Hybrid Professional Master's Degree

Voice Therapy

tech global university

tech global university

Hybrid Professional Master's Degree

Voice Therapy

Modality: **Hybrid (Online + Clinical Internship)**
Duration: **12 months.**
Certificate: **TECH Global University**
Credits: **60 + 4 ECTS**
Website: **www.techtitute.com/us/medicina/master-semipresencial/master-semipresencial-terapia-vocal**

Index

01

Introduction

People with orofacial dysfunctions can be affected from speech to breathing or swallowing. Although these are complex conditions that can have serious consequences on people's health, there are effective treatments that can significantly improve their quality of life. In this sense, more and more physicians wish to focus their careers on speech therapy neurorehabilitation and, at this point, orofacial myofunctional therapy is highly recognized for its ability to prevent, assess, diagnose and correct orofacial dysfunctions. This TECH program has been designed to offer doctors a complete learning in this field, achieving the necessary qualification that will allow them to become a reference in this field, being an example for the rest of the professionals in the field.

You will learn about all the advances in Voice Therapy n order to become a specialized physician especializado capable of applying the latest techniques with each patient"

Within the field of speech therapy neurorehabilitation and the analysis of vital functions related to speech, breathing and swallowing, orofacial myofunctional therapy is one of the most widely used, due to the remarkable benefits it brings to patients. It must be taken into account that when a person is affected by a condition of this type, it is necessary to carry out a multidisciplinary work, which includes the vision of doctors, rehabilitators, maxillofacial surgeons, stomatologists, neurologists, psychopedagogists, among others. In this case, this TECH Hybrid Professional Master's Degree is intended specifically for doctors, who will be able to get up to date with the latest techniques for the diagnosis and treatment of these disorders.

Specifically, this discipline is responsible for the prevention, assessment, diagnosis and intervention in orofacial alterations or dysfunctions at the anatomical and functional level of the stomatognathic system. These can intervene in the development of basic functions, such as chewing, swallowing, sucking or breathing, so the muscular structures that intervene synergistically in each of these functions are treated simultaneously.

Therefore, the syllabus covers all those issues that physicians must handle in order to offer a more personalized care, focusing on the patient and their needs.

In this way, the syllabus deals with the basic fundamentals of neuroanatomy, up to speech therapy. It will delve into voice physiology and voice rehabilitation, orofacial myofunctional therapy and early care. In addition, it will study dysphagia of neurological origin, dentistry and orofacial disorder, as well as the alteration of feeding caused by this type of orofacial problems. A complete program that will provide the physician with the necessary knowledge for a quality practice.

In addition, renowned International Guest Directors will deliver groundbreaking Masterclasses that will provide graduates with advanced clinical skills.

This **Hybrid Professional Master's Degree in Voice Therapy** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- Development of more than 100 clinical cases presented by professionals in speech therapy neurorehabilitation and university professors with extensive experience in patients with orofacial dysfunctions.
- Its graphic, schematic and eminently practical contents provide scientific and assistance information on those medical disciplines that are essential for professional practice.
- An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course.
- Practical guidelines on the approach to cases related to speech therapy neurorehabilitation.
- Its special emphasis on evidence-based medicine and research methodologies in Voice Therapy.
- 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
- The completion of a clinical internship in one of the best hospitals in the country.

Take an intensive 3-week internship in a prestigious center, where you can learn from the leading experts in the field"

Specialize in Voice Therapy with this program and make your patients improve considerably.

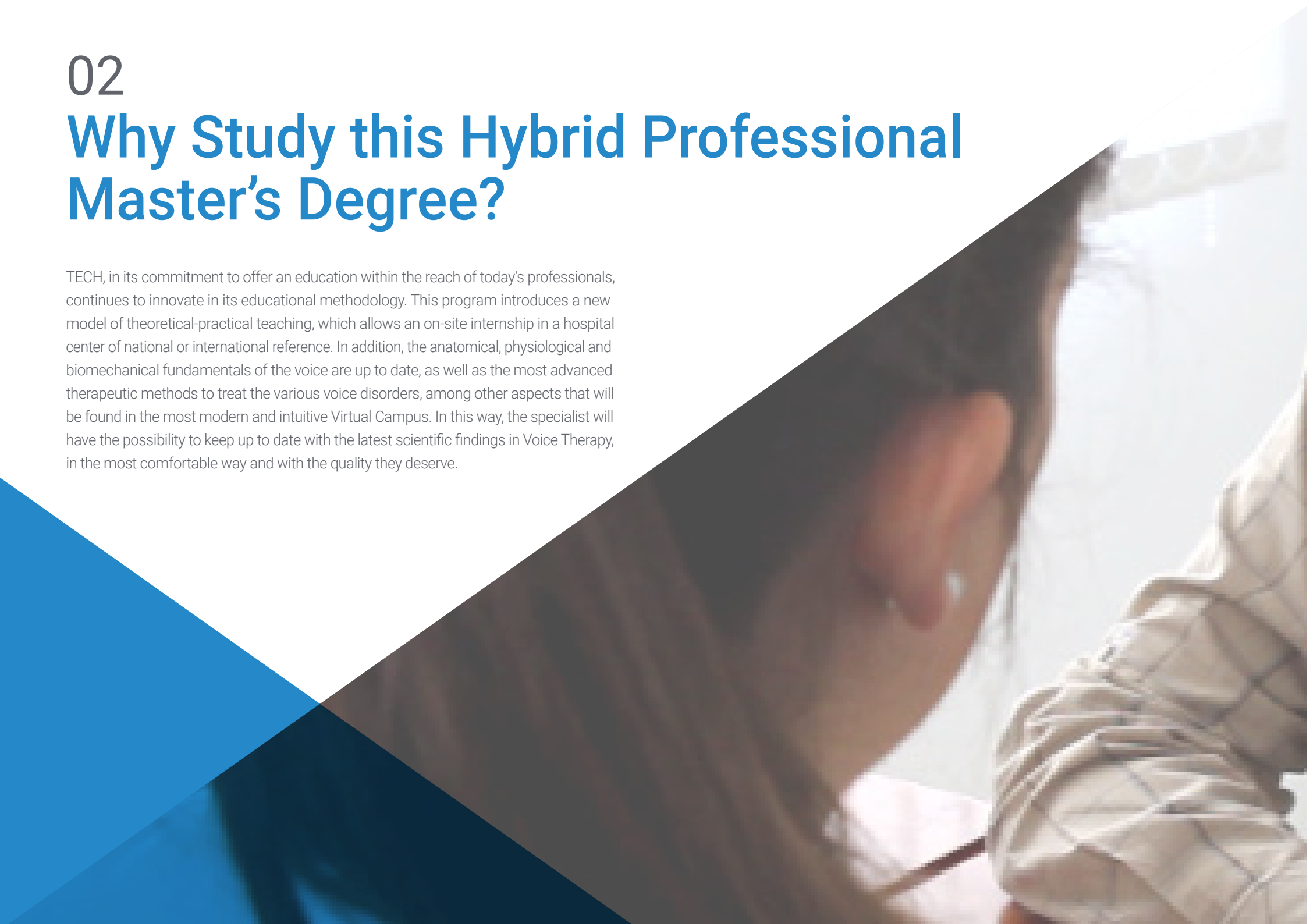
All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
Content that is accessible from any fixed or portable device with an Internet connection
Furthermore, you will be able to carry out a clinical internship in one of the best hospital centers
In this Hybrid Professional Master's Degree, of a professionalizing nature and blended learning modality, the program is aimed at updating the knowledge of physicians in an area of great relevance such as Voice Therapy. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge in the research practice. Likewise, the theoretical-practical elements will facilitate the updating of knowledge and will allow effective decision making in environments of great responsibility.
Thanks to its multimedia content elaborated with the latest educational technology, it will allow the healthcare professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare them for real situations. The design of this program is based on Problem-Based Learning, by means of which they will have to try to solve the different professional practice situations that will arise throughout the program. To do so, they will be assisted by an innovative interactive video system created by recognized experts.

