Professional Master's Degree

Voice Therapy

tech global university

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Professional Master's Degree

Voice Therapy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/medicine/professional-master-degree/master-voice-therapy-medicine

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01

Introduction

Dysphonia can be considered a major occupational hazard for professionals who work with their voice that is often associated with other internal and external risk factors. Its treatment from the Voice Therapy offers to the medical professional an alternative way of wide intervention that provides benefits both in the approach of affections and in their prevention and rehabilitation. This program offers physicians the necessary tools to efficiently complement their professional practice in this field.

A complete program that offers the medical professional the most interesting approaches and interventions in Voice Therapy"

The medical professionals intervene in the care of their patients' voice in many contexts and situations. Professionals such as broadcasters, journalists, commercials, actors, singers, etc., require knowledge and management of their vocal apparatus, since it 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 phonorespiratory 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. All this is evident in both the normal and pathological voice.

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

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

This program offers a very broad view of voice disorder 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 the Professional Master's Degree, given that all of them work in this field. Professionals will learn based on professional experience, as well as evidence-based pedagogy, which makes student education more effective and accurate.

This **Professional Master's Degree in Voice Therapy** contains the most complete and up-to-date scientific program on the market. The most important features include:

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

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

A program created and directed by active professionals who are experts in this area of work, making this Professional Master's Degree a unique opportunity for professional growth"

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

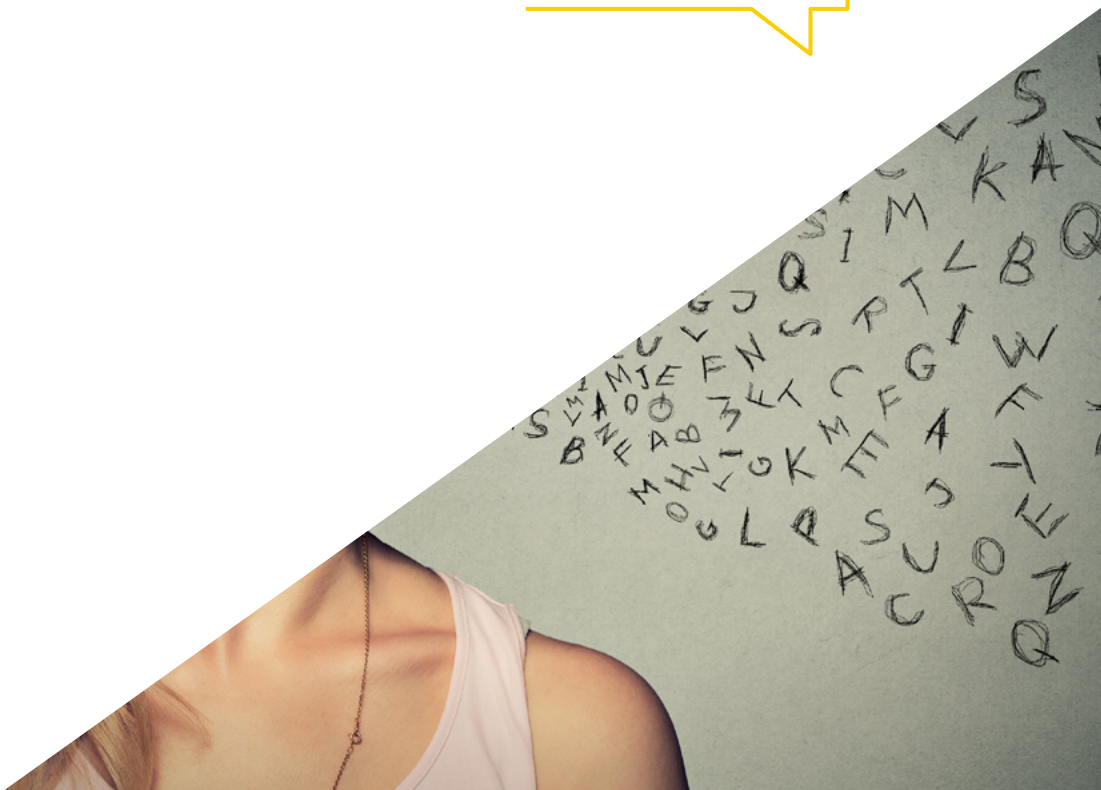
In this way we ensure that we deliver the educational update we are aiming for. A multidisciplinary team of qualified and experienced professionals in different environments, who will develop the theoretical knowledge in an efficient way, but above all, they will bring their practical knowledge from their own experience to the program: one of the differential qualities of this educational program.

This mastery of the subject is complemented by the effectiveness of the methodological design of this Professional Master's Degree in Voice Therapy. Developed by a multidisciplinary team of experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need in your education.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, we will use telepractice learning: with the help of an innovative interactive video system, and learning from an expert, you will be able to acquire the knowledge as if you were actually dealing with the scenario you are learning about. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

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

The learning of this program is developed through the most advanced didactic means in online teaching to guarantee that your effort will have the best possible results.



