

Module Catalogue

for the Subject

Academic Speech Therapy

as a Bachelor's with 1 major with the degree "Bachelor of Science" (210 ECTS credits)

> Examination regulations version: 2014 Responsible: Faculty of Human Sciences Responsible: Institute of Special Education

JMU Würzburg • generated 26-Aug-2024 • exam. reg. data record 82|h40|-|-|H|2014

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UNIVERSITÄT WÜRZBURG
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The subject is divided into

section / sub-section	ECTS credits	starting page
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Theoretical Basics of Medicine	32	8
Theoretical Basics of Education, Special Education and Phone- tics	15	18
Scientific Theory, Research Methods, Test Theory and Rese- arch in Speech Therapy	21	22
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Theory and practice: multilingualism and multilingial commu- nication disorders	7	60
Evidence-based Practical Training	10	63
Thesis	10	68
Subject-specific Key Skills	15	70



Content and Objectives of the Programme

There are no further admission requirements next to those described in ASPO §5 (1).

For successful studies, candidates are requested to enter into a contract with Caritas Vocational School of Logopaedics Wuerzburg (Caritas Berufsfachschule für Logopädie Würzburg), due to the dual and trainingintegrated concept of the programme. Admission to the vocational school requires medical fitness for the intended occupation and solid knowledge of the German language in speech and writing.

Well based educational knowledge in the theory of science and research methods as well as fundamental knowledge in the disciplines of medicine, psychology, linguistics, phonetics and therapeutic pedagogy and special education is acquired. Additionally students acquire specific knowledge in etiology, symptoms, differential diagnosis, diagnostics and speech and language therapy of different disorders.

Next to theoretical knowledge students acquire practical skills in the context of speech and language pathology at Caritas Vocational School of Logopaedics Wuerzburg.

Following the 6th semester, students pass the exam of logopaedics.

Students are requested to apply the theoretical and methodological knowledge they have acquired in their bachelor thesis.

Abbreviations used

Course types: \mathbf{E} = field trip, \mathbf{K} = colloquium, \mathbf{O} = conversatorium, \mathbf{P} = placement/lab course, \mathbf{R} = project, \mathbf{S} = seminar, \mathbf{T} = tutorial, $\ddot{\mathbf{U}}$ = exercise, \mathbf{V} = lecture

Term: **SS** = summer semester, **WS** = winter semester

Methods of grading: **NUM** = numerical grade, **B**/**NB** = (not) successfully completed

Regulations: **(L)ASPO** = general academic and examination regulations (for teaching-degree programmes), **FSB** = subject-specific provisions, **SFB** = list of modules

Other: **A** = thesis, **LV** = course(s), **PL** = assessment(s), **TN** = participants, **VL** = prerequisite(s)

Conventions

Unless otherwise stated, courses and assessments will be held in German, assessments will be offered every semester and modules are not creditable for bonus.

Notes

Should there be the option to choose between several methods of assessment, the lecturer will agree with the module coordinator on the method of assessment to be used in the current semester by two weeks after the start of the course at the latest and will communicate this in the customary manner.

Should the module comprise more than one graded assessment, all assessments will be equally weighted, unless otherwise stated below.

Should the assessment comprise several individual assessments, successful completion of the module will require successful completion of all individual assessments.

In accordance with

the general regulations governing the degree subject described in this module catalogue:

ASP02009

associated official publications (FSB (subject-specific provisions)/SFB (list of modules)):

10-Jul-2014 (2014-28)

12-Nov-2014 (2014-76)

This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.



Compulsory Courses

(180 ECTS credits)



Theoretical Basics of Medicine

(32 ECTS credits)

	e title				Abbreviation
		s of medicine: otolaryng ics / maxillofacial surge		liatric audiology	o6-SH-MedAudKief-142-mo1
Modul	e coord	inator	N	lodule offered by	
holder	of the (Chair of Special Education		hair of Special Ed nd Communicatio	ucation and Therapy in Language n Disorders
ECTS	Meth	od of grading	Only after succ. comp	l. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites		
1 seme	ester	undergraduate		ry, paediatric aud	liology and acoustics, orthodonti iology as well as electroacoustic
Conter	nts				
					ogy and pathophysiology, acou- cs of orthodontics and jaw surge-
Intend	ed lear	ning outcomes			
aids, the of the res in t jaw su es. Def ptoma	hey are semina the fielo rgery w finition, tology o	enabled to give advice t r have acquired professi d of auditory rehabilitation hich are necessary for as	o children and adults wi onal knowledge of the re on. They acquire addition ssessing and identifying	th impaired heari elevance and prob nal competencies	ction and adjustment of hearing ng. Furthermore, the participants plems of speech therapy measu-
				etiopathogenesis	and other craniofacial anomali- , general symptomatology, sym- modelling techniques, timing of
204130	es (type, r	of isolated/syndromic cr p-orbital advancement. number of weekly contact hours,	aniosynostosis, surgical	etiopathogenesis therapy, active re	and other craniofacial anomali- , general symptomatology, sym-
		o-orbital advancement.	aniosynostosis, surgical language — if other than Germa	etiopathogenesis therapy, active re	and other craniofacial anomali- , general symptomatology, sym- modelling techniques, timing of
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Referred to in LPO I (examination regulations for teaching-degree programmes)

Module appears in

Bachelor' degree (1 major) Academic Speech Therapy (2014)

Module title					Abbreviation
General basics of medicine: phoniatrics and pediatrics					o6-SH-MedPhonPäd-142-mo1
Module coordinator				Module offered by	
holder	of the (Chair of Special Educatio	n III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
6	nume	rical grade			
Duratio	on	Module level	Other prerequisites		
1 seme	ster	undergraduate	Theoretical classes:	phoniatrics, paedia	trics, neuropaediatrics.
Conten	Its				
sing; n	umber				and pathological speech proces- functions, memory, concentrati-
Intend	ed lear	ning outcomes			
tial dia	gnosis		btained the qualifica	tion to model health	cal disorders and their differen- y speech. Based on this model-
Course	S (type, r	number of weekly contact hours, I	language — if other than Gei	rman)	
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		s essment (type, scope, langua le for bonus)	ge — if other than German,	examination offered — if no	ot every semester, information on whether
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Additio	onal inf	ormation			
Worklo	ad				
Teachi	ng cycl	e			
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Referre	ed to in	LPOI (examination regulation	s for teaching-degree progra	mmes)	
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Madul	e appea	•			
MOGUI	e avver	ars in			

