

Postgraduate Diploma

Vocal Therapy and Voice Disorders





Postgraduate Diploma Vocal Therapy and Voice Disorders

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-vocal-therapy-voice-disorders

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01

Introduction

A large percentage of dysphonic patients referred to phoniatic rehabilitation come from the professional field of education. Teachers use their voice as a fundamental tool in their work, and the misuse or abuse of this instrument becomes a direct cause of diseases or adaptation problems. We can consider dysphonia as an occupational first magnitude risk that, frequently, as we will see in the development of the subject that concerns us, is associated with other risk factors of both internal and external nature.



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This Postgraduate Diploma in Vocal Therapy and Voice Disorders will give you a sense of confidence in professional practice, which will help you grow both personally and professionally”

Such professionals as broadcasters, journalists, sales representatives, announcers, actors, singers, etc., require knowledge and management of their phonatory apparatus, since its use is essential for their work. In this sense, it is also important to know 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 phono-respiratory system, as well as to its deterioration. Another type of change is due to sex-related differences. There are also modifications in the voice 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 on using one's own voice, programs for preventing disorders and vocal therapy as applied to the use in different contexts are crucial elements in the health, well-being and development of any speaker.

These studies can facilitate access to employment in this field given the existing lack of such professionals in this complex field of Vocal Therapy and Voice Disorders.

This program offers a very broad view of vocal pathology and voice 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 this training, since all of them work in the field. Professionals will learn based on professional experience as well as evidence-based pedagogy, which makes student training more effective and accurate.

This **Postgraduate Diploma in Vocal Therapy and Voice Disorders** is the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ Practical cases presented by experts in Vocal Therapy and Voice Disorders
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest developments in Vocal Therapy and Voice Disorders
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ The latest developments in Vocal Therapy and Voice Disorders
- ♦ 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



*Update your knowledge through
the Postgraduate Diploma in Vocal
Therapy and Voice Disorders”*

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This Postgraduate Diploma may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge of Vocal Therapy and Voice Disorders, you will obtain a qualification from TECH Global University”

The teaching staff includes medical professionals who bring their experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train for real-life situations.

This program is designed around Problem Based Learning, where medical professionals must try to solve the different professional practice situations that arise during the course. For this purpose, specialists will be assisted by an innovative, interactive video system created by renowned experts in the field of vocal therapy and voice disorders with extensive experience.

Increase your decision-making confidence by updating your knowledge through this specialist course.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.



02

Objectives

The program's primary objective is focused on theoretical and practical learning, so that medical professionals can practically and rigorously master vocal alterations.





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This Postgraduate Diploma will allow you to update your knowledge in Vocal Therapy and Voice Disorders with the use of the latest educational technology to contribute quality and safety to decision making”



General objective

- ♦ 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 thorough 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 vocal 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

- ♦ Differentiate normal voices from pathological voices
- ♦ 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 voices according to audible acoustic features
- ♦ Learn about the different existing phonosurgery techniques
- ♦ Learn about the different common laryngeal surgeries
- ♦ Be familiar with the different medications prescribed by physicians for dysphonia
- ♦ Give importance to teamwork in the rehabilitation of voice pathologies
- ♦ Know when speech therapy is or is not indicated
- ♦ Know and plan the general rehabilitation objectives
- ♦ Know the different possible approaches for rehabilitation
- ♦ 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 sound facilitators
- ♦ 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
- ♦ 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 laryngectomy
- ♦ Address vocal conditioning in patients attending a clinic due to gender reassignment

03

Course Management

The program includes in its teaching staff renowned experts in speech therapy, who contribute their work experience to this training. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





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*Learn the latest advances in
procedures in Vocal Therapy and Voice
Disorders from leading professionals”*

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, he 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, he 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 his firm commitment to improving the overall well-being of individuals, he 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 degree in Speech-Language Pathology from Marquette University
- ♦ Bachelor of Science degree in Communication Sciences and Disorders from Marquette University
- ♦ Member of:
 - ♦ Editorial Board of the Journal of Voice
 - ♦ California Hearing and Speech Association

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

Management



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. 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