02

Objectives

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

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

Learn from the best, the techniques and procedures of work in Voice Therapy and get trained to work with the confidence of the support of the best training in this field"

General objectives

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

Specific objectives

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

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

Module 2. Objective Examination 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

- Differentiate between a normal voice and a 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 voice disorder 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 voice characteristics and needs

Module 7. Speech Therapy for Pathologies

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

Module 8. The Professional Use of the Spoken Voice

- Learn the risk groups of professional voice disorder
- 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 disorders
- 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

03

Skills

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

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

General skills

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

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

Specific skills

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

04

Course Management

Within the concept of total quality of our program, we are proud to put at your disposal a Teaching Staff of the highest level, chosen for their proven experience. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

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

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.

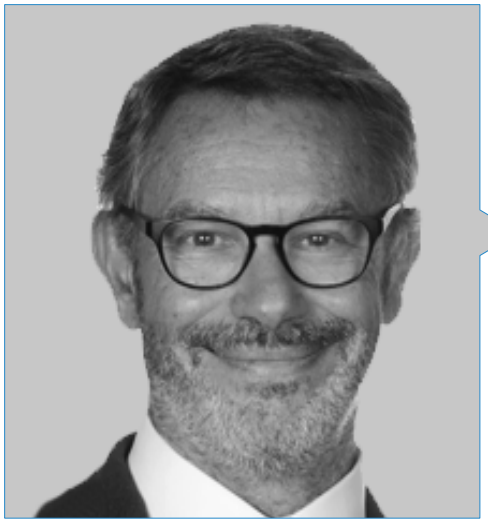
In his firm commitment to improving the overall well-being of individuals, he has shared his findings at various conferences on a global scale with the aim of advancing progress in this field. Through these initiatives, she has enabled specialists to not only update on the most recent advances in voice 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 theJournal of Voice
  - California Hearing and Speech Association

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

Management



Gavilán, Javier

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

Management

Ms. Martín Bielsa, Laura

- Director of the Master's Degree in Voice Therapy, Cardenal Herrera University
- Speech Therapist Expert in Speech Pathology, Child Development and Early Childhood Attention
- Diploma in Teaching and Dean of the Professional Association of Speech Therapists of Aragon
- Expert in voice pathology
- Director of Multidisciplinary Center Dime Más
- CFP Estill Voice Training
- Dean of the Professional Association of Speech-Language Pathologists of Aragon

Professors

Dr. Bernáldez Millán, Ricardo

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

Dr. García-López, Isabel

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

Ms. Ogén Morado, Carolina

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

Ms. Rivera Schmitz, Teresa

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

Ms. Corvo, Sandra

- Speech therapist
- Director of Córtex-Ciudad Rodrigo Clinic
- 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

Mr. 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

Mr. 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

- Director of the Fisyos Center in Andorra
- 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

- Director and singer of the Chamber Choir The Gospel Wave Choir
- 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 Organizor for Official Estill Voice Training

05

Structure and Content

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

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

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

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

1.1. Laryngeal Phylogeny and Embryology
- 1.1.1. Laryngeal Phylogeny
- 1.1.2. Laryngeal Embryology

1.2. Basic Concepts of Physiology
- 1.2.1. Muscle Tissue
- 1.2.2. Types of Muscle Fibers

1.3. Respiratory System Structures
- 1.3.1. Chest
- 1.3.2. Airways

1.4. Respiratory System Musculature
- 1.4.1. Inspiratory Muscles
- 1.4.2. Expiratory Muscles

1.5. Physiology of the Respiratory System
- 1.5.1. Respiratory System Function
- 1.5.2. Lung Capacities and Volumes
- 1.5.3. Lung Nervous System
- 1.5.4. Breathing at Rest vs in Phonation

1.6. Laryngeal Anatomy and Physiology
- 1.6.1. Laryngeal Skeleton
- 1.6.2. Laryngeal Cartilages
- 1.6.3. Ligaments and Membranes
- 1.6.4. Joints
- 1.6.5. Musculature
- 1.6.6. Vascularization
- 1.6.7. Laryngeal Innervation
- 1.6.8. Lymphatic System

1.7. Structure and Function of the Vocal Cords
- 1.7.1. Histology of the Vocal Cords
- 1.7.2. Biomechanical Properties of the Vocal Cords
- 1.7.3. Phases of the Vibration Cycle
- 1.7.4. Fundamental Frequency

1.8. Anatomy and Physiology of the Vocal Tract
- 1.8.1. Nasal Cavity
- 1.8.2. Oral Cavity
- 1.8.3. Laryngeal Cavity
- 1.8.4. Linear and Non-Linear Source and Filter Theory

1.9. Voice Production Theory
- 1.9.1. Historical Recap
- 1.9.2. Ewald's Primitive Myoelastic Theory
- 1.9.3. Husson's Neurochronoxic Theory
- 1.9.4. Completed 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 Examination of the Voice