Module title				Abbreviation
	cs of medicine: neurology		o6-SH-MedNeuro-142-mo1	
Module coor	dinator		Module offered by	<u> </u>
holder of the Chair of Special Education III				ucation and Therapy in Language n Disorders
ECTS Meth	nod of grading	Only after succ. con	npl. of module(s)	
5 num	erical grade			
Duration	Module level	Other prerequisites	i	
1 semester	undergraduate	Theoretical classes:	neurology and psyc	hiatry, aphasiology.
Contents	·	• •		
and organic movement d pathogen-ind cord; palliati gy; neurolog	brain confusional states; t isorders/ataxia; motor ner duced diseases of the brai ve treatment. Differential	raumatic injuries of t urone diseases; myo in and spinal cord; m diagnostics; neurora ne; coma; cerebral de	the brain and spinal pathies; movement of etabolic and toxic di diologic diagnostics eath. History of apha	s; multiple sclerosis; dementia cord; cerebrovascular disorders; disorders/basal ganglia diseases; iseases of the brain and spinal and therapy; cognitive neurolo- sia therapy; causes and localisa- nasia
Intended lea	rning outcomes			
diagnostics.	They are able to classify a	phasia therapy in a h	nistorical context. Th	neurological disorders and their ey can evaluate causes, localisa- al disorders in view of the course
Courses (type,	number of weekly contact hours,	anguage — if other than Ge	rman)	
V + S (no info	ormation on SWS (weekly	contact hours) and co	ourse language avail	able)
Method of as module is credita		ge — if other than German,	examination offered — if no	ot every semester, information on whether
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Allocation of	places			
Additional in	formation			
Workload				
		-		
Teaching cyc	le			
Referred to i	n LPO I (examination regulation	s for teaching-degree progra	ammes)	
Module appe				
Bachelor' de	gree (1 major) Academic S	peech Therapy (2014	.)	

Modul	e title			Abbreviation
	al basics of medicine: chil osomatics	d and adolescent psychiat	ry, psychiatry and	o6-SH-MedPsychiat-142-mo1
Modul	e coordinator		Module offered by	
holder	of the Chair of Special Ed	ucation III	Chair of Special Ed and Communicatio	ucation and Therapy in Langua n Disorders
ECTS				
5	numerical grade		•	
Duratio		Other prerequisites	5	
1 seme	ester undergraduate		: neurology and psyc	hiatry.
Conter				
sessm chopat disord disord Intend	ent of credibility, deprivat thology, psychometrics an ers, suicidal tendency, an	ion, attachment disorders. d neuropsychology, schizo	Psychiatry and psychophrenic psychoses, alsive disorders, som	sorders, sexual abuse and as- hosomatics: Basic terms of psy bipolar affective and depressiv atoform disorders, dissociative
psycho preher spectiv and ad ledge o	psomatic clinical pictures nsion. They have basic kno ve disorders. Child and ad dolescent psychiatric clinic of emergencies in child an	which can influence speec wledge of test-psychologic olescent psychiatry: The st al pictures: Symptomatolo	h production, speech cal techniques as au cudents have basic k ogy, aetiology, diagno	erms as well as psychiatric and a processing and speech com- xiliary diagnostic tools for the r nowledge of common childhoo ostics and therapy. Basic know- our therapy techniques and psy-
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Module appears in

Bachelor' degree (1 major) Academic Speech Therapy (2014)

Module title					Abbreviation
General basics of medicine: research methodology and evaluation 06-SH-MedWiMe-142-mo1					o6-SH-MedWiMe-142-mo1
Module coordinator				Module offered by	
holder of the Chair of Special Education III			on III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Meth	od of grading	Only after succ. con	npl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites	;	
1 seme	ester	undergraduate			
Conter	nts				
lidity (i	interver diagnos	ntion and observational s	studies); epidemiolog	gical parameters; pa	tions; study designs and their va- rameters for determining the qua- pothesis testing, logics of signifi-
Intend	ed lear	ning outcomes			
cance petenc studen Course	tests. T ce: The nts eval es (type, r	hey can describe and con students can evaluate th uate advantages and poin number of weekly contact hours,	rrectly interpret qualit e validity of studies p ints of criticism of evi language — if other than Ge	ty criteria of evaluati oublished in scientifi dence-based medici rman)	
S (no i	nforma	tion on SWS (weekly con	tact hours) and cours	e language available	e)
		sessment (type, scope, langua ole for bonus)	age — if other than German,	examination offered — if no	ot every semester, information on whether
) or c) presentation (approx. 20 ne candidate each (approx. 15 mi-
Allocat	tion of	places			
Additio	onal inf	ormation			
Worklo	oad				
Teachi	ng cycl	e			
Referre	ed to in	LPOI (examination regulation	ns for teaching-degree progra	ammes)	
	e appea				
Bachel	lor' deg	ree (1 major) Academic S	Speech Therapy (2014	.)	

Module title					Abbreviation	
Neuroanatomy					03-PSY-Neu-141-m01	
Module coordinator				Module offered by		
holder	of the F	Professorship of Anatomy		Faculty of Medicine		
ECTS	Metho	od of grading	Only after succ. com	pl. of module(s)		
3	nume	rical grade				
Duratio	n	Module level	Other prerequisites			
1 seme	ster	undergraduate				
Conten	ts					
system functio	and of ns of C	CNS blood supply; anato NS structures, particularl	omy and function of s	elected peripheral n	my of the meninges, the liquor erves; topography, hodology and	
		ning outcomes				
Studen of the b		iire a fundamental knowl	edge of the functiona	al anatomy of the ner	rvous system and, in particular,	
Courses	S (type, n	umber of weekly contact hours, l	anguage — if other than Ger	man)		
V (no in	format	ion on SWS (weekly cont	act hours) and cours	e language available	2)	
		e ssment (type, scope, langua le for bonus)	ge — if other than German, e	examination offered — if no	t every semester, information on whether	
a) writte	en exar	nination (60 minutes) or	b) oral examination ((approx. 15 minutes)		
Allocat	ion of p	olaces				
Only as	part o	f pool of general key skill	s (ASQ): maximum 5	places. Places will b	e allocated by lot.	
Additio	nal inf	ormation				
Worklo	ad					
Teaching cycle						
Referre	d to in	LPOI (examination regulations	s for teaching-degree progra	mmes)		
Module	••					
Bachelo	Bachelor' degree (1 major) Academic Speech Therapy (2014)					

