baratz | ODA

Perceptions of university teachers on the difficulties associated with the use of masks. Towards a more pragmatic approach to the prevention of dysphonia in teachers [

Ediciones Complutense,
2024-04-09

info:eu-repo/semantics/article info:eu-repo/semantics/publishedVersion

Analítica

Voice difficulties associated with the abuse and misuse of the voice during class are experienced at the onset of the vocal disorder. Knowledge of the perceptions of these difficulties by voice professionals is relevant for designing proposals for the prevention of occupational dysphonia. The mandatory use of the orofacial mask in the health crisis caused by COVID-19 generated an ideal situation to study the perceptions and reactions of university professors to voice difficulties. A convenience sample of 168 university professors responded to a questionnaire that collected information on the effect of mask use on teaching, communication, and voice. The results indicate that the use and care of the voice are subject to communicative effectiveness, which is the main purpose of university teaching. In addition, in the face of perceived vocal difficulties, the compensation strategies that teachers activate are scarce. The perceptions identified in this research, as in other previous studies, are more influenced by biological (sex) and psychological (perceived anxiety) variables than by factors directly associated with the use of the voice during class (noise, number of students, class duration). The implications of the results for the design of dysphonia prevention are discussed, suggesting a pragmatic shift in the prevention. This shift proposes to subordinate instruction on hygiene and vocal technique to the practice of the communicative use of the voice during the class
Voice difficulties associated with the abuse and misuse of the voice during class are experienced at the onset of the vocal disorder. Knowledge of the perceptions of these difficulties by voice professionals is relevant for designing proposals for the prevention of occupational dysphonia. The mandatory use of the orofacial mask in the health crisis caused by COVID-19 generated an ideal situation to study the perceptions and reactions of university professors to voice difficulties. A convenience sample of 168 university professors responded to a questionnaire that collected information on the effect of mask use on teaching, communication, and voice. The results indicate that the use and care of the voice are subject to communicative effectiveness, which is the main purpose of university teaching. In addition, in the face of perceived vocal difficulties, the compensation

strategies that teachers activate are scarce. The perceptions identified in this research, as in other previous studies, are more influenced by biological (sex) and psychological (perceived anxiety) variables than by factors directly associated with the use of the voice during class (noise, number of students, class duration). The implications of the results for the design of dysphonia prevention are discussed, suggesting a pragmatic shift in the prevention. This shift proposes to subordinate instruction on hygiene and vocal technique to the practice of the communicative use of the voice during the class

https://rebiunoda.pro.baratznet.cloud:38443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhcmF0ei5yZW4vMzU4NjA2MjY

Título: Perceptions of university teachers on the difficulties associated with the use of masks. Towards a more pragmatic approach to the prevention of dysphonia in teachers electronic resource].]

Editorial: Ediciones Complutense 2024-04-09

Tipo Audiovisual: Professional dysphonia university teachers voice difficulties orofacial mask prevention of dysphonia disfonía profesional profesorado universitario dificultad vocal mascarilla orofacial prevención disfonías

Variantes del título: Percepciones del profesorado universitario sobre las dificultades asociadas al uso de la mascarilla. Hacia una orientación más pragmática de la prevención de las disfonías en docentes

Documento fuente: Revista de Investigación en Logopedia; Vol. 14 Núm. 1 (2024); e93196

Nota general: application/pdf

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: Derechos de autor 2024 Revista de Investigación en Logopedia

Lengua: Spanish

Enlace a fuente de información: Revista de Investigación en Logopedia; Vol. 14 Núm. 1 (2024); e93196 2174-5218