2.1. Morphofunctional Exploration
- 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. Interpretation of Results

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

2.4. Electromyography
- 2.4.1. What Does EMG Consist Of?
- 2.4.2. Indicated Pathologies
- 2.4.3. Procedure
- 2.4.4. Interpretation of Results

2.5. Video Chemography
- 2.5.1. What Does Video Chemography Consist Of?
- 2.5.2. Interpretation of Results

2.6. Physical Aspects of the Voice
- 2.6.1. Types of Waves
- 2.6.2. Amplitude
- 2.6.3. Frequency (F)
- 2.6.4. Time

2.7. Acoustic Voice Aspects
- 2.7.1. Intensity
- 2.7.2. Pitch
- 2.7.3. Duration
- 2.7.4. Quality

2.8. Acoustic Analysis of Voice
- 2.8.1. Fundamental Frequency
- 2.8.2. Harmonics
- 2.8.3. Formants
- 2.8.4. Speech Acoustics
- 2.8.5. The Spectrogram
- 2.8.6. Disturbance Measures
- 2.8.7. Noise Measures
- 2.8.8. Voice Equipment/Laboratory
- 2.8.9. Sample Collection
- 2.8.10. Interpretation of Results

Module 3. Functional Assessment of the Voice

3.1. Perceptual Assessment
- 3.1.1. GRBAS
- 3.1.2. RASAT
- 3.1.3. GBR Score
- 3.1.4. CAPE-V
- 3.1.5. VPAS

3.2. Assessing Vocal Function
- 3.2.1. Fundamental Frequency
- 3.2.2. Phonetogram
- 3.2.3. Maximum Phonatory Times
- 3.2.4. Velopharyngeal Efficiency
- 3.2.5. VHI

3.3. Medical History
- 3.3.1. The Importance of the Clinical History
- 3.3.2. Characteristics of the Initial Interview
- 3.3.3. Medical History Sections and Voice Implications
- 3.3.4. Proposal of a Model of Anamnesis for Voice Disorder

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 Voices and Pathological Voices
- 4.1.1. Euphonia vs Dysphonia
- 4.1.2. Types of Voices

4.2. Vocal Fatigue
- 4.2.1. Introduction
  - 4.2.1.1. Advice to Prevent Vocal Fatigue
- 4.2.2. Synthesis

4.3. Acoustic Signs of Dysphonia
- 4.3.1. First Manifestations
- 4.3.2. Acoustic Features
- 4.3.3. Severity Grades

4.4. Functional Dysphonias
- 4.4.1. Type I: Isometric Laryngeal Disorder
- 4.4.2. Type II: Glottic and Supraglottic Lateral Contraction
- 4.4.3. Type III: Anteroposterior Supraglottic Contraction
- 4.4.4. Type IV: Conversion Aphonia/Dysphonia
- 4.4.5. Transitional Adolescent Dysphonia

4.5. Psychogenic Dysphonia
- 4.5.1. Definition
- 4.5.2. Patient Characteristics
- 4.5.3. Signs of Psychogenic Dysphonia and Voice Characteristics
- 4.5.4. Clinical Forms
- 4.5.5. Diagnosis and Treatment of Psychogenic Dysphonia
- 4.5.6. Synthesis

4.6. Transitional Adolescent Dysphonia
- 4.6.1. Vocal Changes
- 4.6.2. Concept of Adolescent Transitional Dysphonia
- 4.6.3. Treatment
- 4.6.4. Synthesis

4.7. Dysphonia due to Congenital Organic Lesions
- 4.7.1. Introduction
- 4.7.2. Intracordal 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 Voice Disorders

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 Voice Disorder

6.2. Indications and Restrictions of Speech Therapy Treatment
- 6.2.1. Prevalence of Voice Disorders
- 6.2.2. Treatment Indications
- 6.2.3. Treatment Limitations and Restrictions
- 6.2.4. Adherence to Treatment

6.3. General Intervention Objectives
- 6.3.1. The General Objectives of All Vocal Work
- 6.3.2. How to Meet the General Objectives?

6.4. Muscle Conditioning
- 6.4.1. Voice as a Muscle Activity
- 6.4.2. General Aspects of Training
- 6.4.3. Principles of Training

6.5. Respiratory Conditioning
- 6.5.1. Justifying Respiratory Work in Voice Therapy
- 6.5.2. Methodology
- 6.5.3. Static Exercises With Facilitating Postures
- 6.5.4. Semisupine
- 6.5.5. Neutral or Monkey Position
- 6.5.6. Dynamic Exercises With Facilitating Postures

6.6. Hygiene Therapy
- 6.6.1. Introduction
- 6.6.2. Harmful Habits and Their Effects on the Voice
- 6.6.3. Preventive Measures

