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| Module title | | Abbreviation |
| (Specific) language impairment/(developmental) language disorder - assessment procedures | | o6-S-DiagStör-V-202-mo1 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education III | | Chair of Special Education III: Speech and Language Pathology |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Theoretical principles of diagnosing phonetic and phonological, lexical-semantic disorders, morphosyntactic disorders and disorders of language comprehension, 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. | | |
| Intended learning outcomes | | |
| 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, lexical-semantic, morphosyntactic disorders and disorders of language comprehension. They are able to critically evaluate methods in view of quality criteria and to estimate limits and possibilities of diagnostics. | | |
| Courses (type, number of weekly contact hours, language — if other than German) | | |
| S (1) + S (1) + S (1) + S (1) | | |
| Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus) | | |
| 1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus | | |
| Allocation of places | | |
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| Additional information | | |
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| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: every year, winter semester | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 99 I Nr. 2 | | |
| Module appears in | | |
| First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2020) | | |