Your clinic will become a reference in speech therapy neurorehabilitation thanks to your higher qualification in this field.

02

Why Study this Hybrid Professional Master's Degree?

TECH, in its commitment to offer an education within the reach of today's professionals, continues to innovate in its educational methodology. This program introduces a new model of theoretical-practical teaching, which allows an on-site internship in a hospital center of national or international reference. In addition, the anatomical, physiological and biomechanical fundamentals of the voice are up to date, as well as the most advanced therapeutic methods to treat the various voice disorders, among other aspects that will be found in the most modern and intuitive Virtual Campus. In this way, the specialist will have the possibility to keep up to date with the latest scientific findings in Voice Therapy, in the most comfortable way and with the quality they deserve.



A unique program with a 100% online methodology and a practical on-site internship that will allow you to acquire the most advanced knowledge in Voice Therapy"

1. Updating from the latest technology available

The area of medicine is constantly being updated. Thanks to scientific and technological advances, the patient is allowed greater comfort and effectiveness in Voice Therapy treatments. For this reason, and with the objective of bringing the specialist closer to this technology, TECH presents this Internship Program with which the professional will enter a cutting-edge clinical environment, accessing the latest technology in this field of study.

2. Gaining in-depth knowledge from the experience of top specialists

In order to achieve the necessary educational preparation, TECH has selected the best professionals for the design of this practical approach program. With a practical internship in the most prestigious center in Voice Therapy, the student will share the work space with specialists who will share their most up-to-date experiences in cases of orofacial dysfunctions. In this way, they will be able to see real cases in a state-of-the-art setting with the most advanced equipment and resources.

3. Entering first-class clinical environments

TECH carefully selects all available centers for Internship Programs. Thanks to this, specialists will have guaranteed access to a prestigious clinical environment in the field of Voice Therapy. In this way, you will be able to see the day-to-day work of a demanding, rigorous and exhaustive sector, always applying the latest theses and scientific postulates in its work methodology.

4. Combining the best theory with state-of-the-art practice

This teaching program focuses on a theoretical and practical space where the professional will acquire the most advanced knowledge in an innovative way. From the hand of great professionals and with the participation in the treatment of real patients, you will be able to recognize the most effective treatments and the most specialized techniques in Voice Therapy to put it into practice in your daily life.

5. Expanding the boundaries of knowledge

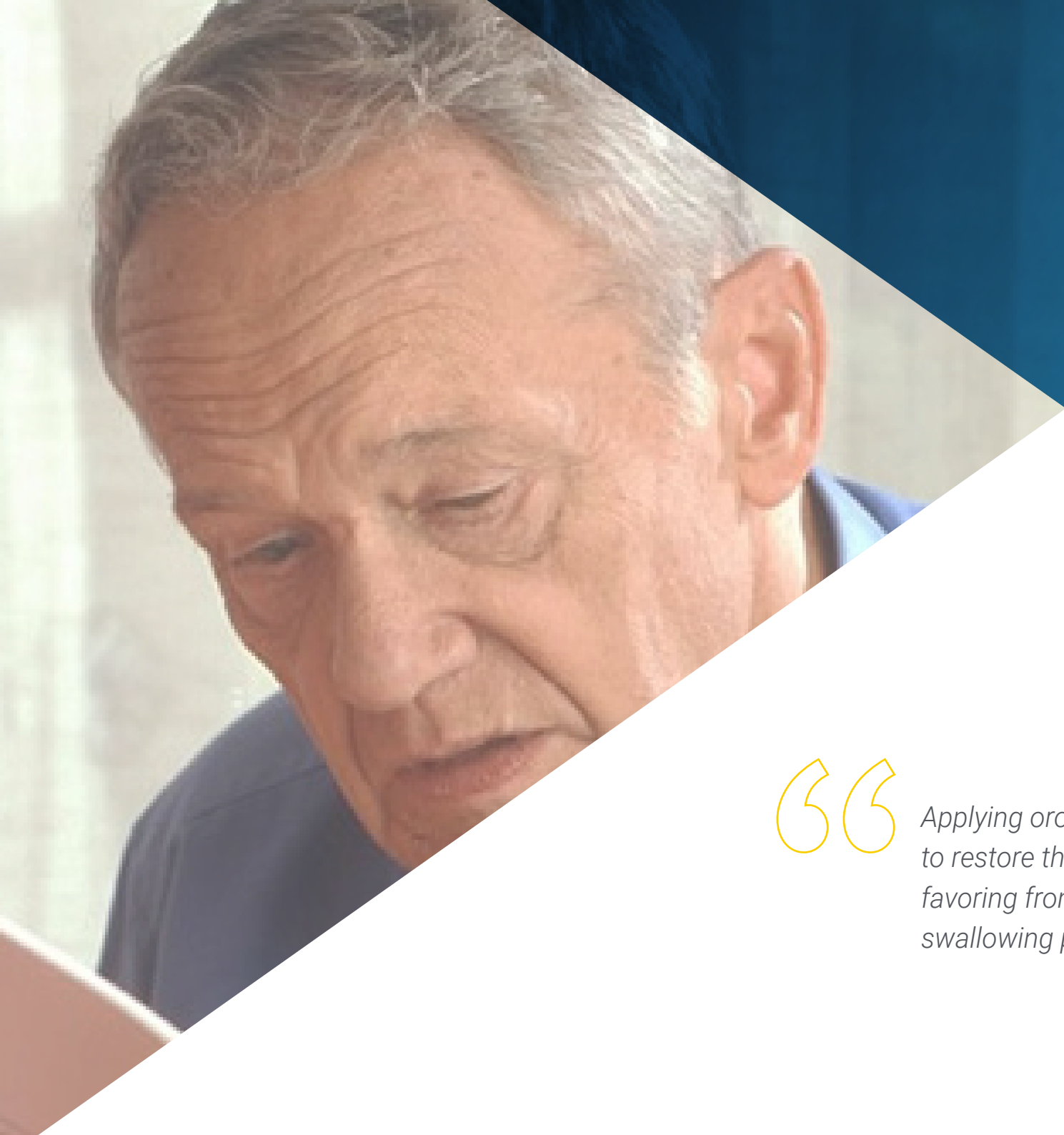
TECH expands education without boundaries. Thanks to programs such as this one that offer the possibility of internships not only in national but also international centers. Where the professional will be up to date with all the latest developments in Voice Therapy, with the support of great experts who will accompany them throughout the journey, who practice in first class hospitals and in different continents. Undoubtedly, a fantastic opportunity that only TECH can offer.