6.7. Confidential Voice Therapy
- 6.7.1. History of the Method
- 6.7.2. Foundation and Principles
- 6.7.3. Therapy Uses

6.8. Resonance Voice Therapy
- 6.8.1. Description of the Method
- 6.8.2. Laryngeal Behavior
- 6.8.3. Uses and Benefits

6.9. Accent Method
- 6.9.1. Introduction
- 6.9.2. Justification of the Method
- 6.9.3. Methodology

6.10. Vocal Function Exercises
- 6.10.1. Introduction
- 6.10.2. Justification
- 6.10.3. Methodology

6.11. Fluid Phonation
- 6.11.1. Introduction
- 6.11.2. Justification
- 6.11.3. Methodology

6.12. Lee Silverman LSVT
- 6.12.1. Introduction
- 6.12.2. Justification
- 6.12.3. Methodology

6.13. Physiological Therapy
- 6.13.1. Justification
- 6.13.2. Physiological Objectives
- 6.13.3. Training

6.14. Semi-Occluded Vocal Tract Exercises
- 6.14.1. Introduction
- 6.14.2. Justification
- 6.14.3. TVSO

6.15. Manual Laryngeal Massage
- 6.15.1. Introduction
- 6.15.2. Manual Circumlaryngeal Therapy
- 6.15.3. Laryngeal Massage Technique
- 6.15.4. Introduction to Functional and Structural Techniques
  - 6.15.4.1. Jones Technique for the Suprahyoid Muscles
  - 6.15.4.2. Functional Hyoid Bone Technique
  - 6.15.4.3. Functional Technique for Tongue and Hyoid Bone
  - 6.15.4.4. Functional Technique for the Tongue
  - 6.15.4.5. Technique for Maxillopharyngeal Fasciae

6.16. Facilitating Techniques
- 6.16.1. Introduction
- 6.16.2. Description of Facilitating Techniques

6.17. Estill Voice Training
- 6.17.1. Jo Estill and the Creation of the Model
- 6.17.2. Principles of Estill Voice Training
- 6.17.3. Description

6.18. PROEL Method
- 6.18.1. Introduction
- 6.18.2. Principles
- 6.18.3. Curiosities

6.19. NEIRA Method
- 6.19.1. Introduction
- 6.19.2. Concept of Euphony
- 6.19.3. Objectives of the Method
- 6.19.4. Body-Vocal Scaffolding
  - 6.19.4.1. Body Work
  - 6.19.4.2. Respiratory Attitude
  - 6.19.4.3. Resonance Work
  - 6.19.4.4. Vocal Work
  - 6.19.4.5. Emotional Work

6.20. Body, Voice and Movement
- 6.20.1. Introduction and Justification
- 6.20.2. Techniques That Incorporate Movement Into Their Programs
- 6.20.3. Examples:

6.21. Elastic Bandages
- 6.21.1. History
- 6.21.2. Bandage Characteristics
- 6.21.3. Effects
- 6.21.4. Contraindications
- 6.21.5. Techniques
  - 6.21.5.1. Uses in the Voice

6.22. Electrostimulation
- 6.22.1. Introduction
- 6.22.2. Justification
- 6.22.3. Methodology

6.23. Low-Power Laser
- 6.23.1. History
- 6.23.2. Physical Concepts
- 6.23.3. Classification of the Types of Laser
- 6.23.4. Effects of Lasers and Their Interaction With Tissues
- 6.23.5. Safety Measures and Contraindications
- 6.23.6. Use of Lasers in the Prevention and Treatment of Voice Disorders

Module 7. Speech Therapy for Disorders

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 Organic Acquired 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 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. Accommodation of Acoustic Aspects of the Voice: Body and Vocal Cord Coverage, Fundamental Frequency, Resonance and Timbre
- 7.5.5. Suprasegmental Aspects of Speech

Module 8. The Professional Use of the Spoken Voice

8.1. Risk Factors in Voice Professionals
- 8.1.1. General Aspects
- 8.1.2. Teachers
- 8.1.3. Actors
- 8.1.4. Dubbing
- 8.1.5. Broadcasters
- 8.1.6. Telephone Operators
- 8.1.7. Hygienic Measures Plan for Vocal Care

8.2. Bases and Objectives of Vocal Training
- 8.2.1. Physiological Basis of the Spoken Voice
- 8.2.2. Objectives of Vocal Training in Healthy Voices

8.3. Flexibility
- 8.3.1. What is Flexibility?
- 8.3.2. Vocal Flexibility
  - 8.3.2.1. Power
  - 8.3.2.2. Source
  - 8.3.2.3. Filter
  - 8.3.2.4. Body
  - 8.3.2.5. Emotion

8.4. Resistance
- 8.4.1. What is Vocal Endurance?
- 8.4.2. Vocal Endurance

8.5. Communication: A Versatile Voice
- 8.5.1. Theoretical Framework
- 8.5.2. Paralanguage
- 8.5.3. Strategies for Working on the Aspects of Paralanguage

