

Postgraduate Diploma

Professional Voice Intervention





Postgraduate Diploma Professional Voice Intervention

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/medicine/postgraduate-diploma/postgraduate-diploma-professional-voice-intervention

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01

Introduction to the Program

The voice is an essential tool for professionals such as teachers, singers, broadcasters and actors, whose prolonged vocal demands predispose them to develop pathologies such as functional dysphonia, nodules and Reinke's edema. According to the American Speech-Language-Hearing Association (ASHA), approximately 30% of workers whose activity depends on the voice will present some vocal disorder throughout their career. In this context, having advanced prevention, diagnosis and intervention strategies becomes essential to guarantee optimal and sustainable vocal health. For this reason, TECH has developed this Postgraduate Certificate that will provide up-to-date knowledge on the assessment and treatment of the most frequent vocal alterations. All this, based on a 100% online, dynamic and innovative methodology.



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Improve your vocal assessment, prevention and rehabilitation skills with this Postgraduate Diploma. You will have access to a 100% online program, designed to be adapted to your own pace. Enroll now and take your career to the next level!”

Specialized intervention in professional voice has become an increasing necessity, driving the demand for experts capable of diagnosing, preventing and treating these alterations. For this reason, mastering advanced techniques in vocal rehabilitation, phonatory ergonomics and therapeutic strategies has become a key factor in preserving and enhancing vocal health.

In response to this reality, TECH has designed the Postgraduate Diploma in Professional Voice Intervention, an innovative program that will provide the most relevant and up-to-date content in this field. Through a specialized academic itinerary, it will delve into vocal physiology, functional and organic dysphonia, personalized voice therapy and phonatory re-education techniques. Likewise, emphasis will be placed on phoniatrics and speech therapy, delving into therapeutic strategies based on the latest scientific evidence. All of this will ensure excellent preparation in this field.

By acquiring this knowledge, professionals will have access to new professional opportunities in clinics, hospitals and rehabilitation centers, vocal counseling for entertainment professionals and preparation in the field of speech therapy. In addition, they will develop an autonomous practice of vocal intervention, increasing competitiveness in a sector where specialization is decisive for success. In short, the ability to apply advanced techniques of vocal rehabilitation and prevention will make graduates highly valued references in their field of work.

TECH will offer this program in a 100% online modality, allowing students to organize their study time without geographical or time restrictions. In turn, the Relearning methodology will promote effective training through the strategic repetition of key concepts, ensuring a progressive and natural assimilation of the content. In this way, experts will acquire and reinforce their knowledge in a dynamic way, accessing high-quality materials from any electronic device connected to the Internet.

This **Postgraduate Diploma in Professional Voice Intervention** contains the most complete and up-to-date university program on the market. Its most outstanding features are:

- ♦ The development of practical cases presented by experts in Speech Therapy.
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Professional Voice Intervention
- ♦ 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



You will master the most advanced techniques in voice therapy with a program designed by experts in phoniatrics and speech therapy. With TECH you will learn in a flexible way and without geographical limits"

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With the guidance of renowned specialists in phoniatrics and speech therapy, you will master the most innovative techniques in voice rehabilitation and become a leader in professional voice care"

Its teaching staff includes professionals from the field of Speech Therapy, who bring their work experience to this program, as well as renowned specialists from leading societies and prestigious universities

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

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

With the online modality and the exclusive Relearning methodology, TECH will offer you a flexible and effective educational experience. You will access the best content and educate yourself at your own pace, without limits or barriers.

From prevention to therapeutic intervention, this program will provide you with advanced knowledge in vocal assessment and hygiene and rehabilitation techniques. Make the voice your best tool!



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03 Syllabus

This comprehensive syllabus has been designed to provide advanced knowledge of vocal physiology and pathology, covering everything from clinical diagnosis to the most innovative treatment strategies. Professionals will therefore delve into key areas such as the anatomy and biomechanics of the voice, acoustic assessment and vocal aerodynamics, the rehabilitation of functional or organic dysphonia and voice training strategies for professionals. They will also address specific topics such as the impact of neurological disorders on the voice, the use of technology in vocal therapy and speech re-education in patients who have undergone laryngeal surgery.



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This Postgraduate Diploma is a unique opportunity to specialize in vocal intervention with the endorsement of TECH, the world's largest online university according to Forbes”