Module title					Abbreviation
Physiology					03-PSY-Phy-141-m01
Module	e coordi	inator		Module offered by	
holder	of the C	Chair of Physiology II		Faculty of Medicine	
ECTS	Metho	od of grading	Only after succ. com	pl. of module(s)	
3	numei	rical grade			
Duratio	n	Module level	Other prerequisites		
1 seme	ster	undergraduate			
Conten	ts				
		the vegetative system: sy senses; learning and me			circulation; general and special function.
Intende	ed learr	ning outcomes			
		iire knowledge about the for understanding highei			urophysiological processes that
Course	S (type, n	umber of weekly contact hours, l	anguage — if other than Ger	man)	
V (no in	ıformat	ion on SWS (weekly cont	act hours) and cours	e language available	2)
Method	d of ass	s essment (type, scope, langua	ge — if other than German, e	examination offered — if no	t every semester, information on whether
		le for bonus)			
		mination (60 minutes) or	b) oral examination ((approx. 15 minutes)	
Allocat					
· · · ·		f pool of general key skill	s (ASQ): maximum 5	places. Places will b	e allocated by lot.
Additio	nal info	ormation			
Worklo	ad				
Teaching cycle					
Referre	d to in	LPO I (examination regulations	s for teaching-degree progra	mmes)	
Module					
Bachelo	or' degi	ree (1 major) Academic S	peech Therapy (2014)		



Theoretical Basics of Education, Special Education and Phonetics

(15 ECTS credits)

Module title				Abbreviation
General basic	s: special education and	phonetics		o6-SH-PädPhon-142-mo1
Module coord	linator		Module offered by	I
holder of the	Chair of Special Educatio	n III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS Meth	od of grading	Only after succ. con	npl. of module(s)	
5 nume	erical grade			
Duration	Module level	Other prerequisites		
1 semester	undergraduate	Theoretical classes: stics.	education and spec	ial education, phonetics, lingui-
Contents		-		
questions. Kr of requirement phonetic prin	nowledge of the historical nts of speech and languag	development of Spe ge, description of the of articulation mecha	ech and Language Pa speech mechanism	urative and special educational athology; advanced knowledge . Anatomical, physiological and of the international phonetic al-
Intended lear	ning outcomes			
properly desc terances base opinions on c Courses (type,	ribe articulation processe	es. Implementation co ionetic alphabet (IPA al educational questi anguage — if other than Ger	ompetence: The stuc). Self-competence: ons from different p man)	
Method of as module is credital		ge — if other than German,	examination offered — if no	ot every semester, information on whether
minutes) with prox. 8 pages (groups of 3,	n handout (approx. 2 page	es) or d) presentation f one candidate each andidate)	(approx. 20 minutes) or c) presentation (approx. 30 s) with written elaboration (ap- s) or f) oral examination in groups
Allocation of	places			
Additional in	formation			
Workload				
Teaching cyc	le			
Referred to in	LPOI (examination regulation	s for teaching-degree progra	immes)	
	arcin			
Module appe	ars in gree (1 major) Academic S	neech Therany (2014))	
Dachelor deg	Sice (I majoi) Academic 3	ресси тистару (2014)	

Bachelor's with 1 major Academic Speech Therapy	Ī
(2014)	

Modul	e title				Abbreviation
Genera	l basic	s: sociology of disabil	ity / theories of special	education	06-SH-SoWi-142-m01
Modul	e coord	inator		Module offered by	,
holder	ofthe	Chair of Special Educat	tion III	Chair of Special Ec and Communication	ducation and Therapy in Language on Disorders
ECTS	Meth	od of grading	Only after succ. con	npl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites	i	
1 seme	ster	undergraduate	Theoretical classes:	sociology, pedago	gy.
Conter	Its				
examir text of of soci	ne socie disabil al empa	ety's attitude towards o ities (possibly in the co	lisabilities and the dev ontext of specific types ovement as well as aspe	elopment of individ of disability). Furthe	effects on scientific research. We ual and social identity in the con- ermore, we talk about possibilitie nge. We elaborate on these topics
Intend	ed lear	ning outcomes			
of disa tions b connec Course	bilities etweer cted to s (type, r	. Reflection competend disabilities and socia disabilities in general a number of weekly contact hour	e: The students are abl	e to evaluate and p npetence: The stud speech disorders. rman)	theoretical concepts in the context rofessionally discuss the connec ents are aware of the problems
					·
		Sessment (type, scope, lang ble for bonus)	guage — If other than German,	examination offered — if r	not every semester, information on whether
minute prox. 6 (group	es) and pages) s of 4, a	handout (approx. 2 pa	ges) or d) presentation of one candidate each candidate)	(approx. 20 minute	s) or c) presentation (approx. 25 s) with written elaboration (ap- es) or f) oral examination in group
Allocat	ion of _l	places			
Additio	onal inf	ormation			
Worklo	ad				
Teachi	ng cycl	e			
Referre	ed to in	LPO I (examination regulat	ions for teaching-degree progra	ammes)	
Modul	e appea	ars in			
		ree (1 major) Academic			

Module title				Abbreviation
Counseling in	Special Education			06-I-SoBe-092-m01
Module coord	inator		Module offered by	
Managing Dire	ector of the Institute of Sp	pecial Education	Institute of Special	Education
ECTS Method of grading Onl		Only after succ. com	pl. of module(s)	
5 nume	rical grade			
Duration	Module level	Other prerequisites		
1 semester	undergraduate			
Contents				
ling, elements when talking t selling concep	s of conversation techniques of conversation techniques to people that have diffic	ues, counselling and ulties with verbal exp ition-oriented, psycho	cooperation, elemen ression, collegial co ology of learning, sys	of special educational counsel- nts of conversation techniques unselling and supervision, coun- stemic), methods of cooperati- ife planning.
	ning outcomes			
tion between ve difficulties and observe c for continuation	the participants in the provint with verbal expression. T onversation techniques,	ocess of education ar hey acquire action ar analyse conversatior ited with strategies to	nd support, also esp nd conversation com n and counselling sit	iques, counselling and coopera- ecially regarding people that ha- petencies and are able to apply uations and develop proposals l education and life planning and
	number of weekly contact hours, l	- ,	man)	
V + S (no info	mation on SWS (weekly o	contact hours) and co	ourse language avail	able)
Method of ass module is creditab		ge — if other than German, e	examination offered — if no	ot every semester, information on whether
Language of a	nation (approx. 40 minut ssessment: Usually Germ e(s) can also agree upon	nan. However, the mo	odule lecturer(s) or th	nesis supervisor(s) and examina-
Allocation of	places			
Additional inf	ormation			
Workload				
Teaching cycl	e			
Referred to in	LPO I (examination regulation	s for teaching-degree progra	mmes)	
Module appea	ars in			
Bachelor's de Bachelor's de	ree (1 major) Academic S gree (1 major, 1 minor) Sp gree (2 majors) Protestan gree (2 majors) Special E	becial Education (Min t Theology (2009)		