8.6. The Teacher's Voice
- 8.6.1. Features
- 8.6.2. Objectives of Vocal Work
- 8.6.3. Work Proposal

8.7. The Actor's Voice
- 8.7.1. Features
- 8.7.2. Objectives of Vocal Work
- 8.7.3. Work proposal

8.8. Dubbing
- 8.8.1. Features
- 8.8.2. Objectives of Vocal Work
- 8.8.3. Work Proposal

8.9. Broadcasters
- 8.9.1. Features
- 8.9.2. Objectives of Vocal Work
- 8.9.3. Work Proposal

8.10. Telephone Operators
- 8.10.1. Features
- 8.10.2. Objectives of Vocal Work
- 8.10.3. Work Proposal

Module 9. Professional Singing Voice

9.1. Musical Concepts
- 9.1.1. Introduction
- 9.1.2. Musical Sounds
- 9.1.3. Major Scale. Tonality. Intervals
- 9.1.4. Chords Common Combinations

9.2. Physiological Basis of the Singing Voice
- 9.2.1. Power, Source and Filters
- 9.2.2. Transmission
- 9.2.3. Articulation
- 9.2.4. Tuning
- 9.2.5. Vocal Registers

9.3. Objectives of the Vocal Technique
- 9.3.1. Vocal Technique as a Mechanical Process
- 9.3.2. The Training System
- 9.3.3. Healthy vs. Fatigue
- 9.3.4. Vocal Technique and the Artistic Side

9.4. Tone
- 9.4.1. Tone as Frequency
- 9.4.2. Low Frequencies
- 9.4.3. The Use of the Spoken Voice
- 9.4.4. High Frequencies
- 9.4.5. Extension and Tessitura

9.5. Intensity
- 9.5.1. Levels of Intensity
- 9.5.2. Healthy Ways of Increasing Intensity
- 9.5.3. Working with Low Intensity

9.6. The Projection
- 9.6.1. How to Project the Voice?
- 9.6.2. Healthy Ways of Using Projection
- 9.6.3. Working With or Without a Microphone

9.7. Resistance
- 9.7.1. Vocal Athletes
- 9.7.2. Healthy Training
- 9.7.3. Harmful Habits

9.8. Importance of Sensorimotor Learning
- 9.8.1. Proprioception and Muscle Work Placement
- 9.8.2. Sound Proprioception

9.9. Exercises to Improve the Singing Voice
- 9.9.1. Introduction
- 9.9.2. Kim Chandler - Funky 'n' Fun
- 9.9.3. Estill Études Volume I - Alejandro Saorín Martínez
- 9.9.4. Other Publications
- 9.9.5. Compilation of Exercises Indicating Their Authors
  - 9.9.5.1. Relief of Muscle Tension
  - 9.9.5.2. Work on Articulation, Projection, Resonance and Intonation
  - 9.9.5.3. Work on Register, Tessitura and Vocal Instability
  - 9.9.5.4. Others

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

Module 10. Psychology and Voice

10.1. Voice Psychology as a Specialty
- 10.1.1. Voice Psychology as a Specialty
- 10.1.2. Relation Between Voice and Psychology
- 10.1.3. Voice as a Fundamental Element in Non-Verbal Communication
- 10.1.4. Summary

10.2. Connection Between Voice and Psychology
- 10.2.1. What is the Voice?
- 10.2.2. What is Psychology?
- 10.2.3. Psychological Aspects of the Voice
- 10.2.4. Voice According to Mood
- 10.2.5. Voice According to Personality
- 10.2.6. Summary

10.3. Voice as a Fundamental Element in Non-Verbal Communication
- 10.3.1. Non-Verbal Communication
- 10.3.2. Paraverbal Elements of Communication
- 10.3.3. Impact of the Voice on the Oral Message
- 10.3.4. Psychological Types and Vocal Characteristics
- 10.3.5. Summary

10.4. Voice and Emotions
- 10.4.1. What is an Emotion?
- 10.4.2. Functions of Emotions
- 10.4.3. Classification of Emotions
- 10.4.4. Expressing Emotions
- 10.4.5. Summary

10.5. Voice and Stress
- 10.5.1. What is Stress?
- 10.5.2. Theories and Models that Explain Stress
- 10.5.3. Characteristics of Stressors
- 10.5.4. Consequences of Stress
- 10.5.5. Summary

10.6. Types of Functional and Psychogenic Dysphonias
- 10.6.1. What are Dysphonias?
- 10.6.2. Difference Between Functional and Organic Dysphonia
- 10.6.3. Causes of Functional Dysphonia
- 10.6.4. Types of Functional Dysphonia
- 10.6.5. Summary

10.7. Prevention of Voice Problems
- 10.7.1. Healthy Lifestyle Habits
- 10.7.2. Sleep-Wake Dissociation
- 10.7.3. Feeding
- 10.7.4. Tobacco
- 10.7.5. Physical Exercise

10.8. Consciousness: Mind-Body Connection
- 10.8.1. Difference Between Consciousness and Conscience
- 10.8.2. Historical Trajectory of Consciousness
- 10.8.3. Properties of Consciousness
- 10.8.4. Self-Awareness
- 10.8.5. Summary