You will have full practical immersion at the center of your choice"

03

Objectives

This Hybrid Professional Master's Degree has been designed with a clear purpose: to improve the qualification of physicians in a key area for the orofacial health of people such as Voice Therapy. In this way, thanks to its complete syllabus and the possibility of a practical internship in a reference center, the student will develop the necessary skills to diagnose, treat and follow up patients affected by a condition of this type.

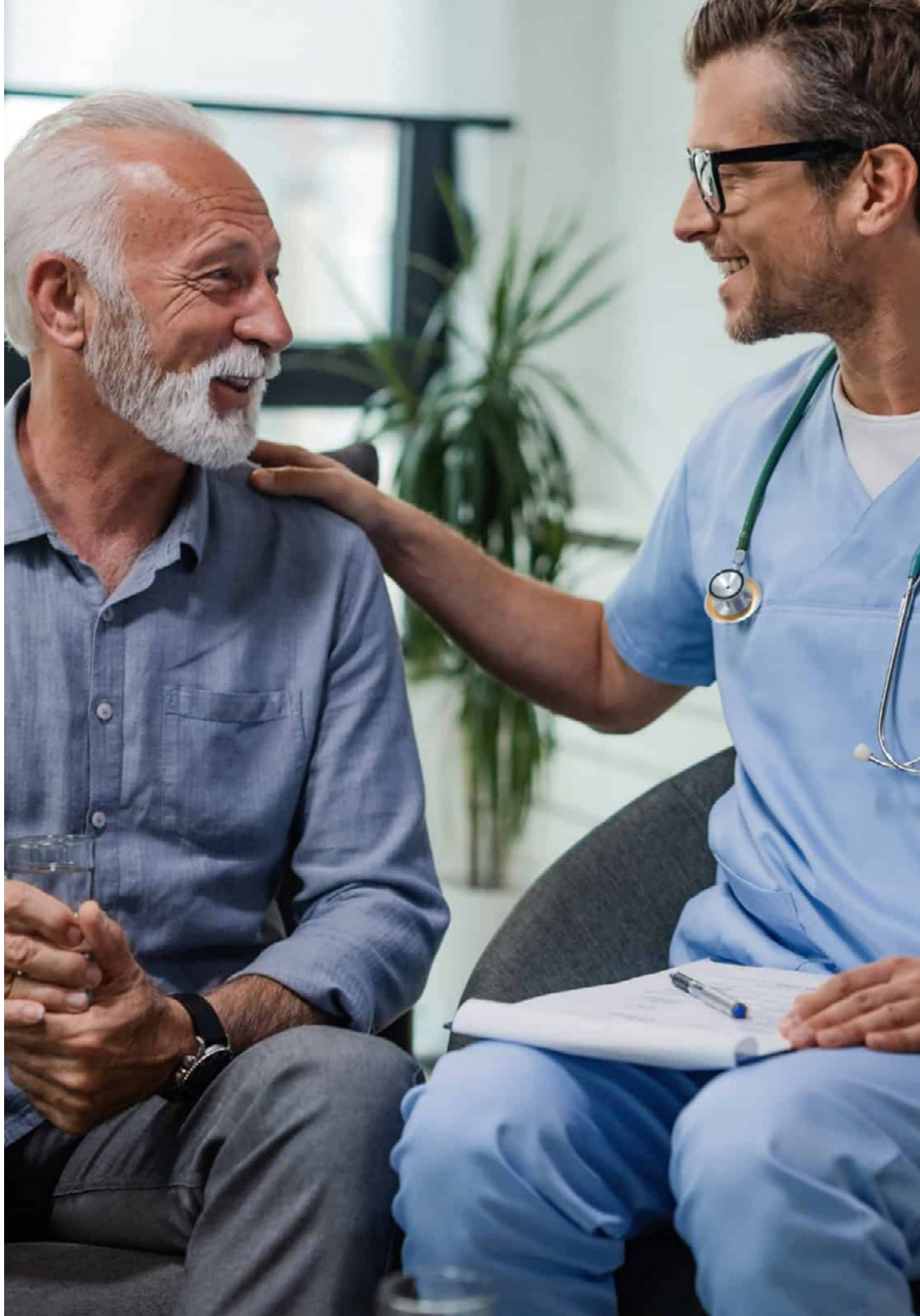


Applying orofacial therapy will be essential to restore the correct oral habits in patients, favoring from their breathing to the swallowing process"

General Objective

- This degree aims to provide students with a complete and relevant knowledge of all aspects related to orofacial and myofunctional therapy. In this way, they will be able to care for patients with problems related to the basic functions of breathing, phonation and swallowing. For this, it is necessary that they have an in-depth knowledge of the anatomy and function of the organs involved in these processes, so the syllabus will place special emphasis on this type of cases. At the end of the degree, the physician will know how to apply the most appropriate speech therapy rehabilitation processes for each person.