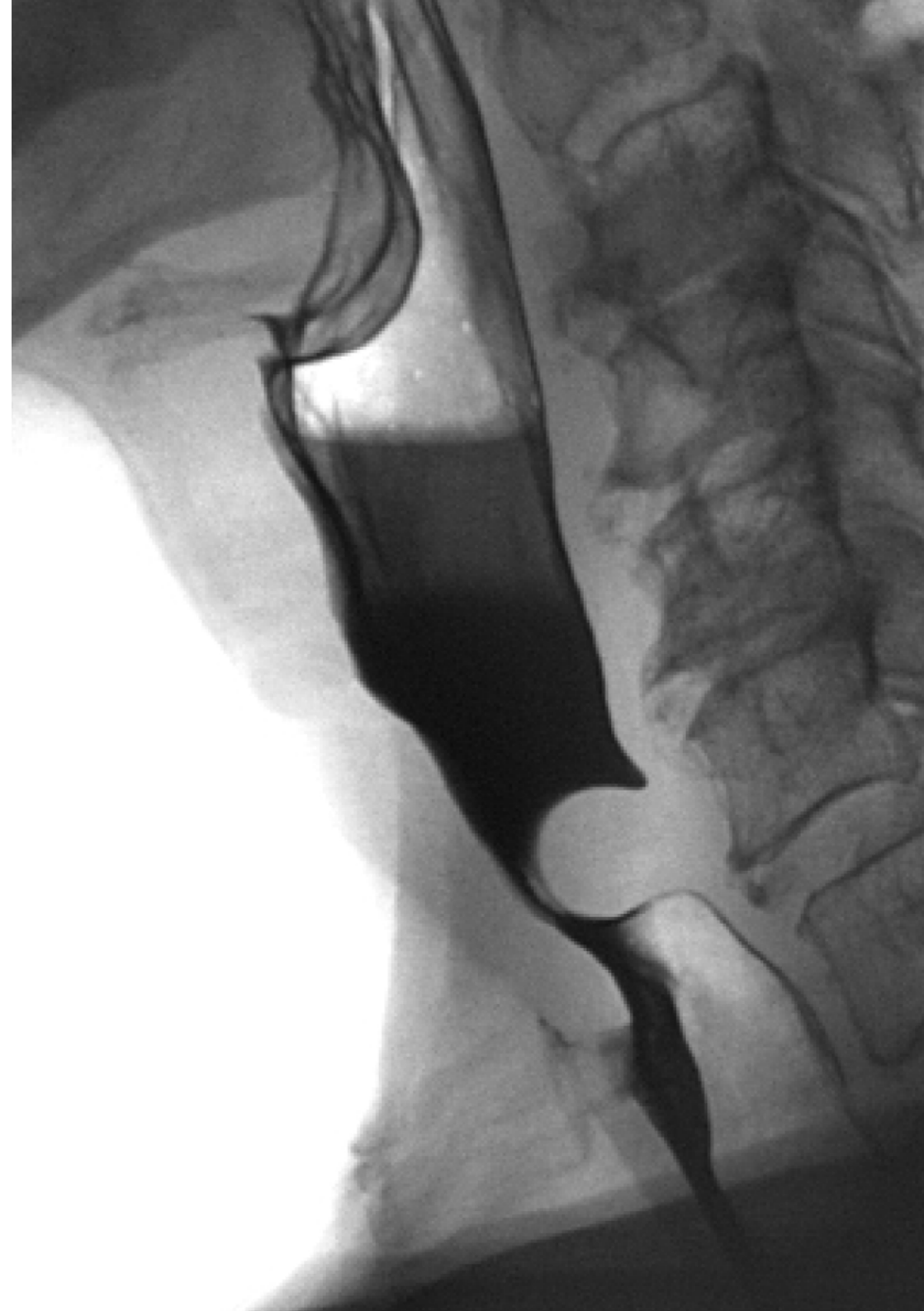
Module 1. Voice Disorders

- 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 Manifestations
 - 1.3.2. Acoustic Features
 - 1.3.3. Severity Grades
- 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. Structure and Content
 - 1.5.1. Psychogenic Dysphonia
 - 1.5.1.1. Definition
 - 1.5.1.2. Patient Characteristics
 - 1.5.1.3. Signs of Psychogenic Dysphonia and Voice Characteristics
 - 1.5.1.4. Clinical Forms
 - 1.5.1.5. Diagnosis and Treatment of Psychogenic Dysphonia
 - 1.5.1.6. 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. Extrapramidal 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 of Acquired Origin
 - 1.8.3.1. Of 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. Speech Therapy Intervention for Voice Disorders