10.9. Psychoeducation
- 10.9.1. What is Psychoeducation?
- 10.9.2. Psychoeducation in Functional Dysphonia
- 10.9.3. Psychoeducational Program
- 10.9.4. Summary

10.10. Mindfulness
- 10.10.1. What is Mindfulness?
- 10.10.2. Types of Mindfulness Practices
- 10.10.3. Benefits of Mindfulness
- 10.10.4. Summary

10.11. Psychological Therapy in Voice Pathology
- 10.11.1. Organic Pathologies
- 10.11.2. Functional Pathologies

06

Methodology

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

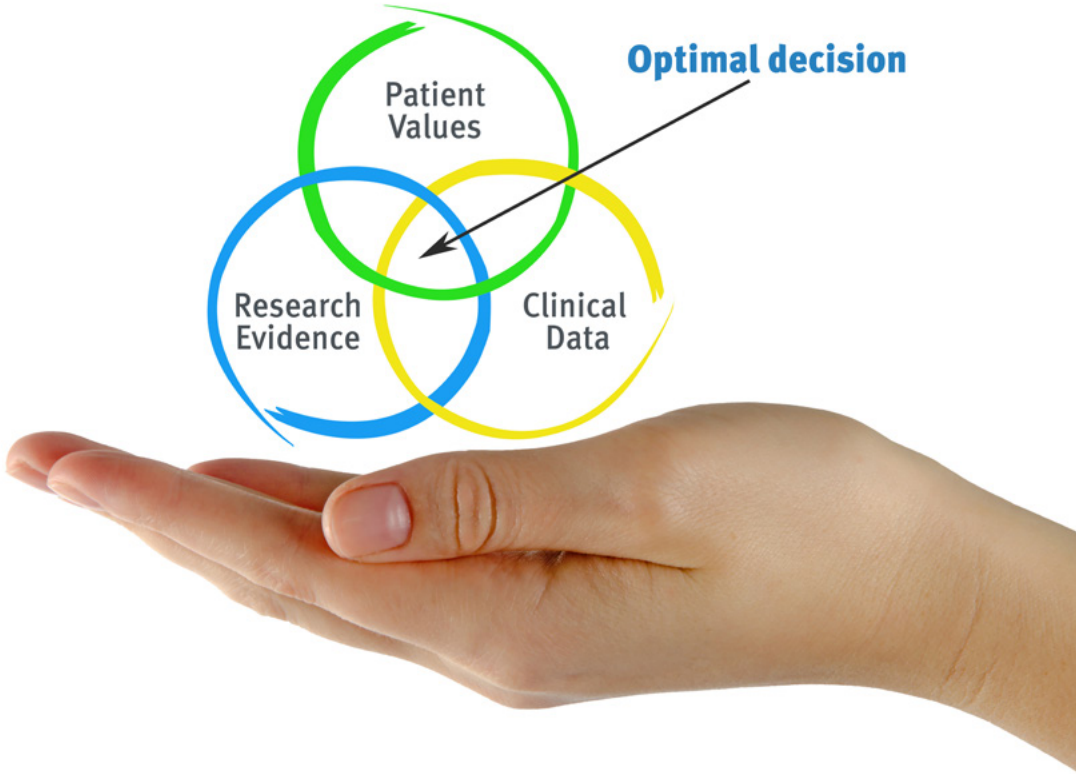
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH 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.

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.

