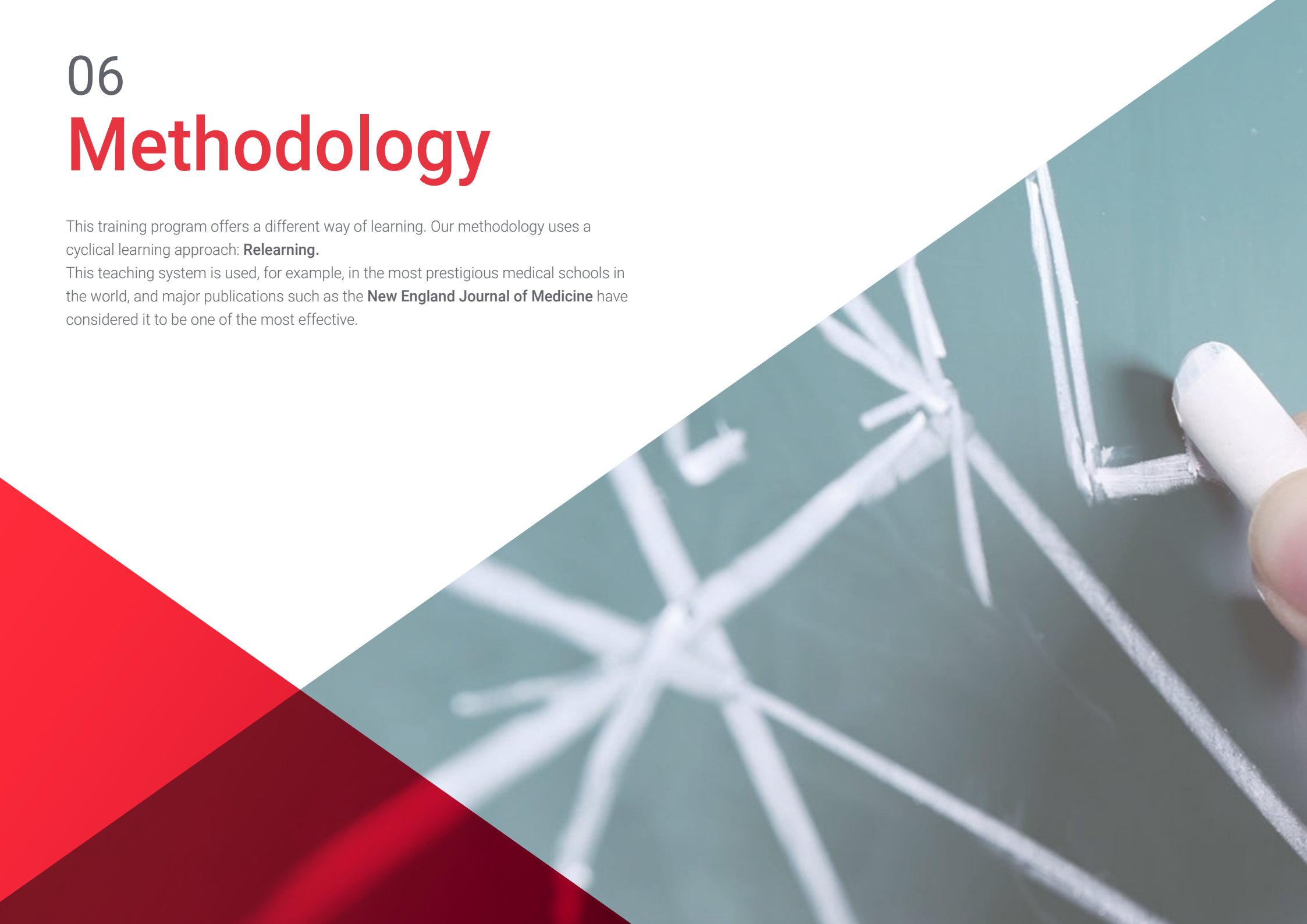
- 10.5. Voice and Stress
 - 10.5.1. What is Stress?
 - 10.5.2. Theories and Models that Explain Stress
 - 10.5.3. Characteristics of Stressors
 - 10.5.4. Consequences of Stress
 - 10.5.5. Summary
- 10.6. Types of Functional and Psychogenic Dysphonias
 - 10.6.1. What are Dysphonias?
 - 10.6.2. Difference Between Functional and Organic Dysphonia
 - 10.6.3. Causes of Functional Dysphonia
 - 10.6.4. Types of Functional Dysphonia
 - 10.6.5. Summary
- 10.7. Prevention of Voice Problems
 - 10.7.1. Healthy Lifestyle Habits
 - 10.7.2. Sleep-Wake Dissociation
 - 10.7.3. Feeding
 - 10.7.4. Tobacco
 - 10.7.5. Physical exercise
- 10.8. Consciousness: Mind-Body Connection
 - 10.8.1. Difference Between Consciousness and Conscience
 - 10.8.2. Historical Trajectory of Consciousness
 - 10.8.3. Properties of Consciousness
 - 10.8.4. Self-Awareness
 - 10.8.5. Summary
- 10.9. Psychoeducation
 - 10.9.1. What is Psychoeducation?
 - 10.9.2. Psychoeducation in Functional Dysphonia
 - 10.9.3. Psychoeducational Program
 - 10.9.4. Summary
- 10.10. *Mindfulness*
 - 10.10.1. What is *Mindfulness*?
 - 10.10.2. Types of *Mindfulness* Practices
 - 10.10.3. Benefits of *Mindfulness*
 - 10.10.4. Summary
- 10.11. Psychological Therapy in Voice Pathology
 - 10.11.1. Organic Pathologies
 - 10.11.2. Functional Pathologies