Otras relaciones: https://revistas.ucm.es/index.php/RLOG/article/view/93196/4564456568969 /*ref*/Azari, S., Aghaz, A., Maarefvand, M., Ghelichi, L., Pashazadeh, F., y Shavaki, Y. A. (2022). The prevalence of voice disorders and the related factors in university professors: A systematic review and meta-analysis. Journal of Voice, S0892-1997(22)00057-1. https://doi.org/10.1016/j.jvoice.2022.02.017 /*ref*/Besser, A., Lotem, S., y Zeigler-Hill, V. (2022). Psychological stress and vocal symptoms among university professors in Israel: Implications of the shift to online synchronous teaching during the COVID-19 pandemic. Journal of Voice, 36(2), 291-e9 /*ref* /Bhattacharyya, N. (2014). The prevalence of voice problems among adults in the United States. The Laryngoscope, 124(10), 2359-2362 /*ref*/Bovo, R., Galceran, M., Petruccelli, J. y Hatzopoulos, S. (2006). Vocal problems among teachers: evaluation of a preventive voice program. Journal of Voice, 21(6)705-722. https://doi.org /10.1016/j.jvoice.2006.07.002 /*ref*/Byeon, H. (2019). The risk factors related to voice disorder in teachers: a systematic review and meta-analysis. International Journal of Environmental Research and Public Health, 16(19), 3675. https://doi.org/ 10.3390/ijerph16193675 /*ref*/Castejón, L. (2014). Prevención de disfonías funcionales en el profesorado universitario: tres niveles de acción preventiva. Aula Abierta, 42(1), 9-14. https://doi.org/ 10.1016 /S0210-2773(14)70002-2 /*ref*/Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2ª Ed.). Academic Press /*ref*/Fiorella, M. L., Cavallaro, G., Di Nicola, V. y Quaranta, N. (2023). Voice differences when wearing and not wearing a surgical mask. Journal of Voice, 37(3), 467.e1-467.e7. https://doi.org/10.1016/j.jvoice. 2021.01.026 /*ref*/Goldin, A., Weinstein, B.E. y Shiman, N. (2020) How do medical masks degrade speech perception? Hearing Review, 27(5), 8-9. https://hearingreview.com/hearing-loss/health-wellness/how-do-medical-masks-degrade-speech-reception /*ref*/Hunter, E. J., Cantor-Cutiva, L. C., van Leer, E., van Mersbergen, M., Nanjundeswaran, C. D., Bottalico, P., Sandage, M. J. y Whitling, S. (2020). Toward a consensus description of vocal effort, vocal load, vocal loading, and vocal fatigue. Journal of Speech, Language, and Hearing Research, 63 (2), 509-532. https://doi.org/10.1044/2019_JSLHR-19-00057 /*ref*/Karagkouni, O. (2021). The effects of the use of protective face mask on the voice and its relation to self-perceived voice changes. Journal of Voice, 37(5), 802. e1-802.e14. https://doi.org/10.1016/j.jvoice.2021.04.014 /*ref*/Korn, G. P., de Lima Pontes, A. A., Abranches, D.