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

**Dr. 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. 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

Ms. 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

Ms. Romero Meca, Alizia

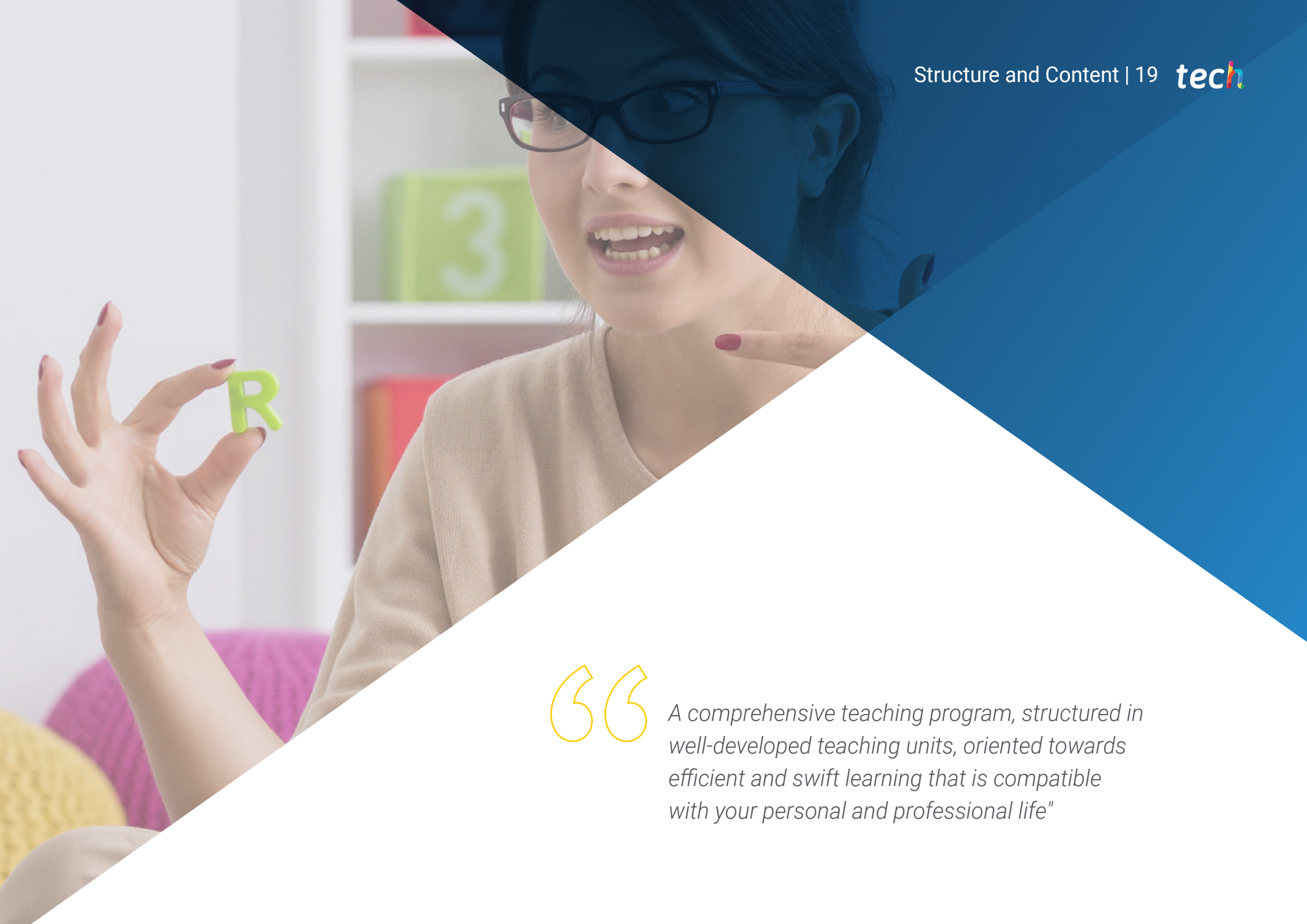
- ◆ Diploma in Musical Education
- ◆ CMT Certified Teacher at Estill Voice Training
- ◆ Currently preparing for certification as a CCI Instructor at Estill Voice Training
- ◆ Professional singer since 1996, with several tours and more than 500 performances
- ◆ Vocal Coach since 2000, teaching classes 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

04

Structure and Content

The content structure has been designed by a team of professionals from the best educational centers, universities and companies in the nation, who are aware of the relevance of current specialization in order to train and support students, and who are committed to quality teaching through new educational technologies.