06

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

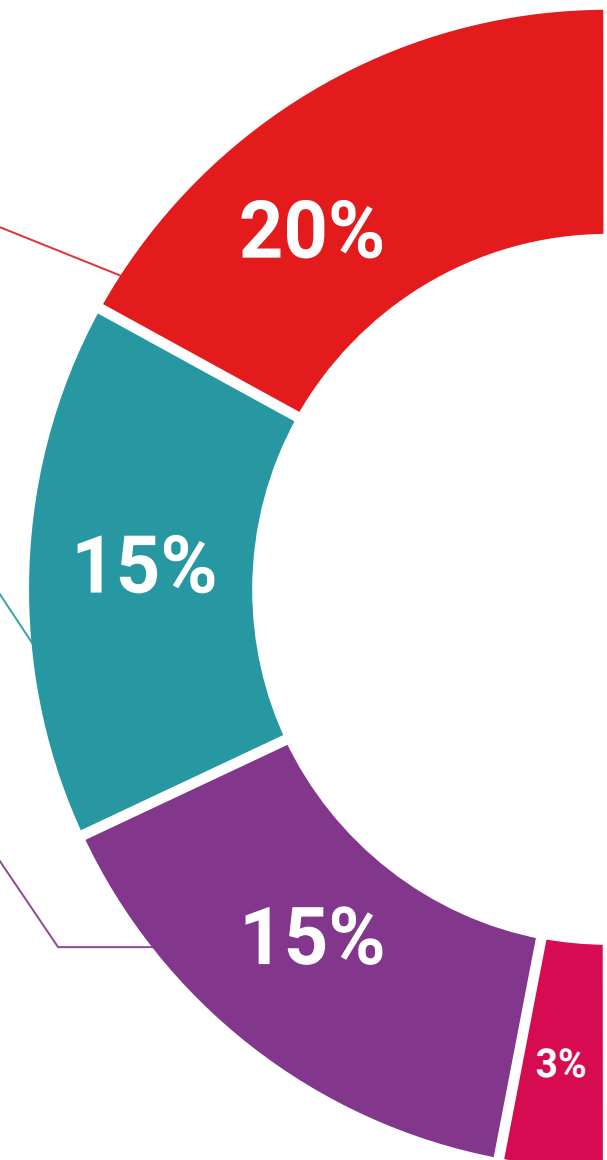
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