Learn about the most current practices on Voice Therapy and improve the speech of patients affected by orofacial disorders"



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 chords
- 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 Evaluation 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 Voice Disorders

- 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 treatment is or isn't 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 Disorders

- 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

04

Skills

Students who take this Hybrid Professional Master's Degree will be better prepared to apply different techniques related to orofacial and myofunctional therapy, which will allow them to improve the situation of patients and, therefore, their dysfunctions in this anatomical part. In this way, their high qualification will allow them to access rehabilitation clinics and hospital centers of reference, or to open their own health businesses in which patients with disorders that affect their vital functions will be attended.

You will be able to master the new techniques of Voice Therapy and apply them effectively with your patients"

General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- Communicate the outcomes of its studies - and the ultimate knowledge and rationale behind them - to specialized and non-specialized audiences in a clear and unambiguous manner.
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- Perform diagnosis, treatment and follow-up of dysfunctions related to the orofacial system.

Specific Skills

- Use logopedic terminology in Orofacial Myofunctional Therapy (OMT) and related fields through the use of semiology as a basis for the understanding of all professional activity.
- Detect, evaluate and explore the different orofacial system disorders at a structural level, considering basic and vital functions (breathing, swallowing, chewing and sucking) to re-educate or rehabilitate patients toward optimal neuromuscular function and an adequate muscular balance during growth and development
- Create work teams during myofunctional intervention, making joint decisions and assessments of the evolution of the case
- Become aware of the importance of making referrals to different health professionals such as pediatricians, stomatologists, speech therapists, otolaryngologists, neurologists, dentists, physiotherapists, occupational therapists, nurses, etc.
- Create prevention programs for the different orofacial and myofunctional disorders and alterations
- Explore, assess, diagnose and make a prognosis of the evolution of orofacial alterations from a multidisciplinary approach
- Study, know and learn to use the different exploration techniques and instruments suitable for functional health, educational or clinical practice
- Put into practice the different types of orofacial intervention in an optimized way and adapted to each case according to etiology and motor development
- Develop attitudes capable of advising and guiding families and healthcare, clinical and educational agents involved in each case Use assertiveness and clarity to obtain optimal interaction
- Define the profession's limits and competences, and learn well-founded good practices
- Establish channels of communication, collaboration and coordination with healthcare and social agents
- Elaborate and write referral reports and speech therapy assessments at orofacial level, in a direct, clear and complete way
- Perform speech therapy intervention in all the required areas, applying principles of coherent intervention and with professional skill

Thanks to this program with its differentiating methodology, you will be able to acquire the necessary skills to enhance the value of Voice Therapy in your daily clinical practice and offer a high-quality service"

05

Course Management

In order to meet TECH Global University's criteria of total quality, we have selected a teaching staff of the highest level and prestige in the profession, which also has proven experience. Professionals from different areas related to Voice Therapy and speech therapy neurorehabilitation that make up a complete multidisciplinary faculty. A unique opportunity to learn from the best specialists and become, in a short time, one of them.

An excellent teaching staff will provide you with the keys to apply the most effective therapies at the voice level"

International Guest Director

Awarded on multiple occasions for her Clinical Excellence, Dr. Sarah Schneider is a renowned **Speech-Language Pathologist** highly specialized in the comprehensive treatment of voice and upper airway related conditions.

In this way, she has worked in prestigious international institutions such as **UCSF Health** in the United States. There, she has led several clinical programs that have allowed the implementation of **interdisciplinary approaches** for the optimal treatment of voice disorders, swallowing problems and even communication difficulties. Thanks to this, she has helped patients to optimize their quality of life considerably by overcoming complex pathologies ranging from **Laryngeal Dystonia** or abnormal **Vocal Vibrations** to Voice Rehabilitation in transgender users. In this same line, she has contributed significantly to numerous singers and professional speakers to optimize their vocal performance.

She also balances this work with her facet as a **Clinical Researcher**. As such, she has written multiple scientific articles on subjects such as the most innovative techniques for the **restoration of the voice** in people who have lost it due to surgery or serious injuries such as **laryngeal cancer**. Her line of study also includes the use of **advanced technologies** for the diagnosis and treatment of common **Phonetic Dysfunctions**, among which **Hypernasality** is included.

In her firm commitment to improving the overall well-being of individuals, she has shared his findings at various conferences on a global scale with the aim of advancing progress in this field. Through these initiatives, she has enabled specialists to not only update on the most recent advances in voice restoration, but also to develop effective strategies for the prevention of vocal injuries in experts who rely on their oral ability, actors being a clear example of this.

Dr. Schneider, Sarah

- Director of Speech-Language Pathology at UCSF Health, California, United States
- Speech Pathologist for Dr. Robert T. Sataloff in Philadelphia, Pennsylvania
- Speech Pathologist at Vanderbilt Voice Center in Nashville, Tennessee
- Master of Science in Speech-Language Pathology from Marquette University
- Bachelor of Science in Communication Sciences and Disorders from Marquette University
- Member of: Editorial Board of the Journal of Voice, California Hearing and Speech Association

Thanks to TECH you will be able to learn with the best professionals in the world"

Guest Director

Dr. Gavilán, Javier

- Head of Service and Professor of Otorhinolaryngology at La Paz University Uospital
- Department of ENT, UAM
- Professor Headline of ENT in the Faculty of Medicine of the UAM
- Degree in Medicine from the UAM
- ENT Residency at La Paz University Hospital

Management

Ms. Martín Bielsa, Laura

- Director of Multidisciplinary Center Dime Más
- CFP Estill Voice Training
- Bachelor's Degree in Speech Therapy
- Graduate in Teaching
- Dean of the Professional Association of Speech Therapists of Aragón

Professors

Ms. Ogén Morado, Carolina

- Expert in Rehabilitation and Improvement of the Professional Spoken and Sung Voice and in Voice Disorders.
- ENT Service at the La Paz University Hospital in Madrid
- Postgraduate Degree in Rehabilitation and Improvement of the Professional Spoken and Sung Voice at the Institute of Human Sciences at the University of Alcalá de Henares
- Postgraduate Degree in Voice Disorders at the Institute for Human Sciences-University of Alcalá de Henares
- Diploma in Teaching, specializing in Hearing and Language from the University of La Coruña
- Postgraduate Degree in Hearing and Language Disorders from the University of La Coruña
- Diploma in Speech Therapy from the University of La Coruña