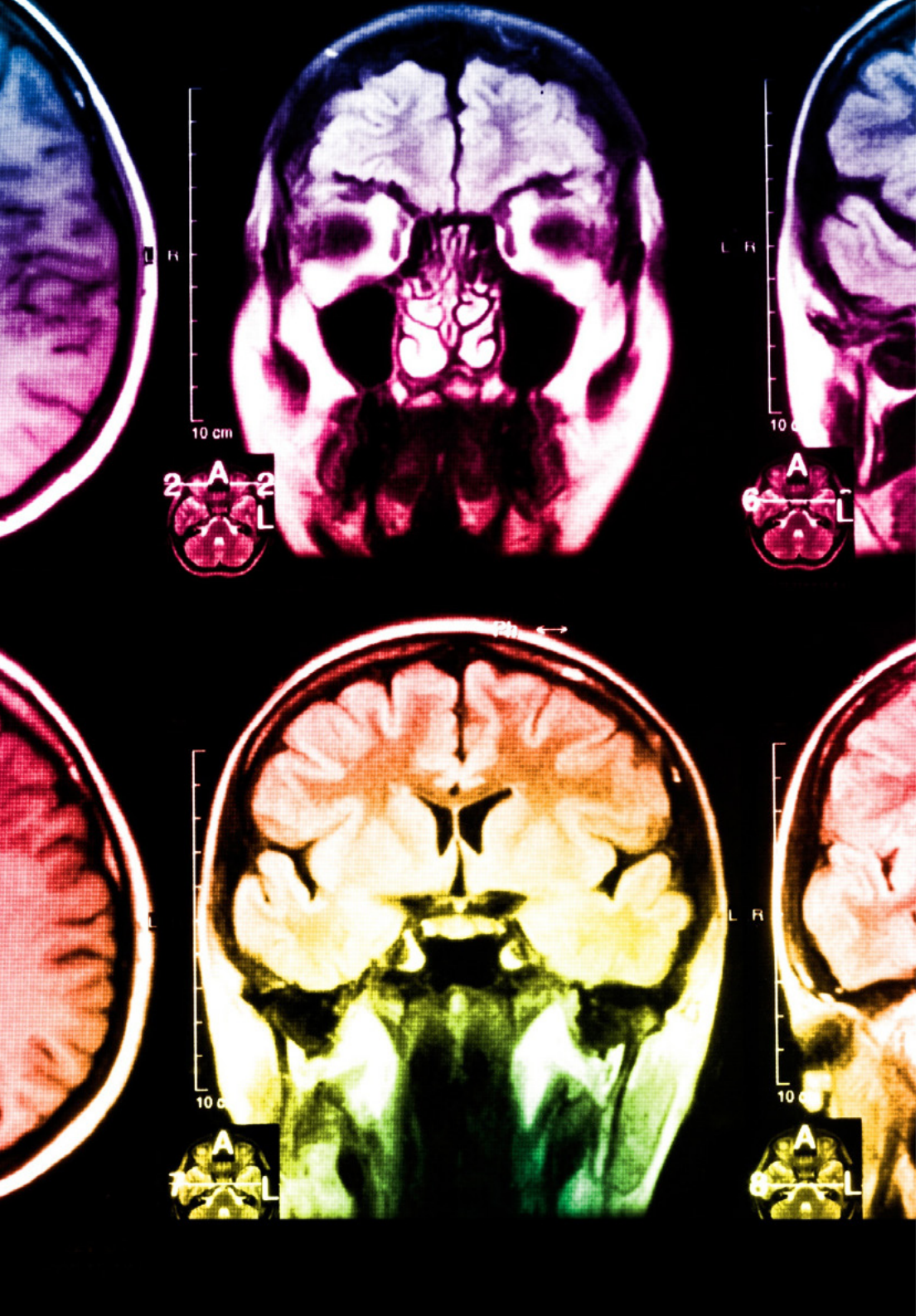
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

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

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

With this methodology, 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.

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

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

The overall score obtained by 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.