Scientific Theory, Research Methods, Test Theory and Research in Speech Therapy

(21 ECTS credits)

General basics: psychometrics and standardized tests / assessment in speech and larguage therapy oc-SH-Diag-142-m01 Module cordinator Module offered by Module cordinator Chair of Special Education and Therapy in Language and Communication Disorders ECTS Method of grading Only after succ. compl. of module(s) 5 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Contemts Scientific-theoretical and methodological knowledge of special educational-psychological diagnostics. Practi- co-oriented acquisition of qualitative and quantitative methods of diagnosing speech and language disorders. Interded learning outcomes Professional competence: The students are able to describe the scientific-theoretical basics of the diagnostic and methodological prin- ciples of diagnostics as well as basic and orientational knowledge of special educational and methodological prin- ciples of diagnostic work in special educational competence: And language termeneutic methods of educational sciences and psychology. Reflection competence: Net know phenomenological and methodological prin- ciples of diagnostic work in special educational contexts. Implementation competence: The students can evaluate test methods in the field of spech and language on the basis of quality contract. Courses (type, number of weeky contact hours, language — if other than German, examination offered — it not every semester, information on whether madule is creditable for bonus?	Module	e title				Abbreviation
holder of the Chair of Special Education III Chair of Special Education and Therapy in Language and Communication Disorders ECTS Method of grading Only after succ. compl. of module(s) 5 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Contents Scientific-theoretical and methodological knowledge of special educational-psychological diagnostics. Practic-ce-oriented acquisition of qualitative and quantitative methods of diagnosing speech and language disorders. Intended learning outcomes Professional competence: The students are able to describe the scientific-theoretical basics of the diagnostic methods of human and social sciences and psychology. Reflection competence: Abli yof self-reflection regarding the requirements of diagnostic so speech and language. The students know hepenomenological and hermeneutic methods of ducational sciences and psychology. Reflection competence: Abli yof self-reflection regarding the requirements of diagnostic work in special educational contexts. Implementation competence: The students can evaluate test methods in the field of speech and language and Longuage available) Method of assessment (type, scope, language – if other than Geman) V + S (no information on SWS (weekly contact hours) and course language available) Method of assessment: (Grman, English Allocation of glaces				andardized tests / as	sessment in speech	o6-SH-Diag-142-mo1
and Communication Disorders ECTS Method of grading Only after succ. compl. of module(s) 5 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Contents Scientific-theoretical and methodological knowledge of special educational-psychological diagnostics. Practice-oriented acquisition of qualitative and quantitative methods of diagnosing speech and language disorders. Intended learning outcomes Professional competence: The students are able to describe the scientific-theoretical basics of the diagnostic work in general and with a special focus on speech and language. The students know phenomenological and hermeneutic methods of ducational sciences and psychology. Reflection competence: Ablity of self-reflection regarding the requirements of diagnostic work in special educational contexts. Implementation competence: The students can evaluate test methods in the field of special educational durage on the basis of quality criteria. Courses (type, number of weekly contact hours, language – if other than Geman) V + S (no information on SWS (weekly contact hours) and course language available) Method of assessment: (type, scope, language – if other than Geman) V + S (no information (approx. 60 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx. 25 minutes) or e) or e) care axmination of one candidate each (approx. 12 pages) or c) presentation (approx. 25 minutes) or e) oral examination of one candidate each (approx. 12 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes per candidate) 2	Module	e coord	inator		Module offered by	
5 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Contents Scientific-theoretical and methodological knowledge of special educational-psychological diagnostics. Practice-oriented acquisition of qualitative and quantitative methods of diagnosing speech and language disorders. Intended learning outcomes Professional competence: The students are able to describe the scientific-theoretical basics of the diagnostic methods of human and social sciences. They have advanced knowledge of special educational diagnostic work in general and with a special focus on speech and language. The students know phenomenological and methodological principles of diagnostic work in special educational knowledge of special educational diagnostic work in general and with a special focus on speech and language. In the students competence: The students can evaluate test methods in the field of speech and language on the basis of quality criteria. Courses (type, number of weekly contact hours, language — if other than Geman, examination offered — if not every semester, information on whether module is creditable for boaus) Wethod of assessment (type, scope, language — if other than Geman, examination offered — if not every semester, information on whether module is creditable for boaus) a) written examination (approx. 2 pages) or b) term paper (approx. 12 pages) or c) presentation (approx. 25 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes) or f) oral examinat	holder of the Chair of Special Education III		n III			
Duration Module level Other prerequisites 1 semester undergraduate Contents Scientific-theoretical and methodological knowledge of special educational-psychological diagnostics. Practice-oriented acquisition of qualitative and quantitative methods of diagnosing speech and language disorders. Intended learning outcomes Professional competence: The students are able to describe the scientific-theoretical basics of the diagnostic methods of fuman and social sciences. They have advanced knowledge of special educational diagnostic work in general and with a special focus on speech and language. The students know phenomenological and hermeneutic methods of educational sciences and psychology. Reflection competence: Ability of self-reflection regarding the requirements of diagnostic work in special educational contexts. Implementation competence: The students can evaluate test methods in the field of speech and language on the basis of quality criteria. Courses (type, number of weeky contact hours, language – if other than German) V + S (no information on SWS (weekly contact hours) and course language available) Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information in groups (groups of 4, approx. 15 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx. 25 minutes) and handout (approx. 2 pages) or d) presentation (approx. 2 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes per candidate) Language of assessment: German, English Allocation of places - Additional informatio	ECTS	Metho	od of grading	Only after succ. com	npl. of module(s)	
1 semester undergraduate Contents Scientific-theoretical and methodological knowledge of special educational-psychological diagnostics. Practi- ce-oriented acquisition of qualitative and quantitative methods of diagnosing speech and language disorders. Intended learning outcomes Professional competence: The students are able to describe the scientific-theoretical basics of the diagnostic work in general and with a special focus on speech and language. The students know phenomenological and hermeneutic methods of educational sciences and psychology. Reflection competence: Ability of self-reflection regarding the requirements of diagnostic work in special educational contexts. Implementation competence: The students can evaluate test methods in the field of speech and language on the basis of quality criteria. Courses (type, number of weekly contact hours, language – if other than German) V + S (no information on SWS (weekly contact hours) and course language available) Method of assessment (type, scope, language – if other than German) V + S (no information on SWS (weekly contact hours) and course (approx. 12 pages) or c) presentation (approx. 25 minutes) and handout (approx. 2 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes per candidate) Allocation of places Additional information Additional information <td>5</td> <td>nume</td> <td>rical grade</td> <td></td> <td></td> <td></td>	5	nume	rical grade			
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 Module appears in	Referre	d to in	LPOI (examination regulation	s for teaching-degree progra	mmes)	
	Module	e appea	ars in			
				peech Therapy (2014))	