Ms. García-López, Isabel

- Specialist Physician of the Otorhinolaryngology Service of La Paz Hospital
- General Vice-Secretary of the Spanish Society of Otorhinolaryngology and Head and Neck Surgery
- Professor in thePostgraduate Degree in Voice Disorders at the Ramon Llul University of Barcelona
- Professor of the Master's Degree in Voice Disorders at the Catholic University of Murcia
- Doctorate in Surgery from the Autonomous University of Madrid
- Degree in Medicine from the University of Valladolid
- Member of: Voice Foundation, CoMet, ELSOC, IAP and SEORL - CCC

Dr. Bernáldez Millán, Ricardo

- Assistant Physician of Otorhinolaryngology at La Paz HU
- Specialist of Otorhinolaryngology at Quirónsalud Sur Hospital
- Teaching collaborator for the subject of Otorhinolaryngology at the Faculty of Medicine of the UAM
- Doctor of Medicine and Surgery from the Autonomous University of Madrid
- Specialist in Head and Neck Surgery
- Author of more than 30 to Otorhinolaryngology-related publications in scientific journals
- Author of 15 book chapters on Otorhinolaryngology

Ms. Rivera Schmitz, Teresa

- Assistant Doctor of Laryngology in the Head and Neck Department of La Paz University Hospital of Madrid
- ENT Specialist at Bradford Teaching Hospitals NHS Trust
- Otolaryngology Specialist at the University Hospital Complex of Vigo
- Lecturer in Medicine and Medical Sciences at the Autonomous University of Madrid

Ms. Pozo García, Susana

- Director of the Fisyos Center in Andorra
- Physiotherapist
- 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

Fernández Peñarroya, Raúl

- Director of the Fisyos Center
- Degree in Physiotherapy
- Specialist in Rehabilitation
- Specialist in Manual Therapy
- Specialist in Fascial Treatment
- Dry Needling Specialist

Mr. Gómez, Agustín

- Technical Director of the Alpadif Center - Albacete
- Speech Therapist Specialist in Learning Difficulties
- Associate Professor and Collaborator of the Speech Therapy Degree at the UCLM
- Diploma in Speech Therapy by the UCLM
- Voice training at CFP Estill Voice Training and at PROEL
- Postgraduate Degree in Dyslexia and Dyscalculia Specialist by the University of Castilla La Mancha (UCLM)
- Master's Degree in Psychological Intervention in Learning Difficulties from CEU-Cardenal Herrera University

Ms. Corvo, Sandra

- Director and Speech Therapist at the Córtex Clinic
- Speech therapist at Smoothfood Spain
- Speech therapist at the Parkinson's Association of Salamanca
- Master's Degree in Speech Therapy Neurorehabilitation at CEU Cardenal Herrera University
- Expert in 3D printing in education
- Degree in Speech Therapy at the University of A Coruña

Ms. Romero Meca, Alizia

- Estill Master Trainer, Vocal Fixer and Coach
- Diploma in Music Education
- CMT Certified Teacher at Estill Voice Training
- Professional singer with several tours
- Vocal Coach giving classes in all musical genres, levels and groups
- Director and singer of the Chamber Choir The Gospel Wave Choir
- Organizer of official Estill Voice Training Courses

Ms. Quílez Félez, Olaya

- Psychologist Specialized in Clinical Neuropsychology
- Psychologist in the Andorra Sierra de Arcos Region
- Director in Elderly Residence
- Neuropsychologist in the Association of Relatives and Patients with Alzheimer's and Other Dementias of Lower Aragon
- Master's Degree in Neuropsychology at the Universidad Oberta de Cataluña
- Master's Degree in Gerontology at the San Jorge University
- Master's Degree in Hospital Management
- Postgraduate degree in Geriatric Nursing
- Degree in Psychology from the University of Zaragoza

06

Structure and Content

The syllabus of this Hybrid Professional Master's Degree covers all those issues that the physician must control in order to offer the most appropriate speech therapy rehabilitation to each patient, taking into account the problems related to vital functions such as breathing, speech or swallowing. In this way, the program focuses on orofacial and myofunctional therapy, early care, neuroanatomy and dentistry, among other aspects related to this subject.

A 100% online syllabus, adapted to your needs, so that you can learn the new techniques in Voice Therapy and be able to apply them to your patients with confidence"

Module 1. Anatomical, Physiological and Biomechanical Fundamentals 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. Respiratory System Physiology
- 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. Edald's Primitive Myoelastic Theory
- 1.9.3. Husson's Neuro-Chronaxial Theory
- 1.9.4. Completed Mucoondulatory 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 Evaluation of the Voice

2.1. Morphofunctional Evaluation
- 2.1.1. Indirect Laryngoscopy
- 2.1.2. Nasofibrolaryngoscopy
- 2.1.3. Telelaryngoscopy
- 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. Interpreting Results

2.3. Aerodynamic Measurements
- 2.3.1. Equipment
- 2.3.2. Use
- 2.3.3. Aerodynamic Parameters
- 2.3.4. Interpreting Results

2.4. Electromyography
- 2.4.1. What is an EMG
- 2.4.2. Indicated Pathologies
- 2.4.3. Procedure
- 2.4.4. Interpreting Results

2.5. Video Chemography
- 2.5.1. What is an VKG
- 2.5.2. Interpreting Results

2.6. Physical Aspects of the Voice
- 2.6.1. Types of Waves
- 2.6.2. Amplitude
- 2.6.3. Frequency (F)
- 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. Gathering Samples
- 2.8.10 Interpreting Results

Module 3. Functional Evaluation 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. Assessment of 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 Medical 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. Assessment

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. Reading text for Speech Sample Collection in Spanish
- 3.9.3. Perceptual Assessment (After Medical History and Anamnesis)
- 3.9.4. Self-Assessment
- 3.9.5. Assessing Vocal Function
- 3.9.6. Respiratory Assessment
- 3.9.7. Stomatognathic Assessment
- 3.9.8. Posture Assessment
- 3.9.9. Acoustic Analysis of Vocal Quality

Module 4. Normal Voice vs. Pathological Voice

4.1. Normal Voice and Pathological Voice
- 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 Signs
- 4.3.2. Acoustic Features
- 4.3.3. Levels of Severity

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
- 4.8.2.6. Other Alterations
- 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 Pathologies

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. Education

6.14. Semi-occluded Vocal Tract Exercises
- 6.14.1. Introduction
- 6.14.2. Justification
- 6.14.3. Semi-Occluded Vocal Tract (SOVT)

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 with Prostheses

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. Acoustic Aspects of Voice Accommodation: Vocal String Body and Cover, 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. Overview
- 8.1.2. High School
- 8.1.3. Participants
- 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 Actors'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 Bases 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 Frequency
- 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. 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. Endurance
- 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 Connection
- 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

07

Clinical Internship

The best way to develop specific skills to adequately address problems related to the orofacial system is through hands-on learning. For this reason, TECH proposes to students the completion of this program, which includes an intensive period of 3 weeks in a reference center in the sector. In this way, the student will be able to balance theoretical and practical training and obtain a more decisive qualification for their professional development.