y de Lima Pontes, P. A. (2015). Hoarseness and risk factors in university teachers. Journal of Voice, 29(4), 518-e21-518.e5.18E28. https://doi.org/10.1016/j.jvoice.2014.09.008 /*ref*/Korn, G. P., de Lima Pontes, A. A., Abranches, D. y de Lima Pontes, P. A. (2016). Vocal tract discomfort and risk factors in university teachers. Journal of Voice, 30(4), 507-e1-507.e5078. https://doi.org/10.1016/j.jvoice.2015.06.001 /*ref*/Korn, G. P., Park, S. W., de Lima Pontes, A. A. y Pontes, P. (2018). Vocal symptoms and associated risk factors between male and female university teachers. International Archives of Otorhinolaryngology, 22(3), 271-279. https://doi.org/10.1055/s-0037-1606604 /*ref*/Le Huche, F., y Allali, A. (2003). La voz. Patología de origen funcional. Masson /*ref*/Marchese, M. R., Longobardi, Y., Di Cesare, T., Mari, G., Terruso, V., Galli, J. y D'Alatri, L. (2022). Gender-related differences in the prevalence of voice disorders and awareness of dysphonia. Acta Otorhinolaryngologica Italica, 42(5), 458- 464. https://doi.org/10.14639/0392-100X-N2018 /*ref*/Martins, R. H., Pereira, E. R., Hidalgo, C. B. y Tavares, E. L. (2014). Voice disorders in teachers. A review. Journal of Voice, 28(6), 716-724. https://doi.org/10.1016/j.jvoice.2014.02.008 /*ref*/Meier, B. y Beushausen, U. (2021). Long-term effects of a voice training program to prevent voice disorders in teachers. Journal of Voice, 35(2), 324-e1. https://doi.org/10.1016/j.jvoice.2006.07.002 /*ref*/Morawska, J. y Niebudek-Bogusz, E. (2017). Risk factors and prevalence of voice disorders in different occupational groups-a review of literature. Otorynolaryngologia-przeglñad Kliniczny, 16(3), 94-102. https://doi.org/10.1159/000089610 /*ref*/Nemr, K., Simões-Zenari, M., Almeida, V. C. D., Martins, G. A. y Saito, I. T. (2021). COVID-19 and the teacher's voice: self-perception and contributions of speech therapy to voice and communication during the pandemic. Clinics, 76, e2641 http://doi.org/10.6061/clinics/2021/e2641 /*ref*/Nguyen, D. D., McCabe, P., Thomas, D., Purcell, A., Doble, M., Novakovic, D., Chacon, A. y Madill, C. (2021). Acoustic voice characteristics with and without wearing a facemask. Scientific Reports, 11(1), 5651. https://doi.org/10.1038/s41598-021-85130-8 /*ref*/Pizolato, R. A., Rehder, M. I., de Castro Meneghim, M., Ambrosano, G. M., Mialhe, F. L. y Pereira, A. C. (2013). Impact on quality of life in teachers after educational actions for prevention of voice disorders: a longitudinal study. Health and Quality of Life Outcomes, 11, 28. https://doi.org/10.1186/1477-7525-11-28 /*ref*/Preciado, J., Pérez, C., Calzada, M. y Preciado, P. (2005). Incidencia y prevalencia de los trastornos de la voz en el personal docente de La Rioja Estudio clínico: cuestionario, examen de la función vocal, análisis acústico y vídeolaringoestroboscopia. Acta Otorrinolaringológica Española, 56(5), 202-210. https://doi.org/10.1016/S0001-6519(05)78601-5 /*ref*/Primov-Fever, A., Roziner, I., y Amir, O. (2020). Songbirds must sing: How artistic voice users perceive their voice in times of COVID-19. Journal of Voice, 36(4), 586.e1-586.e5. https://doi.org/10.1016/j.jvoice.2020.07.030 /*ref*/Ribeiro, V. V., Dassie-Leite, A. P., Pereira, E. C., Santos, A. D. N., Martins, P. y de Alencar Irineu, R. (2020). Effect of wearing a face mask on vocal self-perception during a pandemic. Journal of Voice, 36(6), 878-e1- 878.e7. https://doi.org/10.1016/j.jvoice.2020.09.006 /*ref*/Schwartz, J. L., Berthommier, F. y Savariaux, C. (2004). Seeing to hear better: evidence for early audio-visual interactions in speech identification. Cognition, 93(2), B69-B78. https://doi.org/10.1016/j.cognition.2004.01.006 /*ref*/Shekaraiah, S. y Suresh, K. (2021). Effect of face mask on voice production during COVID-19 Pandemic: A Systematic Review. Journal of Voice, S0892-1997(21)00327-1. https://doi.org/10.1016/j.jvoice.2021.09.027 /*ref*/Titze, I. R., Lemke, J. y Montequin, D. (1997). Populations in the US workforce who rely on voice as a primary tool of trade: a preliminary report. Journal of Voice, 11(3), 254-259. https://doi.org/10.1016/s0892-1997(97)80002-1 /*ref*/Vertanen-Greis, H., Löyttyniemi, E. y Uitti, J. (2020). Voice disorders are associated with stress among teachers: A cross-sectional study in Finland. Journal of Voice, 34(3), 488-e1-488.e8. https://doi.org/10.1016/j.jvoice.2018.08.021

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es