	e title				Abbreviation
Philos	ophy of	f science and research m	ethodologies		06-SH-WiFor-142-m01
Modul	e coord	linator		Module offered by	
holder	ofthe	Chair of Special Educatio	on III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Meth	od of grading	Only after succ. con	npl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites	;	
1 seme	ester	undergraduate			
Conter	nts	• •			
ches, c Princip Eviden	critical of s ce-bas	rationalism, phenomenol scientific work on the bas ed research in the field o	logy, hermeneutics, c sis of specific problen	ritical theory, constr	g: empirical-analytical approa- uctivism and systems theory). empirical research and practice.
		ning outcomes			tence: The students are able to
matic a jects, e	and me	thodological research; th	ney are able to indepe	endently conduct and	heory and learn to conduct syste- d evaluate small scientific pro-
their b	asic kn	owledge of scientific the			e: The students have advanced
Course	es (type, I	owledge of scientific the	ory on their own or in language — if other than Ge	small groups.	
Course V + S (I	e s (type, i no info	owledge of scientific the number of weekly contact hours, rmation on SWS (weekly	ory on their own or in language — if other than Ge contact hours) and co	small groups. ^{rman)} ourse language avail	able)
Course V + S (I Metho	es _{(type, 1} no info d of as	owledge of scientific the number of weekly contact hours, rmation on SWS (weekly	ory on their own or in language — if other than Ge contact hours) and co	small groups. ^{rman)} ourse language avail	
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Module	e title			-	Abbreviation
Speech	n and la	inguage therapy researcl	h		o6-SH-ForSpra-142-mo1
Module	e coord	inator		Module offered by	
holder of the Chair of Special Educatio		n III	Chair of Special Edu and Communicatio	ucation and Therapy in Language n Disorders	
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
6	(not) s	successfully completed			
Duratio	on	Module level	Other prerequisites		
2 seme	ester	undergraduate			
Conten	ts				
case in py plar on to th	due co nning. F ne stud	onsideration of speech th urthermore, the research	erapeutic and/or inte project as well as th	erdisciplinary diagno e current state of res	oquium as a scientifically sound ostics and evidence-based thera- search are discussed. In additi- research projects or the "State of
Intende	ed lear	ning outcomes			
to desc dents e speech self-po le follo al-com technic compe vation. compe and dis	ribe ar experim therap sed qu wing a munica ques of tence: Furthe nsate for scussin	nd discuss research content in the different forms of py/logopaedics. They are estion. After developing a reasonable line of argum ative competence: The stu- giving and taking feedba The students work out str rmore, they evaluate own or their weaknesses. Refl g own scientific compete	ents according to the of presentation and a able to independent a question based on ent. They choose a cl udents acquire the ab ack. They present and rategies to work on the strengths and weak ection competence:	target group. Implen icquire the ability to ly analyse, organise hypotheses, the stud lear description in lin bility to closely work I discuss the results he predetermined tas nesses in a realistic The students unders of their Bachelor's th	nd acquire different techniques nentation competence: The stu- develop a question relevant to and discuss a predetermined or dents work on the answer whi- ne with scientific concepts. Soci- on self-posed questions and test in a scientific manner. Personal sk and adopt a proper level moti- manner and acquire the ability to tand the necessity of describing resis.
	_	number of weekly contact hours, l			- 1.1 -)
		mation on SWS (weekly o	· · · · · · · · · · · · · · · · · · ·		
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exposé	with p	resentation (approx. 30 r	ninutes)		
Allocat	ion of _l	olaces			
Additio	onal inf	ormation			
	-				
Worklo	ad				
Teachi	ng cycl	e			
Referre	ed to in	LPO I (examination regulation	s for teaching-degree progra	immes)	
Module					
Bachel	or' deg	ree (1 major) Academic S	peech Therapy (2014)	

Module	title			Abbreviation
Evidenc	e-based work / clinical reasoni	ng		o6-SH-EaCr-142-mo1
Module	coordinator		Module offered by	
holder o	of the Chair of Special Educatio	n III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Method of grading	Only after succ. con	npl. of module(s)	
5	numerical grade			
Duratio	n Module level	Other prerequisites		
1 semes	ter undergraduate			
Content	S			
	ic principles of qualitative and ring and after therapeutic interv			and processes of clinical reaso-
Intende	d learning outcomes			
giving a compete reasonin dents to evaluati	differentiated description of so ence: Based on their profession ng, the students show self-conf o further develop their therapeu	ientific principles an nal knowledge of scie idence in therapeutio tic personality. Refle foundation of an ICF	d forms and process entific principles and c interventions. Thei ction competence: T -based therapy. The	petence: The students succeed in ses of clinical reasoning. Personal I forms and processes of clinical r self-confidence enables the stu- he students understand that the students gain insights into the g.
Courses	(type, number of weekly contact hours, l	anguage — if other than Ger	rman)	
S + S (n	o information on SWS (weekly o	contact hours) and co	ourse language avail	able)
	of assessment (type, scope, langua creditable for bonus)	ge — if other than German, o	examination offered — if no	ot every semester, information on whether
minutes prox. 6 µ (groups	s) and handout (approx. 2 page	s) or d) presentation f one candidate each Indidate)	(approx. 20 minutes) or c) presentation (approx. 25 5) with written elaboration (ap- 5) or f) oral examination in groups
Allocati	on of places			
Addition	nal information			
Workloa	ad			
Teachin	g cycle			
Referred	d to in LPO I (examination regulation	s for teaching-degree progra	mmes)	
	appears in			
Bachelo	or' degree (1 major) Academic S	peech Therapy (2014)	