You will be part of an elite team, with whom you will learn the ins and outs of the profession and develop the skills necessary to become an expert in the field"

The internship period of this program in Voice Therapy consists of an intensive stay in a reference center, lasting 3 weeks from Monday to Friday, with an 8-hour consecutive shift of hands-on learning with an attending specialist. This internship will allow students to see real patients alongside a team of reference professionals in this area, applying the latest technologies and techniques in this field.

In this internship, completely practical in nature, the activities are aimed at the development and improvement of the necessary skills for the care of patients with orofacial dysfunctions, which may affect breathing, chewing and swallowing. In this way, this program is oriented to the specific training of physicians for the exercise of their speech therapy practice, in a safe environment for the patient and with a high professional performance.

It is, without a doubt, a unique opportunity to learn by working in an innovative center, which is committed to the quality of its resources and the latest technologies. As such, the objectives of the patient and the professionals are met in a safe way and following the highest quality standards currently required.

The practical teaching will be carried out with the accompaniment and guidance of teachers and other fellow trainees who facilitate teamwork and multidisciplinary integration as transversal skills for medical practice (learning to be and learning to relate).

The procedures described below will be the basis of the specialization, and their realization will be subject to the center's own availability, its usual activity and workload, the proposed activities being the following:

Receive specialized education in an institution that can offer you all these possibilities, with an innovative educational program and a human team capable of helping you to achieve professional success"

Module	Practical Activity
Neurorehabilitation and its relation with the speech therapy treatment	Assess the clinical neurodevelopment of the patient
	Examine cognitive functions such as attention, perception, memory or language
	Assess disorders specific to child neuropsychology
	Determine the approach to be taken and the applicable family therapy according to the diagnosis
Voice Rehabilitation	Analyze disorders related to larynx, pharynx and other voice problems
	Use state-of-the-art endoscopic and stroboscopic instruments in diagnostic work
	Apply speech therapy treatment of functional and organic dysphonia, based on postural control, relaxation, phonation and breathing
	Analyze patients with infantile dysphonia and therapeutic adaptation to their age range
	Promote the improvement of the patient's vocal function through estill voice training exercises
Early care and intervention for dysphagia	Use barium radiography, dynamic swallow study, endoscopic evaluation, manometry or imaging to detect the cause of dysphagia
	Prescribe specific swallowing exercise and technique-based treatments for patients with oropharyngeal dysphagia
	Determine esophageal dilation treatments, special diets, oral medications or surgery in cases of esophageal dysphagia
	Involve in surgical procedures involving laparoscopic Heller myotomy, endoscopic oral myotomy, stent placement or botulinum toxin A
Dentistry and orofacial disorder	Analyze results of clinical examination and radiographic analysis to identify orofacial disorders
	Assess the need for additional medical studies, such as MRI, CBCT or blood tests
	Examine cases of temporary and permanent occlusion, as well as physiological, static and dynamic occlusions
	Intervene in cases of orofacial speech and language disorders
Feeding in ASD (autism spectrum disorder) and congenital acquired disorder	Assessing voice conditions affecting feeding in patients with ASD or congenital acquired disorder
	Elaborate strategy and therapeutic action plans to achieve a comprehensive approach
	Analyze oropharyngeal dysphagia and other specific problems in ASD patients
	Involve the family and the closest environment in the therapeutic process

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

This liability policy for trainees will have broad coverage and will be taken out prior to the start of the practical internship period. In this way, professionals will not have to worry if they have to deal with an unexpected situation and will be covered until the end of the practical program at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.

General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

In order to continue with its premise of educational excellence, TECH is reaching collaboration agreements with different prestigious entities, thanks to which students can carry out an intensive practical internship. In this way, they will have the opportunity to learn with the best specialists of the moment in speech therapy neurorehabilitation, developing the necessary skills to become prestigious physicians. In these centers, students will be able to work with the most advanced technology of the moment, taking part in real situations.

You will be part of a reference center and you will get to know the day to day of the speech therapy neurorehabilitation services"

The student will be able to take the practical part of this Hybrid Professional Master's Degree at the following centers:

Medicine

ASPAYM Principado de Asturias

Country
Spain

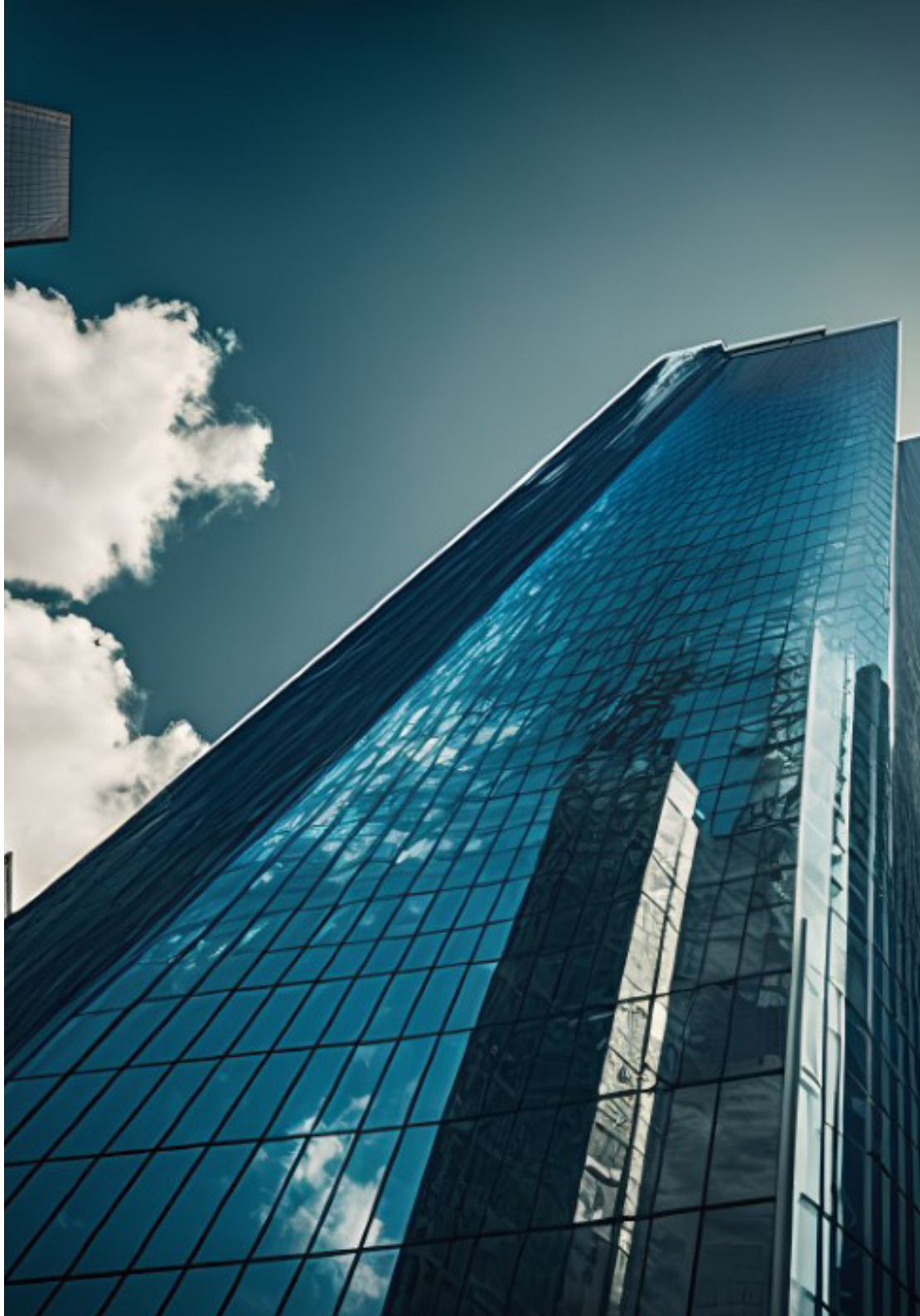
City
Asturias

Address: Av. Roma, 4, 33011 Oviedo, Asturias

National federation dedicated to the physical and mental promotion of patients

Related internship programs:

- Physiotherapy in Geriatrics
- Electrotherapy in Physiotherapy



Hospital HM Modelo

Country
Spain

City
La Coruña

Address: Rúa Virrey Osorio, 30, 15011, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain

Related internship programs:
- Anaesthesiology and Resuscitation
- Spine Surgery

Hospital Maternidad HM Belén

Country
Spain

City
La Coruña

Address: R. Filantropía, 3, 15011, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain

Related internship programs:
- Update in Assisted Reproduction
- Hospitals and Health Services Management

Madre Teresa Centro de Rehabilitación

Country
Argentina

City
Buenos Aires

Address: Bartolomé Mitre 2450, Avellaneda, Buenos Aires

Multidisciplinary Rehabilitation Center specialized in physical and occupational recovery

Related internship programs:
- Clinical Nutrition
- Geriatric Physiotherapy

Make the most of this opportunity to surround yourself with expert professionals and learn from their work methodology"

09

Methodology

TECH is the world's first university to combine the ***case study*** methodology with ***Relearning***, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the academic process and gives them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

"At TECH you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"

Case Studies or Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

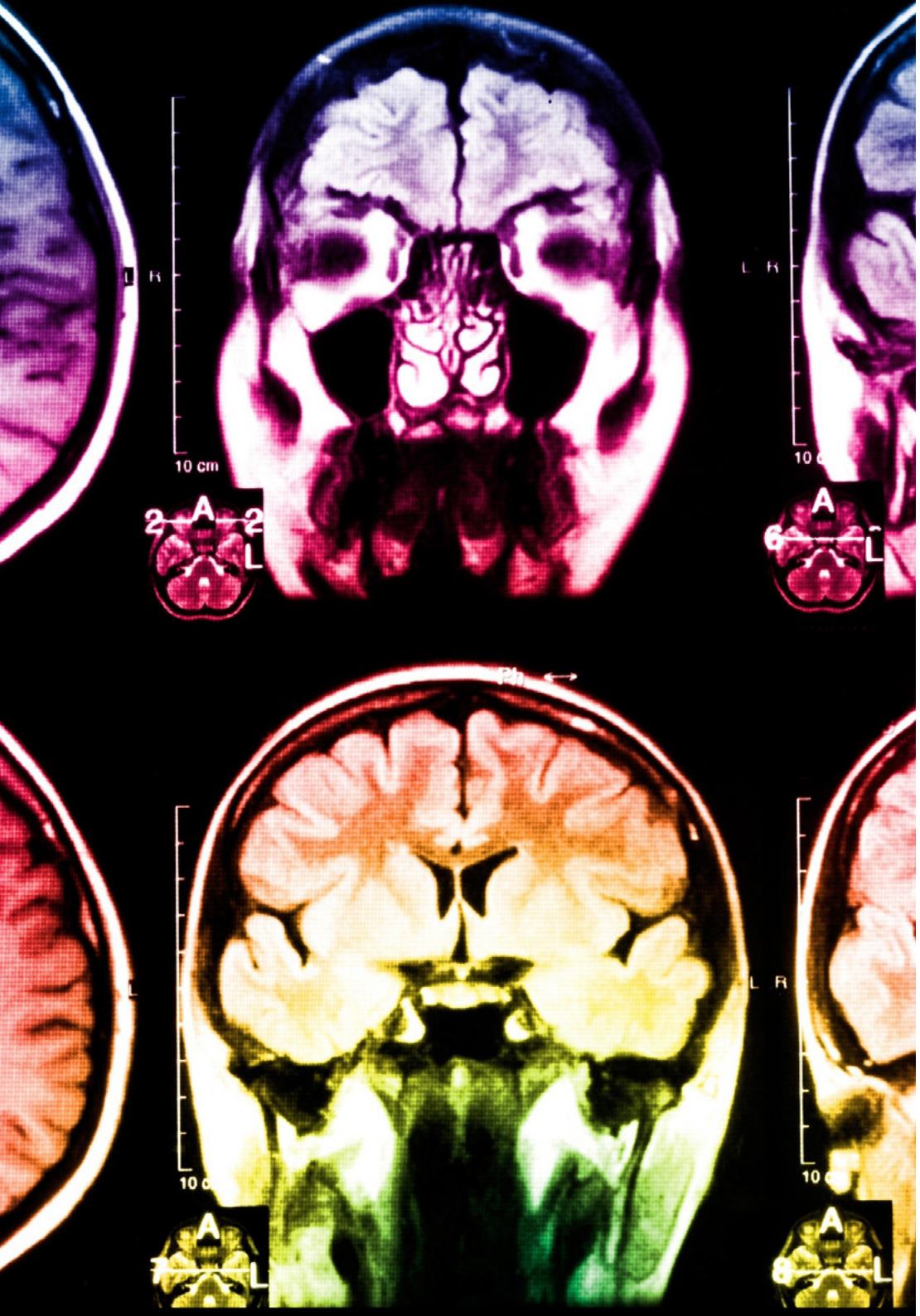
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