- 2.1. Dysphonia
 - 2.1.1. Definition of Dysphonia and Aphonia, Normal and Pathological Voice
 - 2.1.1.1. Difference between Dysphonia and Aphonia
 - 2.1.1.2. Characteristics of a Normal Voice
 - 2.1.1.3. Characteristics of a Pathological Voice
 - 2.1.2. The Voice as an Element of Identity
 - 2.1.2.1. Psychological Importance of the Voice
 - 2.1.2.2. The Voice in The Construction of Personal Identity
 - 2.1.3. Classification of Dysphonia
 - 2.1.3.1. Functional Dysphonias
 - 2.1.3.2. Organic Dysphonias
 - 2.1.3.3. Mixed Dysphonias
 - 2.1.4. Voice Evolution with Age
 - 2.1.4.1. Voice Changes in Childhood
 - 2.1.4.2. Voice Changes in Adulthood
 - 2.1.4.3. Voice Changes in Old Age
- 2.2. Speech Therapy Assessment of the Voice
 - 2.2.1. Functional Assessment of the Voice
 - 2.2.1.1. Vocal Quality Assessment
 - 2.2.1.2. Resonance Assessment
 - 2.2.2. Medical History
 - 2.2.2.1. Patient's Medical History
 - 2.2.2.2. Risk Factors in Dysphonia
 - 2.2.3. Non-Speech Parameters
 - 2.2.3.1. Breathing
 - 2.2.3.2. Posture
 - 2.2.4. Speech Parameters
 - 2.2.4.1. Tone and Pitch
 - 2.2.4.2. Intensity and Projection
 - 2.2.5. Self-assessment Scales
 - 2.2.5.1. Dysphonia Severity Scale
 - 2.2.5.2. Vocal Quality Self-Assessment Scale
- 2.3. Fundamentals of Voice Rehabilitation
 - 2.3.1. Intervention in Voice Disorders
 - 2.3.1.1. Medical Treatment
 - 2.3.1.2. Surgical Treatment
 - 2.3.2. Overview of Voice Rehabilitation
 - 2.3.2.1. Intervention Approaches
 - 2.3.2.2. Treatment Objectives
 - 2.3.3. Biomechanical Objective of Voice Rehabilitation
 - 2.3.3.1. Restoration of Laryngeal Function
 - 2.3.3.2. Optimization of Vocal Function
 - 2.3.4. Disorders Suitable for Rehabilitation and Prognosis
 - 2.3.4.1. Functional Dysphonias
 - 2.3.4.2. Organic Dysphonias
 - 2.3.5. The Importance of Patient Adherence to Therapy
 - 2.3.5.1. Factors Affecting Adherence
 - 2.3.5.2. Strategies to Improve Adherence
 - 2.3.6. Principles of Sensorimotor Learning (PSL)
 - 2.3.6.1. Motor Learning in Voice Rehabilitation
 - 2.3.6.2. Application of Sensory Techniques in Therapy
- 2.4. Philosophical Trends in Speech Therapy Intervention for the Voice
 - 2.4.1. Symptomatological Trend
 - 2.4.1.1. Treatment of Symptoms Without Modifying the Cause
 - 2.4.1.2. Techniques and Approaches of the Symptomatological Trend
 - 2.4.2. Psychological Trend
 - 2.4.2.1. The Voice as an Emotional Reflex
 - 2.4.2.2. Psychological Techniques in Voice Rehabilitation
 - 2.4.3. Hygienic Approach
 - 2.4.3.1. Basic Vocal Hygiene
 - 2.4.3.2. Voice Care and Prevention
 - 2.4.4. Physiological Trend
 - 2.4.4.1. Biomechanical Approach to Voice Treatment
 - 2.4.4.2. Relaxation and Breathing Techniques

- 2.4.5. Eclectic Trend
 - 2.4.5.1. Combination of Approaches in Rehabilitation
 - 2.4.5.2. Benefits of an Eclectic Approach
- 2.4.6. Scientific Evidence
 - 2.4.6.1. Recent Studies in Voice Rehabilitation
 - 2.4.6.2. Results in the Application of Philosophical Trends
- 2.5. General Therapeutic Approach: Voice and Body
 - 2.5.1. Muscles, Relaxation and Muscle Contraction: Concepts
 - 2.5.1.1. Muscles Involved in Phonation
 - 2.5.1.2. Muscle Relaxation in Voice Treatment
 - 2.5.2. Muscles that Intervene in Phonation
 - 2.5.2.1. Respiratory Muscles
 - 2.5.2.2. Laryngeal Muscles
 - 2.5.3. Upright Posture and Voice: Poor Posture
 - 2.5.3.1. The Effect of Posture on the Voice
 - 2.5.3.2. Correcting Bad Posture Habits
 - 2.5.4. Exercises in Posture, Relaxation and Muscle Work
 - 2.5.4.1. Relaxation Exercises
 - 2.5.4.2. Muscle Strengthening Exercises
- 2.6. General Therapeutic Approach: Breathing
 - 2.6.1. Respiratory Type and Mode
 - 2.6.1.1. Diaphragmatic Breathing
 - 2.6.1.2. Clavicular and Thoracic Breathing
 - 2.6.2. Dosage and Phonorespiratory Coordination
 - 2.6.2.1. Respiratory Coordination with Phonation
 - 2.6.2.2. Techniques for Dosing Breathing
 - 2.6.3. Respiratory Teaching and its Importance in the Rehabilitation of Dysphonia
 - 2.6.3.1. Benefits of Controlled Breathing
 - 2.6.3.2. Breathing Techniques for Dysphonia