Theoretical Basics of Psychology

(13 ECTS credits)

Modul	e title				Abbreviation
Genera	al basic	s: cognitive psycholo	gy and neuropsycholo	gy	o6-SH-KogNeuPsy-142-mo1
Modul	e coord	inator		Module offered	by
	fachsch hulen g	nule für Logopädie Wü GmbH	rzburg der Cari-	Chair of Special and Communica	Education and Therapy in Language ation Disorders
ECTS	Meth	od of grading	Only after succ. co	ompl. of module(s)	
5	nume	rical grade			
Durati	on	Module level	Other prerequisite	25	
1 seme	ester	undergraduate	Theoretical classe	s: psychology, clin	ical psychology.
Conter	nts				
cal pic lia, ins logical	tures si sights ir rehabi	uch as apraxia, amnes ito diagnostics and the litation	ia, attentiveness diso	rders, perception d	athology of neuropsychological clini- lisorders, affective disorders, acalcu- ychology, overview of neuropsycho-
	-	ning outcomes			cal-cognitive psychology. They un-
They a to ider able to Course	re able ntify the o evalua es (type, r	to describe the cardin effects of neuropsych ate therapeutic measu number of weekly contact hou	al symptoms of neuro iological/clinical pictu res. Irs, language — if other than C	psychological/clin res on logopaedic German)	neuropsychological/clinical pictures. ical pictures. The students are able diagnostics and therapy. They are
S + S (no info	rmation on SWS (week	ly contact hours) and	course language a	vailable)
		S essment (type, scope, lar ble for bonus)	nguage — if other than German	n, examination offered —	if not every semester, information on whether
minute prox. 6 (group	es) and 5 pages 5 of 4, a	handout (approx. 2 pa	ages) or d) presentatio n of one candidate eac r candidate)	n (approx. 20 mini	ges) or c) presentation (approx. 25 utes) with written elaboration (ap- utes) or f) oral examination in groups
Allocat	tion of	places			
Additio	onal inf	ormation			
Worklo	oad				
Teachi	ing cycl	e			
Referre	ed to in	LPO I (examination regula	tions for teaching-degree prog	grammes)	
Modul	e appea	ars in			
Bache	lor' deg	ree (1 major) Academi	c Speech Therapy (201	14)	

Module	e title				Abbreviation
	pmenta olesce	al Psychology; Emotional nts	and behavioral Diffi	culties in Children	06-Psy-EntAu-092-m01
Modul	e coord	inator		Module offered by	
holder	of the F	Professorship of Educatio	nal Psychology	Institute of Psychol	ogy
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
4	(not) s	successfully completed		-	
Duratio	on	Module level	Other prerequisites		
1 seme	ster	undergraduate			
Conten	Its				
and se tentive person lence,	lf-conce ness, c ality di delinqu	ept; childhood and adole oncentration, partial perf sorders (discipline and e lency and drug consumpt	scence; developmen formance disorders, o ducation difficulties,	t support. / learning disorders of social b anxiety and social v	and sexual behaviour; identity and performance disorders (at- ehaviour, communication and <i>v</i> ithdrawal, aggression and vio- tion and intervention
		ning outcomes			
steps,	areas a		ble to apply, alter or	create psychologica	peculiarities of developmental lly founded measures or pro- an undergraduate level.
Course	S (type, r	number of weekly contact hours, l	anguage — if other than Ger	rman)	
V + V (1	no infor	mation on SWS (weekly o	contact hours) and co	ourse language avail	able)
Metho	d of ass	Sessment (type, scope, langua	ge — if other than German, (examination offered — if no	ot every semester, information on whether
module i	s creditab	le for bonus)			
written	exami	nation (approx. 45 minute	es)		
Allocat	ion of p	olaces			
Additio	onal inf	ormation			
	-				
Worklo	ad				
Teachi	ng cycl	e			
Referre	ed to in	LPO I (examination regulation	s for teaching-degree progra	immes)	
§ 32 (1)) 1 b) cc) Erziehungswissenschat	ften - Psychologie		
Module	e appea	urs in			
Bachel	or' deg	ree (1 major) Academic S	peech Therapy (2014)	
		mination for the teaching	-		
		mination for the teaching			-
		mination for the teaching	-		-
		mination for the teaching			
		mination for the teaching mination for the teaching			
i ii St St	ale exd		s degree millerschule		e (2013)

(2014)