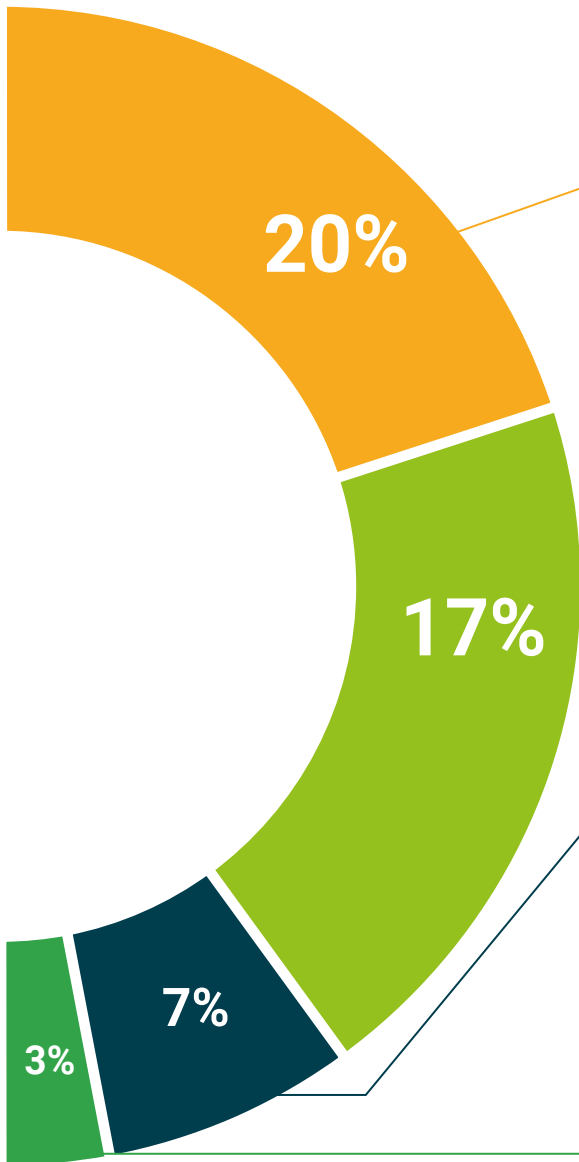
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.



07

Certificate

The Professional Master's Degree in Voice Therapy guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Technological University.



“

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

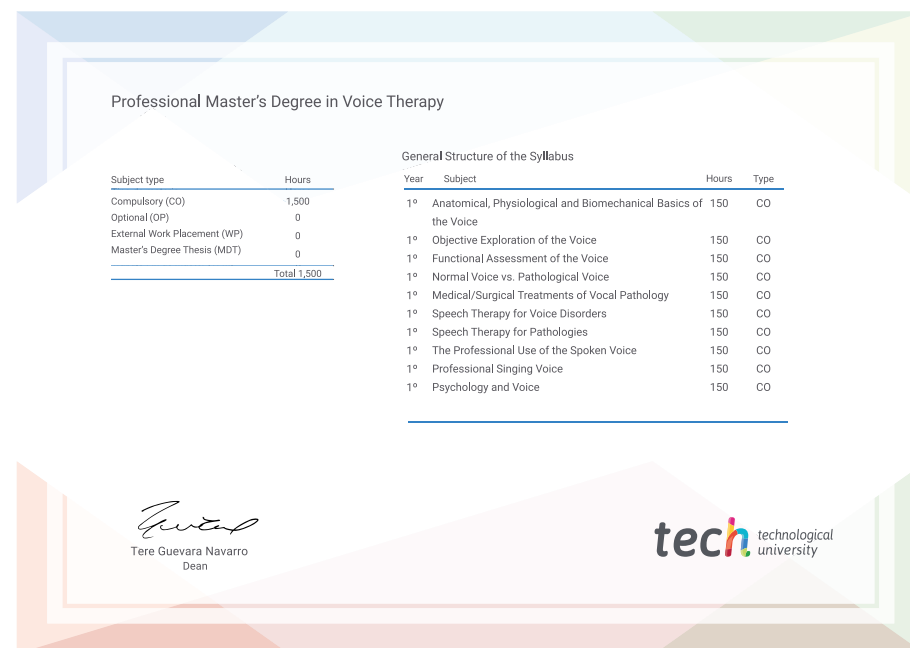
This **Professional Master's Degree in Voice Therapy** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding Professional Master's Degree **certificate** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Voice Therapy**

Official N° of Hours: **1,500 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION 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 innovation
knowledge present
development language
virtual classroom



Professional Master's
Degree
Voice Therapy

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

Voice Therapy