- 2.7. General Therapeutic Approach: Resonance and Vocal Imposition
 - 2.7.1. Concept of Resonance. Resonators
 - 2.7.1.1. Supraglottic Resonators
 - 2.7.1.2. Subglottic Resonators
 - 2.7.2. Non-linear Phonation Theory
 - 2.7.2.1. Basic Principles of Non-linear Phonation
 - 2.7.2.2. Application in Voice Therapy
 - 2.7.3. SOSV (Semi-Occluded Speech Vocal) Exercises
 - 2.7.3.1. Benefits of SOSV Exercises
 - 2.7.3.2. Techniques for Applying SOSV Exercises
 - 2.7.4. Importance of Resonance Work in Voice Problems
 - 2.7.4.1. Improving Voice Quality through Resonance
 - 2.7.4.2. Strategies for Optimizing Resonance
 - 2.7.5. The Concept of Vocal Imposition
 - 2.7.5.1. The Definition of Vocal Imposition
 - 2.7.5.2. Vocal Imposition Techniques in Rehabilitation
- 2.8. General Therapeutic Approach: Articulation and Modulation
 - 2.8.1. Definition of Articulation
 - 2.8.1.1. Components of Articulation
 - 2.8.1.2. Types of Articulatory Errors
 - 2.8.2. Phonoarticulatory Organs
 - 2.8.2.1. Lips, Tongue and Palate
 - 2.8.2.2. Jaw and Teeth
 - 2.8.3. Resonance-Articulation Relationship
 - 2.8.3.1. Influence of Resonance on Articulation
 - 2.8.3.2. Techniques to Improve the Coordination between Resonance and Articulation
 - 2.8.4. Modulation, the Basis of Expressiveness
 - 2.8.4.1. Control of Modulation in the Voice
 - 2.8.4.2. Techniques to Improve Modulation

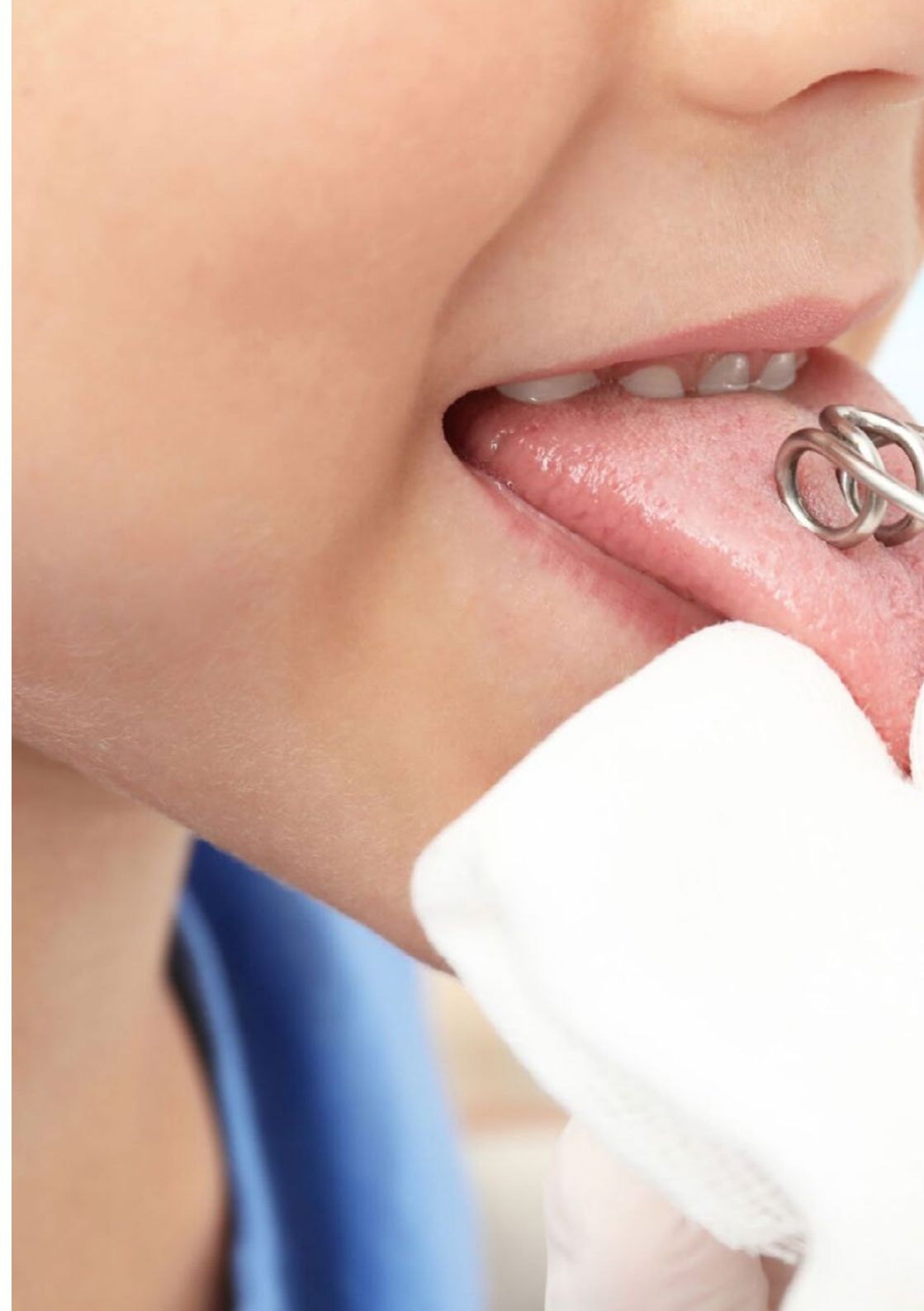
- 2.8.5. Importance of Modulation Practice
 - 2.8.5.1. Improving Emotional Expression through Modulation
 - 2.8.5.2. Impact of Modulation on Vocal Effectiveness
- 2.8.6. Exercises
 - 2.8.6.1. Exercises to Improve Modulation
 - 2.8.6.2. Exercises to Correct Articulatory Errors
- 2.9. Indirect Therapy: Vocal Hygiene
 - 2.9.1. Concept of Vocal Hygiene
 - 2.9.1.1. Habits and Routines of Vocal Care
 - 2.9.2. Guidelines for Vocal Hygiene
 - 2.9.2.1. Avoiding Voice Abuse
 - 2.9.2.2. Proper Use of the Voice in Everyday Activities
 - 2.9.3. Education in Voice Care
 - 2.9.3.1. Identification of Harmful Habits
 - 2.9.3.2. Progressive Adaptation of Care Behaviors
- 2.10. Voice Rehabilitation in Different Disorders
 - 2.10.1. Functional and Organic-Functional Dysphonia
 - 2.10.1.1. Treatment of Functional Dysphonia
 - 2.10.1.2. Treatment of Organic-Functional Dysphonia
 - 2.10.2. Organic Dysphonias
 - 2.10.2.1. Treatment of Mild Organic Dysphonia
 - 2.10.2.2. Treatment of Severe Organic Dysphonia
 - 2.10.3. Child Dysphonia
 - 2.10.3.1. Treatment of Functional Child Dysphonia
 - 2.10.3.2. Treatment of Organic Child Dysphonia