"The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

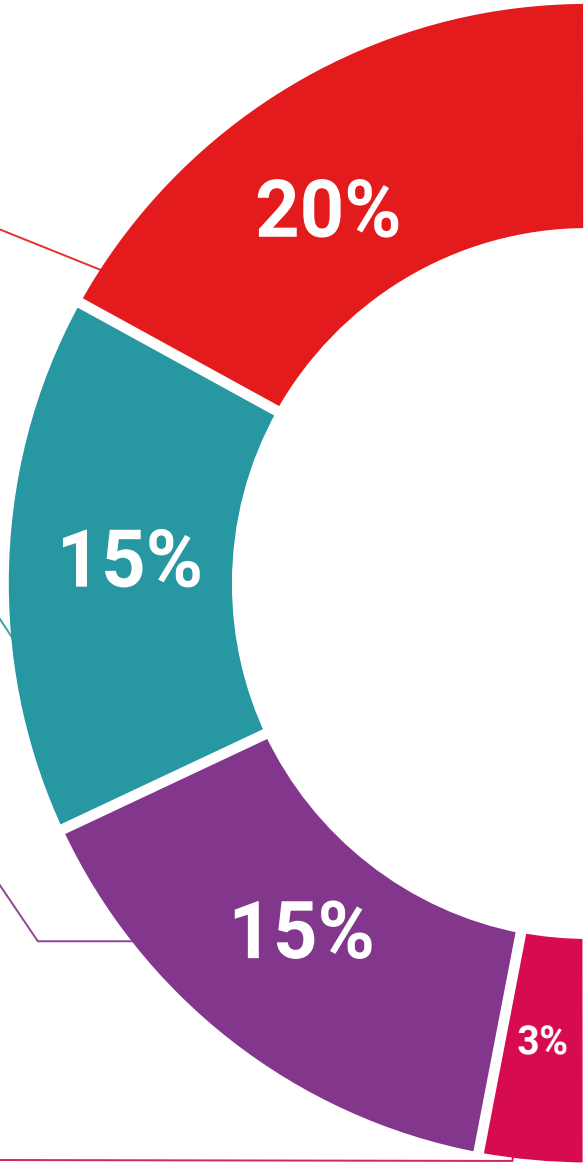
Interactive Summaries

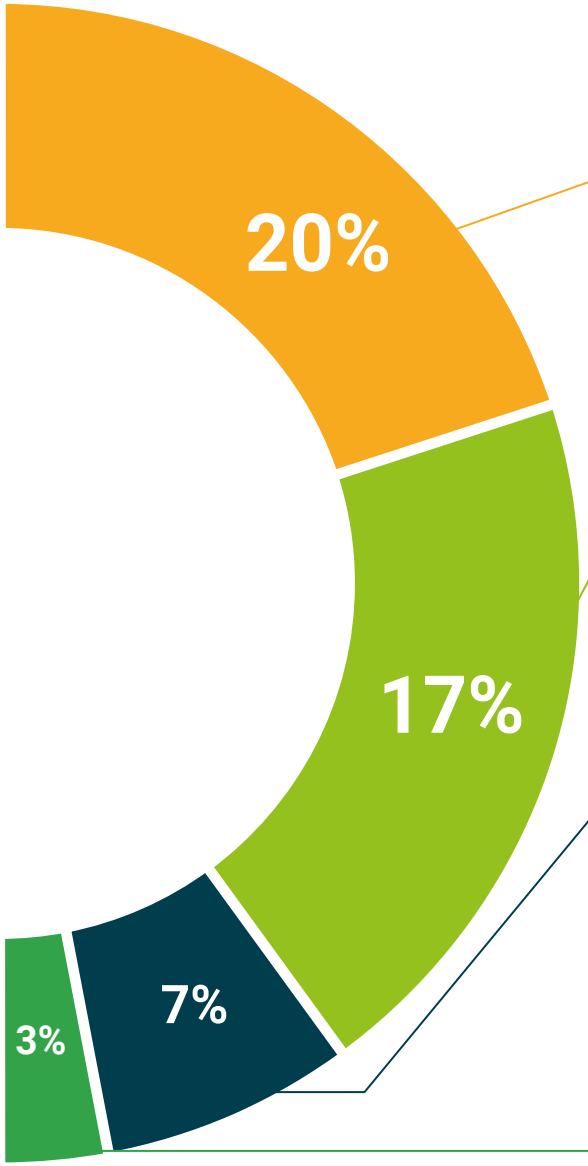
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best *case studies* in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for 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.

10

Certificate

The Hybrid Professional Master's Degree in Voice Therapy guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree 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 private qualification will allow you to obtain a **Hybrid Professional Master's Degree diploma in Voice Therapy** 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 private qualification**, 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: **Hybrid Professional Master's Degree in Voice Therapy**

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months.**

Credits: **60 + 4 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Hybrid Professional Master's Degree in Voice Therapy

This is a private qualification of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Hybrid Professional Master's Degree in Voice Therapy

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Anatomical, Physiological and Biomechanical Basics of the Voice	150	CO
1º	Objective Evaluation of the Voice	150	CO
1º	Functional Assessment of the Voice	150	CO
1º	Normal Voice vs. Pathological Voice	150	CO
1º	Medical-Surgical Treatments of Voice Disorders	150	CO
1º	Speech Therapy for Voice Disorders	150	CO
1º	Speech Therapy for Disorders	150	CO
1º	The Professional Use of the Spoken Voice	150	CO
1º	Professional Singing Voice	150	CO
1º	Psychology and Voice	150	CO

Dr. Pedro Navarro Illana
Dean

tech global university

*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.

tech global university

Hybrid Professional Master's Degree

Voice Therapy

Modality: **Hybrid (Online + Clinical Internship)**
Duration: **12 months.**
Certificate: **TECH Global University**
Credits: **60 + 4 ECTS**

Hybrid Professional Master's Degree

Voice Therapy

tech global university