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| <b>Module title</b>   |                          | <b>Abbreviation</b>   |
| Bachelor-thesis in academic speech and language therapy   |                          | o6-SH-BT-142-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>                                    |
| 1 semester  | undergraduate            | --  |
| <b>Contents</b>   |                          |   |
| Scientifically sound case presentation (Bachelor's thesis approx. 50 pages) in due consideration of speech therapeutic and/or interdisciplinary diagnostics and evidence-based therapy planning as well as discussion of the current state of research  |                          |   |
| <b>Intended learning outcomes</b>   |                          |   |
| Professional competence: The students advance their scientific practice skills and acquire different techniques to describe research contents according to the target group. Implementation competence: The students experiment with different forms of presentation and acquire the ability to develop a question relevant to speech therapy/logopaedics. They are able to independently analyse and organise a predetermined or self-posed question. They research relevant current literature. After developing a question based on hypotheses, the students work on the answer while following a reasonable line of argument. They choose a clear description in line with scientific concepts. Social-communicative competence: The students acquire the ability to closely work on self-posed questions in peer groups and test techniques of giving and taking feedback. They present and discuss the results in a scientific manner. Personal competence: The students work out strategies to work on the predetermined task and adopt a proper level motivation. Furthermore, they evaluate own strengths and weaknesses in a realistic manner and acquire the ability to compensate for their weaknesses. Reflection competence: The students understand the necessity of evaluating own scientific competencies in the context of their Bachelor's thesis. |                          |   |
| <b>Courses</b> (type, number of weekly contact hours, language — if other than German)  |                          |   |
| no courses assigned   |                          |   |
| <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)  |                          |   |
| Bachelor's thesis (approx. 50 pages)<br>Language of assessment: German, English   |                          |   |
| <b>Allocation of places</b>   |                          |   |
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| <b>Additional information</b>   |                          |   |
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| <b>Workload</b>   |                          |   |
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| <b>Teaching cycle</b>   |                          |   |
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| <b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)  |                          |   |
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| <b>Module appears in</b>  |                          |   |
| Bachelor' degree (1 major) Academic Speech Therapy (2014)   |                          |   |