

<b>Module title</b>		<b>Abbreviation</b>
(Specific) Language Impairment - assessment procedures		o6-S-Diag1-102-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education III: Speech and Language Pathology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
6	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Theoretical principles of diagnosing phonetic and phonological, semantic-lexical disorders as well as dysgrammatism, informal and standardised treatments, differential diagnostics, diagnostic methods, evaluation (qualitative and quantitative), interpretation and deduction of speech therapeutic goals on the basis of exemplary cases		
<b>Intended learning outcomes</b>		
Self- and social competence: By examining diagnostic methods, the students have acquired a high level of diagnostic competence. This includes a responsible and client-oriented handling of diagnostic tools as well as the critical evaluation of own therapeutic actions. Methodological competence: Based on their knowledge of diagnostics and evaluation methods, the students are able to methodically plan and conduct disorder-specific examinations and analyse and interpret their findings. Subject and professional competence: The students know relevant informal and standardized (differential-) diagnostic methods of evaluating phonetic and phonological, semantic-lexical and syntactic-morphological disorders. They are able to critically evaluate methods in view of quality criteria and to estimate limits and possibilities of diagnostics.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S + S + S (no information on SWS (weekly contact hours) and course language available)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
a) written examination (approx. 60 minutes) or b) term paper (approx. 15 pages) or c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or d) presentation (approx. 30 minutes) and written examination (approx. 30 minutes) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes per candidate)		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
--		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 99 (1) 2. Sprachheilpäd. diagnostisches Hintergrundwissen und spezifische Diagnostik in den Förderschwerpunkten Sprache, Lernen, emotionale und soziale Entwicklung SO		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2013) First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2009)		