Module	e title				Abbreviation	
Learnir	ng and	Instruction; Social Psych	iology		06-Psy-LernSoz-09	2-m01
Module	e coord	inator		Module offered by		
holder	of the l	Professorship of Education	onal Psychology	Institute of Psychol	ogy	
ECTS	1	od of grading	Only after succ. con	· · · · ·		
4	1	successfully completed				
Duratio		Module level	Other prerequisites			
1 seme		undergraduate				
Conten						
memor thinkin quality cation in sma ve theo Advance hand a ves the have the atmosp Course V + V (r Methoo	y, know g, prob of class (teache Il group pries in ed lear ced me edge of nd effic e stude ne know ohere in es (type, r no infor d of ass	g processes (theories and vledge acquisition (mode vledge acquisition (mode vlem solving (thinking pro ses (specific measures a er-student and student-st os (school class, work gro teachers and students a ning outcomes thodological knowledge a Psychology of Learning, cient help for better learn nts' sympathy for pupils a vledge necessary for cont n class. number of weekly contact hours, l mation on SWS (weekly of sessment (type, scope, langua ile for bonus)	els of memory and reco ocesses and their prir nd requirements of in udent interaction, into oup, teaching staff, fa s well as their modifie gives the students a h Memory, Thinking an ing on the other hand and their dependency trolling social phenor	quirements of memo nciples, also during p mproving classes) / s cercultural learning); mily); social attitude cation); social conflic better understanding d Knowledge facilita d. Advanced knowled y on group, family an nena in class and for man) burse language availa	rising and knowledg problem solving); ins social interaction an social structures an es, social cognition a cts and their resolut g of psychological lit tes better teaching o dge of Social Psycho d society; therefore r promoting a suppo	ge building); struction, id communi- id processes and subjecti- ion. cerature. on the one ology impro- , the students ortive social
written	exami	nation (approx. 45 minut	es)			
Allocat	ion of _l	olaces				
Additio	onal inf	ormation				
Worklo	ad					
Teachi	ng cycl	e				
Referre	ed to in	LPO I (examination regulation	s for teaching-degree progra	mmes)		
		:) Erziehungswissenscha				
Module			, 0			
Bachel First sta First sta First sta First sta First sta First sta	or' deg ate exa ate exa ate exa ate exa ate exa ate exa	ree (1 major) Academic S mination for the teaching mination for the teaching	g degree Grundschule g degree Hauptschule g degree Realschule E g degree Gymnasium g degree Sonderpäda g degree Mittelschule	e Educational Science Educational Science Educational Science Educational Science gogik Educational Science Educational Science	e (2009) (2009) (2009) cience (2009) e (2013)	
Bachelor's	with 1 ma	jor Academic Speech Therapy	JMU Würzburg • gener	ated 26-Aug-2024 • exam. re	g. data record Ba-	page 30 / 76



Theoretical Basics of Linguistics and Pragmatics

(5 ECTS credits)

