

<b>Module title</b>		<b>Abbreviation</b>
Educational working areas in speech and language pathology		o6-S-SHF-152-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>
10	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	--
<b>Contents</b>		
<p>Legal principles, previous developmental trends and pedagogical goals of cooperative forms in the educational system, areas of cooperation (esp. partner classes, cooperative classes, special educational counselling centres, children without special educational needs in special-needs schools, cooperation between general schools and special-needs schools regarding classes and school life); subject-specific work methods of the individual cooperation forms; legal requirements, previous development and pedagogical goals of mobile special education assistance (msH) and mobile special education services (MSD); organisation, task fields and quality standards of msH and MSD, cooperation between msH and other areas of special educational support (including early intervention, pre-school institutions (SVE), cooperation between MSD and other areas of the (special-needs) school system (general-education school, special educational counselling centres, cooperative classes); subject-specific work methods of msH and MSD; general aspects of prenatal development and birth, relevant information on early childhood development (cognitive, sensomotoric and socio-emotional development), aetiogenesis (risk factors) and symptomatology of disorders in early childhood development; milestones of pre-linguistic and early linguistic development, risk factors for language acquisition disorders, identification of early indicators and diagnostic possibilities, term definition and definition of prevention and early intervention, concepts of prevention and approaches to early intervention in the field of language</p>		
<b>Intended learning outcomes</b>		
<p>Self- and social competence: The students have elaborated on the topics that are relevant for the module in group work. Furthermore, they learn to discuss their results in the seminar and therefore improve their subject-specific knowledge. Methodological competence: The students are able to critically examine scientific literature and questions about pre-linguistic and early linguistic development. By examining scientific findings about prevention as well as subject-specific work methods of the individual forms of cooperation, mobile special education assistance and mobile special education services, the students have acquired know-how and a basis for reflection for their future occupation in the different fields of action of Speech and Language Pathology. Subject and professional competence: The students have profound knowledge of the legal basics, the development and the pedagogical goals of the forms of cooperation in the Bavarian (special-needs) school system. They acquire professional competence regarding legal basics, individual forms of cooperation and special educational services as well as special educational approaches and goals of the forms of cooperation. Furthermore, the students have knowledge of general pre- and postnatal development (especially aetiology and risk factors, symptomatology) and of pre-linguistic and early linguistic development. They are able find connections between language acquisition and other (cognitive, sensomotoric and socio-emotional) areas of early childhood development. The students advance their professional competencies regarding diagnostics and possibilities of early intervention in Speech and Language Pathology.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1) + S (1) + S (1)		
<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)		
<p>1) written examination (approx. 80 minutes) or 2) presentation (approx. 25 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 15 pages) creditable for bonus</p>		



<b>Allocation of places</b>
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<b>Additional information</b>
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<b>Workload</b>
300 h
<b>Teaching cycle</b>
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)
§ 99 I Nr. 5 (10 ECTS credits)
<b>Module appears in</b>
First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2015)
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