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A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

Module 1. Normal Voices vs. Pathological Voices

- 1.1. Normal Voices and Pathological Voices
 - 1.1.1. Euphonia vs. Dysphonia
 - 1.1.2. Types of Voices
- 1.2. Vocal Fatigue
 - 1.2.1. Introduction
 - 1.2.1.1. Advice to Prevent Vocal Fatigue
 - 1.2.2. Synthesis
- 1.3. Acoustic Signs of Dysphonia
 - 1.3.1. First Signs
 - 1.3.2. Acoustic Features
 - 1.3.3. Levels of Severity
- 1.4. Functional Dysphonias
 - 1.4.1. Type I: Isometric Laryngeal Disorder
 - 1.4.2. Type II: Glottic and Supraglottic Lateral Contraction
 - 1.4.3. Type III: Anteroposterior Supraglottic Contraction
 - 1.4.4. Type IV: Conversion Aphonia/Dysphonia
 - 1.4.5. Transitional Adolescent Dysphonia
- 1.5. Psychogenic Dysphonia
 - 1.5.1. Definition
 - 1.5.2. Patient Characteristics
 - 1.5.3. Signs of Psychogenic Dysphonia and Voice Characteristics
 - 1.5.4. Clinical Forms
 - 1.5.5. Diagnosis and Treatment of Psychogenic Dysphonia
 - 1.5.6. Synthesis
- 1.6. Transitional Adolescent Dysphonia
 - 1.6.1. Vocal Changes
 - 1.6.2. Concept of Adolescent Transitional Dysphonia
 - 1.6.3. Treatment
 - 1.6.4. Synthesis
- 1.7. Dysphonia due to Congenital Organic Lesions
 - 1.7.1. Introduction
 - 1.7.2. Intrachordal Epidermal Cyst
 - 1.7.3. Sulcus Vocalis
 - 1.7.4. Mucosal Bridge
 - 1.7.5. Vergeture
 - 1.7.6. Microsinequias
 - 1.7.7. Laryngomalacia
 - 1.7.8. Synthesis
- 1.8. Acquired Organic Dysphonias
 - 1.8.1. Introduction
 - 1.8.2. Dysphonias of Neurological Origin
 - 1.8.2.1. Peripheral Laryngeal Paralysis
 - 1.8.2.2. Upper Motor Neuron Disorders
 - 1.8.2.3. Extrapyramidal Alterations
 - 1.8.2.4. Cerebellar Alterations
 - 1.8.2.5. Lower Motor Neuron Disorders
 - 1.8.2.6. Other Alterations
 - 1.8.3. Organic Dysphonias: Acquired Origin
 - 1.8.3.1. Traumatic Origin
 - 1.8.3.2. Inflammatory
 - 1.8.3.3. Dysphonias of Neoplastic Origin
 - 1.8.4. Synthesis
- 1.9. Mixed Dysphonias
 - 1.9.1. Introduction
 - 1.9.2. Vocal Nodes
 - 1.9.3. Laryngeal Polyps
 - 1.9.4. Reinke's Edema
 - 1.9.5. Vocal Cord Hemorrhage
 - 1.9.6. Contact Ulcer or Granuloma
 - 1.9.7. Mucous Retention Cyst
 - 1.9.8. Synthesis

Module 2. Medical-Surgical Treatments of Vocal Pathologies

- 2.1. Phonosurgery
 - 2.1.1. Flush Section
 - 2.1.2. Cordotomies
 - 2.1.3. Injection Techniques
- 2.2. Laryngeal Surgery
 - 2.2.1. Thyroplasties
 - 2.2.2. Laryngeal Neurosurgery
 - 2.2.3. Surgery in Malignant Laryngeal Pathologies
- 2.3. Medication in Dysphonia
 - 2.3.1. Medication to Regularize Respiratory Aspects
 - 2.3.2. Medication to Regularize Digestive Aspects
 - 2.3.3. Medication to Regulate the Non-Autonomous Nervous System
 - 2.3.4. Types of Medication

Module 3. Speech Therapy for Voice Disorders

- 3.1. The Importance of the Multidisciplinary Team in the Approach to Treatment
 - 3.1.1. Introduction
 - 3.1.2. Teamwork
 - 6.1.2.1. Characteristics of Multidisciplinary Work
 - 3.1.3. Multidisciplinary Work in the Treatment of Vocal Pathology
- 3.2. Indications and Restrictions of Speech Therapy Treatment
 - 3.2.1. Prevalence of Vocal Disorders
 - 3.2.2. Treatment Indications
 - 3.2.3. Treatment Limitations and Restrictions
 - 3.2.4. Adherence to Treatment
- 3.3. General Intervention Objectives
 - 3.3.1. The General Objectives of All Vocal Work
 - 3.3.2. How to Meet the General Objectives
- 3.4. Muscle Conditioning
 - 3.4.1. Voice as a Muscle Activity
 - 3.4.2. General Aspects of Training
 - 3.4.3. Principles of Training