Module 3. Professional Voice Training

- 3.1. The Professional Voice: Overview
 - 3.1.1. Concept of Voice Health, Effectiveness and Efficiency
 - 3.1.1.1. Definition of Voice Health
 - 3.1.1.2. Importance of Voice Effectiveness and Efficiency
- 3.2. Professional Voice I. Spoken Voice
 - 3.2.1. Physiological Basis of the Spoken Voice
 - 3.2.1.1. Vocal Apparatus Anatomy
 - 3.2.1.2. Physiology of Vocal Emission
 - 3.2.2. Physiology of Voice Production
 - 3.2.2.1. Voice-Body Diagram
 - 3.2.2.2. Relationship between Body and Voice
 - 3.2.3. Classification of Voices
 - 3.2.3.1. Classification According to Tone
 - 3.2.3.2. Classification according to Voice Quality
 - 3.2.4. Processes that Integrate the Body-Voice Emission for Speech
 - 3.2.4.1. Breathing and Airflow Control
 - 3.2.4.2. Articulation and Resonance
 - 3.2.5. Spoken Voice Assessment
 - 3.2.5.1. Clinical Methods for Voice Assessment
 - 3.2.5.2. Specific Tests for Spoken Voice Assessment
- 3.1.2. Definition of Professional Voice and Occupational Voice
 - 3.1.2.1. Key Differences between Professional Voice and Occupational Voice
 - 3.1.2.2. Impact of Intensive Voice Use on Each Type
- 3.1.3. Classification of Professions According to Voice Use and Demand
 - 3.1.3.1. Professions with High Vocal Risk
 - 3.1.3.2. Professions with Low Vocal Risk
- 3.1.4. Vocoergonomics and Vocal Load
 - 3.1.4.1. Principles of Voice Ergonomics
 - 3.1.4.2. Strategies for Reducing Vocal Strain
- 3.1.5. Risk Factors in Professional Voice Use
 - 3.1.5.1. Internal Factors
 - 3.1.5.2. External Factors
- 3.1.6. Dysphonia as an Occupational Disease
 - 3.1.6.1. Causes of Dysphonia in Vocal Professions
 - 3.1.6.2. Prevention and Treatment