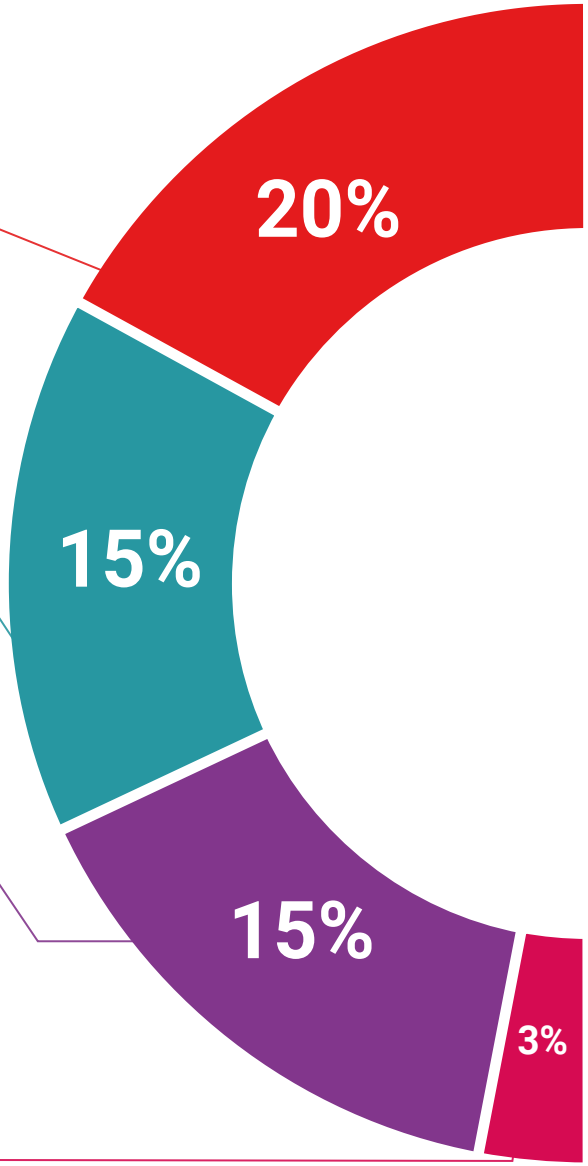
Interactive Summaries

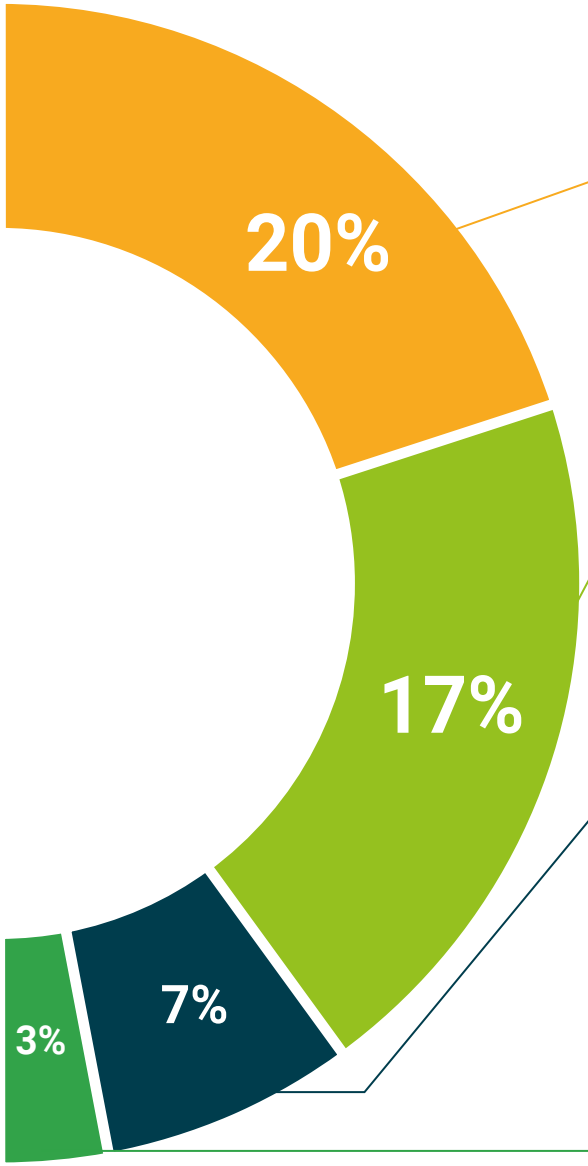
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content 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 their goals.

Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

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

07

Certificate

The Professional Master's Degree in Voice Therapy guarantees you, in addition to the most rigorous and updated training, access to a Professional Master's Degree issued by TECH Global University.

Successfully complete this program and receive your university degree without travel or laborious paperwork"

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

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

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

Professional Master's Degree in Voice Therapy

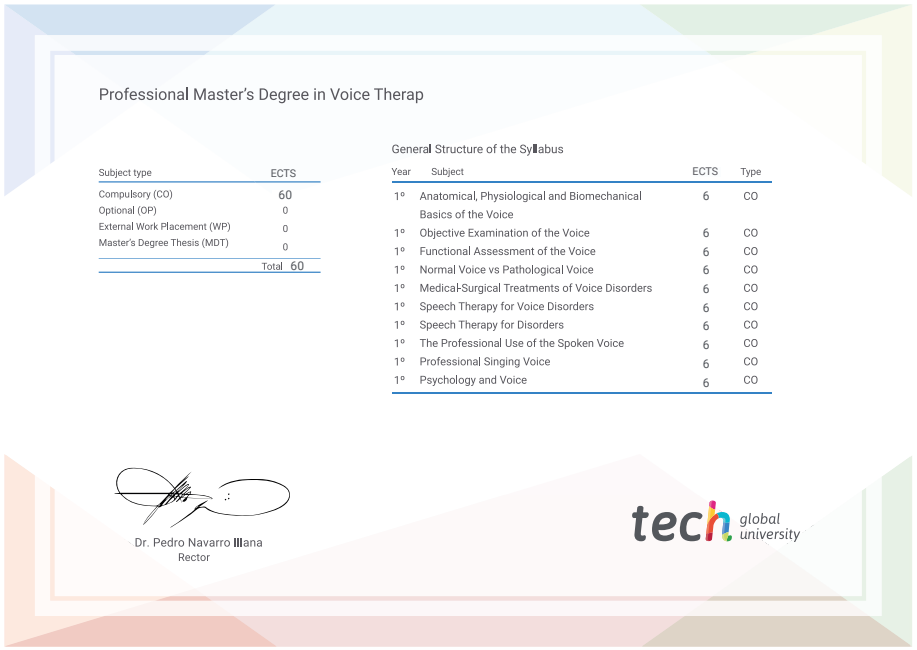
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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
Rector

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


Professional Master's Degree in Voice Therap

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
Total	60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Anatomical, Physiological and Biomechanical Basics of the Voice	6	CO
1º	Objective Examination of the Voice	6	CO
1º	Functional Assessment of the Voice	6	CO
1º	Normal Voice vs Pathological Voice	6	CO
1º	Medical-Surgical Treatments of Voice Disorders	6	CO
1º	Speech Therapy for Voice Disorders	6	CO
1º	Speech Therapy for Disorders	6	CO
1º	The Professional Use of the Spoken Voice	6	CO
1º	Professional Singing Voice	6	CO
1º	Psychology and Voice	6	CO

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*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.

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Professional Master's Degree

Voice Therapy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree

Voice Therapy

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