- 3.5. Respiratory Conditioning
 - 3.5.1. Justifying Respiratory Work in Vocal Therapy
 - 3.5.2. Methodology
 - 3.5.3. Static Exercises With Facilitating Postures
 - 3.5.4. Semisupine
 - 3.5.5. Neutral or Monkey Position
 - 3.5.6. Dynamic Exercises With Facilitating Postures
- 3.6. Hygiene Therapy
 - 3.6.1. Introduction
 - 3.6.2. Harmful Habits and Their Effects on the Voice
 - 3.6.3. Preventive Measures
- 3.7. Confidential Voice Therapy
 - 3.7.1. History of the Method
 - 3.7.2. Foundation and Principles
 - 3.7.3. Therapy Uses
- 3.8. Resonance Voice Therapy
 - 3.8.1. Description of the Method
 - 3.8.2. Laryngeal Behavior
 - 3.8.3. Uses and Benefits
- 3.9. Accent Method
 - 3.9.1. Introduction
 - 3.9.2. Justification of the Method
 - 3.9.3. Methodology
- 3.10. Vocal Function Exercises
 - 3.10.1. Introduction
 - 3.10.2. Justification
 - 3.10.3. Methodology
- 3.11. Fluid Phonation
 - 3.11.1. Introduction
 - 3.11.2. Justification
 - 3.11.3. Methodology

- 3.12. Lee Silverman LSVT
 - 3.12.1. Introduction
 - 3.12.2. Justification
 - 3.12.3. Methodology
- 3.13. Physiological Therapy
 - 3.13.1. Justification
 - 3.13.2. Physiological Objectives
 - 3.13.3. Training
- 3.14. Semi-occluded Vocal Tract Exercises
 - 3.14.1. Introduction
 - 3.14.2. Justification
 - 3.14.3. TVSO
- 3.15. Manual Laryngeal Massage
 - 3.15.1. Introduction
 - 3.15.2. Manual Circumlaryngeal Therapy
 - 3.15.3. Laryngeal Massage Technique
 - 3.15.4. Introduction to Functional and Structural Techniques
 - 3.15.4.1. Jones Technique for the Suprahyoid Muscles
 - 3.15.4.2. Functional Hyoid Bone Technique
 - 3.15.4.3. Functional Technique for Tongue and Hyoid Bone
 - 3.15.4.4. Functional Technique for the Tongue
 - 3.15.4.5. Technique for Maxillopharyngeal Fasciae
- 3.16. Facilitating Techniques
 - 3.16.1. Introduction
 - 3.16.2. Description of Facilitating Techniques
- 3.17. Estill Voice Training
 - 3.17.1. Jo Estill and the Creation of the Model
 - 3.17.2. Principles of Estill Voice Training
 - 3.17.3. Description
- 3.18. The PROEL Method
 - 3.18.1. Introduction
 - 3.18.2. Principles
 - 3.18.3. Curiosities
- 3.19. The NEIRA Method
 - 3.19.1. Introduction
 - 3.19.2. Concept of Euphony
 - 3.19.3. Objectives of the Method
 - 3.19.4. Body-Vocal Scaffolding
 - 3.19.4.1. Body Work
 - 3.19.4.2. Respiratory Attitude
 - 3.19.4.3. Resonance Work
 - 3.19.4.4. Vocal Work
 - 3.19.4.5. Emotional Work
- 3.20. Body, Voice and Movement
 - 3.20.1. Introduction and Justification
 - 3.20.2. Techniques that Incorporate Movement into Their Programs
 - 3.20.3. Examples:
- 3.21. Elastic Bandages
 - 3.21.1. History
 - 3.21.2. Bandage Characteristics
 - 3.21.3. Effects
 - 3.21.4. Contraindications
 - 3.21.5. Techniques
 - 3.21.5.1 Uses in the Voice
- 3.22. Electrostimulation
 - 3.22.1. Introduction
 - 3.22.2. Justification
 - 3.22.3. Methodology
- 3.23. Low-Power Laser
 - 3.23.1. History
 - 3.23.2. Physical Concepts
 - 3.23.3. Classification of the Types of Laser
 - 3.23.4. Effects of Lasers and Their Interaction with Tissues
 - 3.23.5. Safety Measures and Contraindications
 - 3.23.6. Use of Lasers in the Prevention and Treatment of Voice Disorders