- 3.3. Professional Voice II. Singing Voice
 - 3.3.1. Physiological Basis of the Singing Voice
 - 3.3.1.1. Anatomy of Singing
 - 3.3.1.2. Physiology of Singing and Differences with the Spoken Voice
 - 3.3.2. Classification of Voices, Vocal Range, Pitch Range
 - 3.3.2.1. Classification according to Voice Type (Soprano, Tenor, etc.)
 - 3.3.2.2. Classification according to Pitch Range and Vocal Range
 - 3.3.3. Comparison between the Spoken and Singing Voice
 - 3.3.3.1. Differences in Vocal Technique
 - 3.3.3.2. Differences in the Physiology of Voice Production
 - 3.3.4. Processes that Integrate the Body-Voice Production for Singing
 - 3.3.4.1. Breathing and Air Control in Singing
 - 3.3.4.2. Resonance and Articulation Techniques in Singing
 - 3.3.5. Singing Voice Assessment
 - 3.3.5.1. Voice Assessment Methods for Singers
 - 3.3.5.2. Clinical Indicators of Voice Dysfunction in Singing
- 3.4. Speech Therapy Approach to Occupational and Professional Voice
 - 3.4.1. Vocal Techniques Adapted to the Work-Related Voice
 - 3.4.1.1. Adaptation of Vocal Technique for Different Professions
 - 3.4.1.2. Specific Vocal Strengthening Exercises
 - 3.4.2. Voice Hygiene and Adjustments to the Occupational/Professional Voice
 - 3.4.2.1. Practical Tips for Daily Voice Care
 - 3.4.2.2. Ergonomic Adjustments for the Occupational Voice
 - 3.4.3. Direct Training of the Voice
 - 3.4.3.1. Muscle and Respiratory Training Exercises
 - 3.4.3.2. Techniques for Improving Vocal Quality
 - 3.4.4. Techniques, Execution and Variants of Exercises for Voice Training and Retraining
 - 3.4.4.1. Exercises for Voice Training
 - 3.4.4.2. Exercises for Voice Retraining
- 3.5. The Teacher's Voice
 - 3.5.1. Expressive Characteristics and Vocal Quality in the Teacher
 - 3.5.1.1. Tone and Volume Suitable for Teaching
 - 3.5.1.2. Vocal Expression and Effective Communication
 - 3.5.2. Risk Factors for Voice Use in Teaching
 - 3.5.2.1. Excessive Use of the Voice in Noisy Environments
 - 3.5.2.2. Vocal Stress due to Excessive Speaking
 - 3.5.3. Different Demands According to Teaching Activity
 - 3.5.3.1. Voice Demands at Different Educational Levels
 - 3.5.3.2. Voice Adaptation According to the Teaching Context
 - 3.5.4. Specific Training for the Teaching Voice
 - 3.5.4.1. Exercises to Maintain Voice Resistance
 - 3.5.4.2. Voice Relaxation Techniques
- 3.6. The Broadcaster's Voice
 - 3.6.1. Expressive Characteristics and Voice Quality in the Broadcaster
 - 3.6.1.1. Use of Tone, Rhythm and Articulation
 - 3.6.1.2. The Voice as a Communication Tool
 - 3.6.2. Speech Therapy Approach to the Broadcaster
 - 3.6.2.1. Techniques for Improving Vocal Clarity
 - 3.6.2.2. Managing the Voice in Stressful Situations
 - 3.6.3. The Broadcaster Who Consults for Speech and Voice Problems
 - 3.6.3.1. Speech Therapy Assessment of Broadcasters
 - 3.6.3.2. Diagnosis and Treatment of Voice Dysfunctions
 - 3.6.4. The Voice in Dubbing
 - 3.6.4.1. Specific Techniques for Voice Dubbing
 - 3.6.4.2. Voice Adaptation for Different Characters
 - 3.6.5. The Football Commentator
 - 3.6.5.1. Characteristics of the Voice in Sports Commentating
 - 3.6.5.2. Techniques for Maintaining Voice Quality in Long Commentaries

- 3.7. The Actor's Voice
 - 3.7.1. Expressive Characteristics and Voice Quality in Actors
 - 3.7.1.1. Vocal Expression According to Character
 - 3.7.1.2. Voice Control for Expressing Emotions
 - 3.7.2. Different Requirements: Acting in Film, Television, Theater and Voice Adaptation According to Characters
 - 3.7.2.1. Voice Demands in Film and Television
 - 3.7.2.2. Voice Demands in Theater and Adaptation
 - 3.7.3. Risk Factors for the Voice in Acting
 - 3.7.3.1. Vocal Overexertion in Rehearsals and Performances
 - 3.7.3.2. Voice Stress in Intense Productions
 - 3.7.4. Speech Therapy Approach to the Actors
 - 3.7.4.1. Exercises for Voice Recovery
 - 3.7.4.2. Techniques to Prevent Voice Injuries in Actors
- 3.8. The Singer's Voice
 - 3.8.1. Expressive Characteristics and Voice Quality in Singers
 - 3.8.1.1. Expressive Characteristics and Voice Quality in the Singer
 - 3.8.1.2. Mastery of Tone and Pitch
 - 3.8.2. The Singing Voice in Different Musical Genres
 - 3.8.2.1. Voice Adaptation to Different Musical Styles
 - 3.8.2.2. Voice Differences between Genres
 - 3.8.3. Risk Factors for Singers
 - 3.8.3.1. Voice Injuries due to Voice Abuse
 - 3.8.3.2. Environmental Conditions that Affect the Singing Voice
 - 3.8.4. Speech Therapy Approach for Singers
 - 3.8.4.1. Treatments for Singing Dysphonia
 - 3.8.4.2. Techniques to Optimize the Voice Health of the Singer
- 3.9. The Voice of the Telemarketer and Others
 - 3.9.1. Expressive Characteristics and Voice Quality in the Telemarketers
 - 3.9.1.1. Tone and Vocal Clarity for Telephone Communication
 - 3.9.1.2. Proper Use of Volume and Rhythm
 - 3.9.2. Risk Factors for the Telemarketer
 - 3.9.2.1. Vocal Stress due to Long Conversations
 - 3.9.2.2. Working Conditions that Affect the Voice