Module 4. Speech Therapy for Pathologies

- 4.1. Speech Therapy in Functional Dysphonias
 - 4.1.1. Type I: Isometric Laryngeal Disorder
 - 4.1.2. Type II: Glottic and Supraglottic Lateral Contraction
 - 4.1.3. Type III: Anteroposterior Supraglottic Contraction
 - 4.1.4. Type IV: Conversion Aphonia/Dysphonia
 - 4.1.5. Psychogenic Dysphonia with Arched Vocal Cords
 - 4.1.6. Transitional Adolescent Dysphonia
- 4.2. Speech Therapy in Organic Origin Dysphonias
 - 4.2.1. Speech Therapy in Congenital Origin Dysphonias
 - 4.2.2. Speech Therapy in Acquired Origin Dysphonias
- 4.3. Speech Therapy in Organic-Functional Origin Dysphonias
 - 4.3.1. Nodes
 - 4.3.2. Polyps
 - 4.3.3. Mucous Cysts
 - 4.3.4. Others
- 4.4. Post-Laryngectomy Rehabilitation
 - 4.4.1. Types of Prosthesis
 - 4.4.2. The Esophageal Voice: Murmurs, Esophageal Sound, Learning Sequence, Characteristics of the Esophageal Voice
 - 4.4.3. Tracheoesophageal Voice
 - 4.4.4. The Voice in Patients with Prostheses
- 4.5. Treating the Voice in Gender Change
 - 4.5.1. Initial Considerations
 - 4.5.2. Voice Masculinization Objectives
 - 4.5.3. Voice Feminization Objectives
 - 4.5.4. Acoustic Aspects of Voice Accommodation: Vocal String Body and Cover, Fundamental Frequency, Resonance, and Timbre
 - 4.5.5. Suprasegmental Aspects of Speech

05

Methodology

This training program provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

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***.



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Discover Re-learning, 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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

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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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate 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.



Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving 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 Re-learning 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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Re-learning 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 TECH's 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



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 on the usefulness of learning by observing experts: The system termed Learning from an Expert strengthens knowledge and recall capacity, and generates confidence in the face of difficult decisions in the future.



Quick Action Guides

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



06

Certificate

The **Postgraduate Diploma in Vocal Therapy and Voice Disorders** guarantees, in addition to the most accurate and up-to-date training, access to a qualification issued by **TECH Global University**.



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*Successfully complete this training and
receive your university qualification
without the hassle of travel or paperwork”*

This private qualification will allow you to obtain a **Postgraduate Diploma in Vocal Therapy and Voice Disorders** 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.

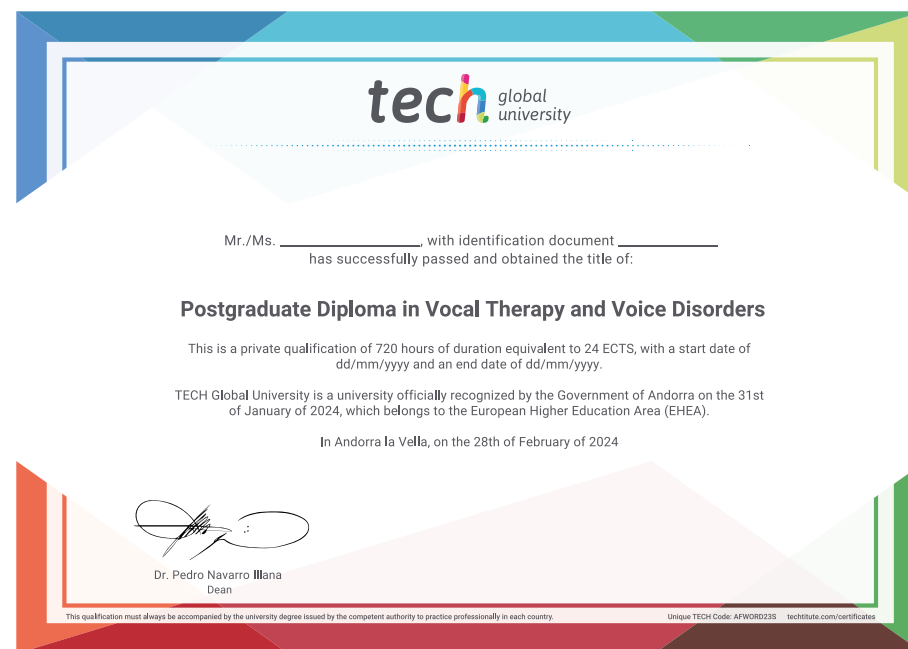
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Vocal Therapy and Voice Disorders**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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



Postgraduate Diploma
Vocal Therapy and
Voice Disorders

- » Modality: online
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- » Exams: online

Postgraduate Diploma

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