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- 3.9.3. Speech Therapy Approach for the Telemarketer
 - 3.9.3.1. Techniques to Relieve Voice Tension
 - 3.9.3.2. Prevention of Voice Disorders in the Telemarketer
 - 3.9.4. Other Occupations with Voice Overload
 - 3.9.4.1. Professions with High Vocal Risk (e.g., Salespeople, Receptionists)
 - 3.9.4.2. Prevention and Voice Care in Other Occupations
 - 3.10. Exercises to Restore Vocal Function
 - 3.10.1. Muscle and Respiratory Conditioning
 - 3.10.1.1. Breathing Exercises to Strengthen the Voice
 - 3.10.1.2. Laryngeal Muscle Conditioning Techniques
 - 3.10.2. Structured Voice Therapy Methods
 - 3.10.2.1. Voice Therapies based on Vocal Structure
 - 3.10.2.2. Rehabilitation Exercises for Dysphonia
 - 3.10.3. Voice Facilitation Techniques
 - 3.10.3.1. Relaxation Techniques for the Voice
 - 3.10.3.2. Methods to Improve Voice Projection
 - 3.10.4. Voice Warm-up and Cool-down
 - 3.10.4.1. Voice Warm-up Routines
 - 3.10.4.2. Voice Cool-down Strategies

“Here you will have access to a 30% online and interactive platform, where you will quickly and flexibly assimilate the contents of this Postgraduate Diploma. Make up your mind and enroll now!”

04

Teaching Objectives

This Postgraduate Diploma has been designed with the aim of guaranteeing comprehensive education in the assessment, prevention and treatment of the most frequent voice disorders. In this way, the program will provide in-depth knowledge of the anatomy, physiology and biomechanics of the voice, allowing professionals to understand the phonatory mechanisms and their implication in voice production. Based on this, graduates will be able to perform with excellence in the clinical, academic or artistic fields, contributing to the care and optimization of the voice in different professional environments.



“

You will acquire an interdisciplinary vision of vocal intervention, promoting joint work with health and education professionals to offer a more comprehensive therapeutic approach”



General Objectives

- ♦ Analyze the anatomical and physiological foundations of the professional voice
- ♦ Identify the main voice disorders and their risk factors
- ♦ Apply assessment and diagnostic techniques in voice intervention
- ♦ Develop prevention and rehabilitation strategies for the professional voice
- ♦ Implement therapeutic exercises to optimize vocal quality
- ♦ Integrate technology tools in voice analysis and treatment
- ♦ Design personalized intervention plans for voice professionals
- ♦ Assess the effectiveness of treatments in patients with functional and organic dysphonia
- ♦ Advise voice professionals on healthy habits and self-care techniques
- ♦ Promote research in the field of voice rehabilitation





Specific Objectives

Module 1. Voice Disorders

- Differentiate 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
- Detail the different types of congenital organic dysphonia

Module 2. Speech Therapy Intervention for Voice Disorders

- Apply the bases of speech therapy in the treatment of the voice, taking into account collaboration with other professionals in voice disorders
- Identify and select the appropriate treatment (medical, surgical, speech therapy or a combination) for different vocal lesions
- Carry out an assessment of the voice at the beginning of the intervention, determining the pathophysiology and establishing a treatment plan
- Use speech therapy intervention approaches (hygienic, psychological, symptomatic, physiological and eclectic) according to voice disorders

Module 3. Professional Voice Training

- Understand the processes of health promotion in speech therapy in the area of the spoken and singing voice, both artistic and occupational
- Identify the risk factors and predisposition to dysphonia in groups that require intensive use of the voice, differentiating between artistic and occupational voice
- Distinguish the specific characteristics of the artistic and occupational voice, analyzing the particular needs of each professional group and their relationship with dysphonia
- Apply strategies to promote vocal health and prevent dysphonia, in order to reduce the risk in professionals who make intensive use of their voice



Through fully up-to-date online content, you will learn the latest developments related to Professional Voice Intervention”

05 Study 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 educational process giving 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 and 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 teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, 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

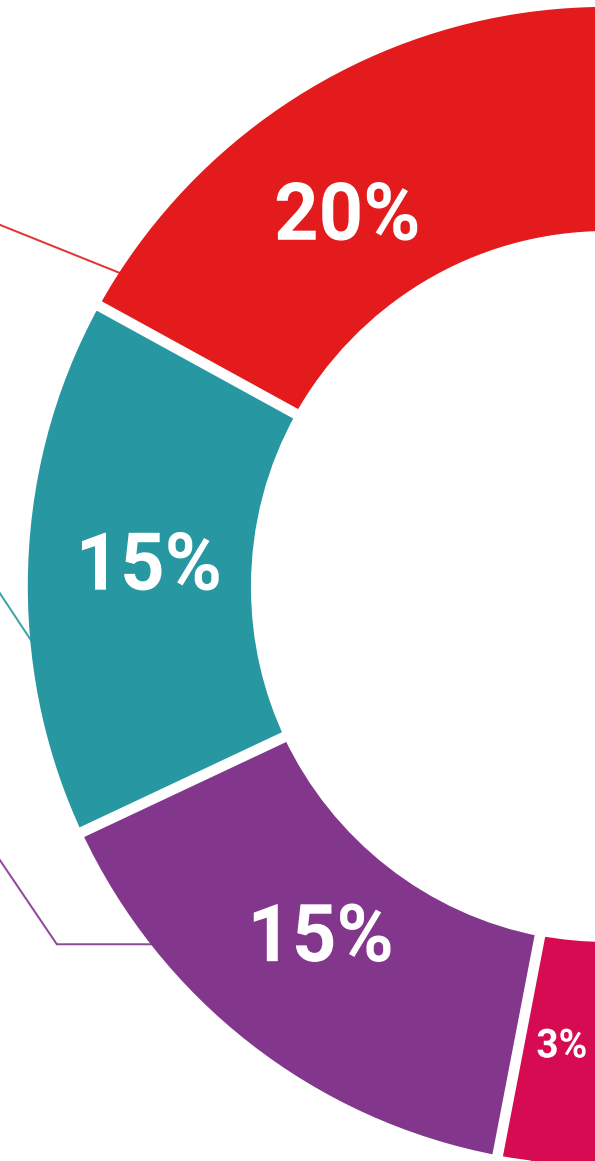
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

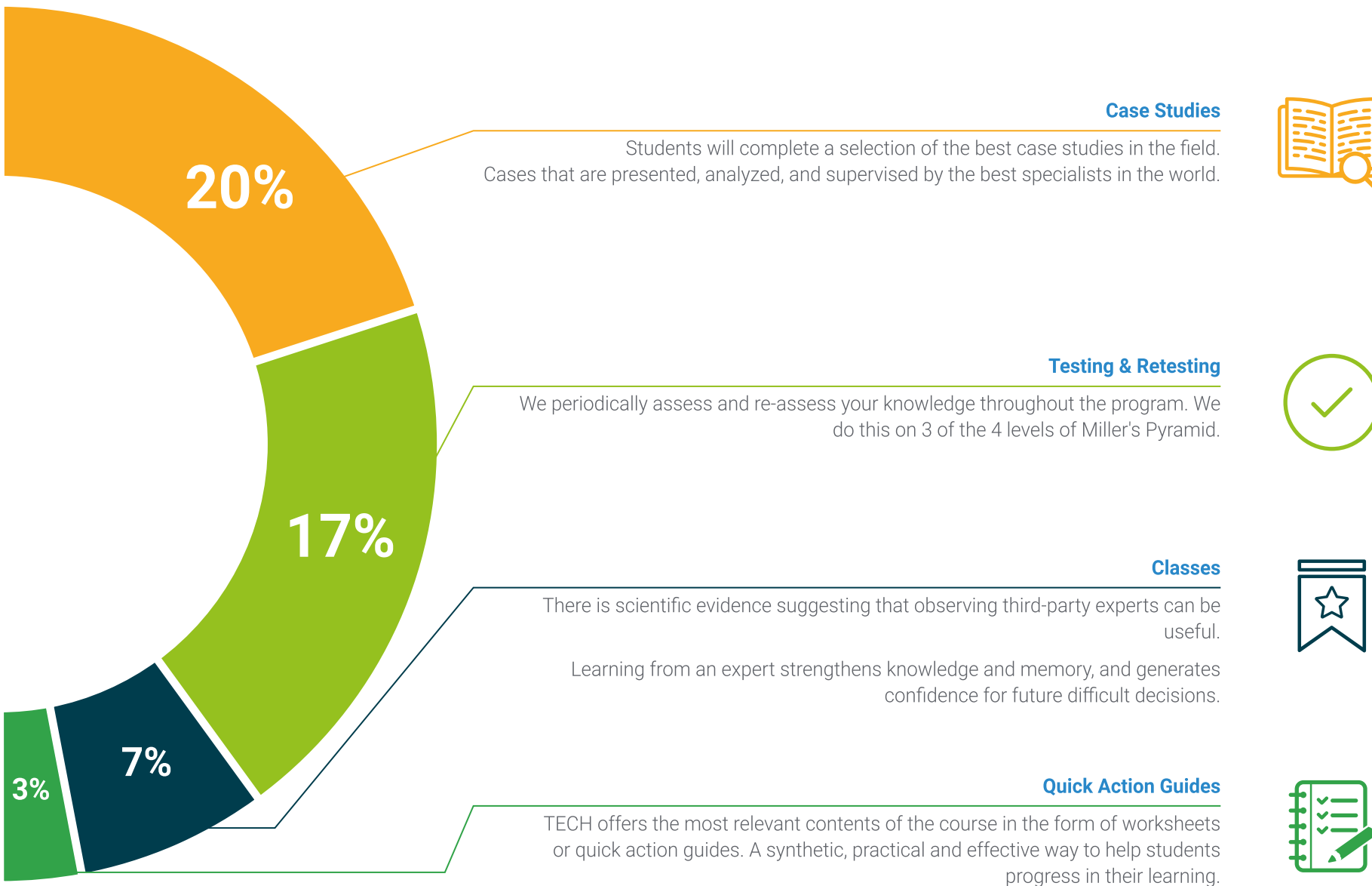
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

This Postgraduate Diploma in Professional Voice Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.



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*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 diploma for the **Postgraduate Diploma in Professional Voice Intervention** 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 Professional Voice Intervention**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**





Postgraduate Diploma Professional Voice Intervention

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Professional Voice Intervention