^ -	e title				Abbreviation
Genera	l basic	s: linguistics, neuroling	uistics, patholinguist	ics and pragmatics	06-SH-LingPrag-142-m01
Module	e coord	linator		Module offered by	
holder	ofthe	Chair of Special Educatio	n III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Meth	od of grading	Only after succ. con	1	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites	i	
1 seme	ster	undergraduate	Theoretical classes:	phonetics, linguisti	cs.
Conten	Its				
ciples. tional-p neighb red cor langua stics re Intendo Profess princip tion co into the pationa on of li their pr studen	Pathol politica ouring mmunio ge proo elevant ed lear sional c eles of r mpeter e above al grou nguisti rofessio ts show	inguistic basics of the hi al classification of the var fields of work of speech cation in children and ad cesses and language kno to speech therapy/logop ning outcomes competence: The student models of speech produce nce: The students are abl e-mentioned models. The ps. Social-communicative ic principles and of the tee onal knowledge of linguis	story of speech thera ious national and int therapy/logopaedics ults, language acquis owledge in the contex backing and processing a le to classify and eval ey know speech thera e competence: The st erminology of patho-	py/logopaedics in Gernational speech th ; fields of treatment sition, overview of rest t of healthy speech; cic concepts and are as well as principles luate linguistic symp peutic fields of work cudents succeed in g and neurolinguistics.	vell as their neurological prin- ermany and in the US; occupa- erapeutic occupational groups; and clinical pictures of disorde- search on language acquisition, research results of psycholingui- familiar with the neurolinguistic of patholinguistics. Implementa- toms and can incorporate them and treatment as well as occu- iving a differentiated descripti- . Personal competence: Based of
			apeutic interventions.	. Their self-confidenc	
own co	mpete	therapeutic personality. ncies is the foundation o	apeutic interventions. Reflection competend f an ICF-based therap	. Their self-confidenc ce: The students und by.	
own co Course	mpete s (type, 1	therapeutic personality.	apeutic interventions. Reflection competend f an ICF-based therap language — if other than Gen	. Their self-confidenc ce: The students und yy. rman)	e enables the students to furthe lerstand that the evaluation of
own co Course S + S +	s (type, i S (no i	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee	apeutic interventions. Reflection competend f an ICF-based therap language — if other than Gen kly contact hours) an	. Their self-confidence ce: The students und yy. rman) d course language a	e enables the students to furthe lerstand that the evaluation of
own co Course S + S + Method module is	s (type, i S (no i d of as	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ole for bonus)	apeutic interventions. Reflection competend f an ICF-based therap language — if other than Ger kly contact hours) an age — if other than German,	. Their self-confidence ce: The students und py. rman) Id course language a examination offered — if no	e enables the students to furthe lerstand that the evaluation of vailable) t every semester, information on whether
own co Course S + S + Method module is a) writt minute prox. 8 (groups	s (type, i S (no i d of as: s creditation en exa s) with pages s of 3, a	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ble for bonus) mination (approx. 90 min handout (approx. 2 page	apeutic interventions. Reflection competence f an ICF-based therap language — if other than Gen kly contact hours) an age — if other than German, nutes) or b) term pape es) or d) presentation of one candidate each andidate)	. Their self-confidence ce: The students und py. man) d course language a examination offered — if no er (approx. 15 pages) (approx. 20 minutes	e enables the students to furthe lerstand that the evaluation of vailable)
own co Course S + S + Method module is a) writt minute prox. 8 (groups Langua	s (type, i S (no i d of ass s creditable en exa s) with pages s of 3, a age of a	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ole for bonus) mination (approx. 90 min handout (approx. 90 min handout (approx. 2 page) or e) oral examination c approx. 20 minutes per c assessment: German, Eng	apeutic interventions. Reflection competence f an ICF-based therap language — if other than Gen kly contact hours) an age — if other than German, nutes) or b) term pape es) or d) presentation of one candidate each andidate)	. Their self-confidence ce: The students und py. man) d course language a examination offered — if no er (approx. 15 pages) (approx. 20 minutes	e enables the students to furthe lerstand that the evaluation of vailable) of every semester, information on whether of or c) presentation (approx. 30 s) with written elaboration (ap-
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own co Course S + S + Method module is a) writt minute prox. 8 (groups Langua Allocat	s (type, 1 S (no i d of ass s creditat een exa s) with pages s of 3, a age of a	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ole for bonus) mination (approx. 90 min handout (approx. 90 min handout (approx. 2 page) or e) oral examination c approx. 20 minutes per c assessment: German, Eng	apeutic interventions. Reflection competence f an ICF-based therap language — if other than Gen kly contact hours) an age — if other than German, nutes) or b) term pape es) or d) presentation of one candidate each andidate)	. Their self-confidence ce: The students und py. man) d course language a examination offered — if no er (approx. 15 pages) (approx. 20 minutes	e enables the students to furthe lerstand that the evaluation of vailable) of every semester, information on whether of or c) presentation (approx. 30 s) with written elaboration (ap-
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own co Course S + S + Method module is a) writt minute prox. 8 (groups Langua Allocat Additio 	s (type, 1 S (no i d of ass s credital cen exa s) with pages s of 3, a age of a cion of	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ble for bonus) mination (approx. 90 min handout (approx. 90 min handout (approx. 2 page) or e) oral examination c approx. 20 minutes per c assessment: German, Eng places	apeutic interventions. Reflection competence f an ICF-based therap language — if other than Gen kly contact hours) an age — if other than German, nutes) or b) term pape es) or d) presentation of one candidate each andidate)	. Their self-confidence ce: The students und py. man) d course language a examination offered — if no er (approx. 15 pages) (approx. 20 minutes	e enables the students to furthe lerstand that the evaluation of vailable) of every semester, information on whether of or c) presentation (approx. 30 s) with written elaboration (ap-
own co Course S + S + Method module is a) writt minute prox. 8 (groups Langua Allocat Additio	s (type, 1 S (no i d of ass s credital cen exa s) with pages s of 3, a age of a cion of	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ble for bonus) mination (approx. 90 min handout (approx. 90 min handout (approx. 2 page) or e) oral examination c approx. 20 minutes per c assessment: German, Eng places	apeutic interventions. Reflection competence f an ICF-based therap language — if other than Gen kly contact hours) an age — if other than German, nutes) or b) term pape es) or d) presentation of one candidate each andidate)	. Their self-confidence ce: The students und py. man) d course language a examination offered — if no er (approx. 15 pages) (approx. 20 minutes	e enables the students to furthe lerstand that the evaluation of vailable) of every semester, information on whether or c) presentation (approx. 30 s) with written elaboration (ap-
own co Course S + S + Method module is a) writt minute prox. 8 (groups Langua Allocat	s (type, 1 S (no i d of as: s credital cen exa s) with pages s of 3, a age of a cion of onal inf	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ble for bonus) mination (approx. 90 min handout (approx. 90 min handout (approx. 2 page) or e) oral examination c approx. 20 minutes per c assessment: German, Eng places	apeutic interventions. Reflection competence f an ICF-based therap language — if other than Gen kly contact hours) an age — if other than German, nutes) or b) term pape es) or d) presentation of one candidate each andidate)	. Their self-confidence ce: The students und py. man) d course language a examination offered — if no er (approx. 15 pages) (approx. 20 minutes	e enables the students to furthe lerstand that the evaluation of vailable) of every semester, information on whether or c) presentation (approx. 30 s) with written elaboration (ap-
Own co Course S + S + Method module is a) writt minute prox. 8 (groups Langua Allocat Morklo 	s (type, 1 S (no i d of as: s credital cen exa s) with pages s of 3, a age of a cion of onal inf	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ble for bonus) mination (approx. 90 min handout (approx. 90 min handout (approx. 2 page) or e) oral examination c approx. 20 minutes per c assessment: German, Eng places	apeutic interventions. Reflection competence f an ICF-based therap language — if other than Gen kly contact hours) an age — if other than German, nutes) or b) term pape es) or d) presentation of one candidate each andidate)	. Their self-confidence ce: The students und py. man) d course language a examination offered — if no er (approx. 15 pages) (approx. 20 minutes	e enables the students to furthe lerstand that the evaluation of vailable) of every semester, information on whether or c) presentation (approx. 30 s) with written elaboration (ap-
Own co Course S + S + Method module is a) writt minute prox. 8 (groups Langua Allocat Morklo Teachin 	s (type, 1 S (no i d of as: s creditab een exa s) with pages s of 3, a age of a tion of ponal inf	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ble for bonus) mination (approx. 90 min handout (approx. 90 min handout (approx. 2 page) or e) oral examination c approx. 20 minutes per c assessment: German, Eng places	apeutic interventions. Reflection competend f an ICF-based therap language — if other than Gen kly contact hours) an age — if other than German, nutes) or b) term pape es) or d) presentation of one candidate each andidate) glish	. Their self-confidence ce: The students und by. man) d course language a examination offered — if no er (approx. 15 pages) (approx. 20 minutes n (approx. 20 minutes	e enables the students to furthe lerstand that the evaluation of vailable) of every semester, information on whether or c) presentation (approx. 30 s) with written elaboration (ap-
own co Course S + S + Method module is a) writt minute prox. 8 (groups Langua Allocat Morklo Teachin Referre 	s (type, 1 S (no i d of as: s creditable ren exa s) with pages s of 3, a age of a tion of ponal inf ponal inf pod to in	therapeutic personality. ncies is the foundation o number of weekly contact hours, information on SWS (wee sessment (type, scope, langua ble for bonus) mination (approx. 90 min handout (approx. 90 min handout (approx. 2 page) or e) oral examination c approx. 20 minutes per c assessment: German, Eng places	apeutic interventions. Reflection competend f an ICF-based therap language — if other than Gen kly contact hours) an age — if other than German, nutes) or b) term pape es) or d) presentation of one candidate each andidate) glish	. Their self-confidence ce: The students und by. man) d course language a examination offered — if no er (approx. 15 pages) (approx. 20 minutes n (approx. 20 minutes	e enables the students to furthe lerstand that the evaluation of vailable) of every semester, information on whether 0 or c) presentation (approx. 30 s) with written elaboration (ap- s) or f) oral examination in group

Module appears in

Bachelor' degree (1 major) Academic Speech Therapy (2014)



Occupational Studies and Civics

(17 ECTS credits)

Module title		Abbreviation					
	Occupational Studies, legal issues for speech and language therapists and ci- 06-SH-BSK-142-mo1						
vics							
Module coordinator			Module offered by				
Berufsfachschule für Logopädie Würzburg der Cari- tas-Schulen gGmbH			Chair of Special Education and Therapy in Language and Communication Disorders				
ECTS Met	nod of grading	Only after succ. con	npl. of module(s)				
2 num	erical grade						
Duration	Module level	Other prerequisites	rerequisites				
1 semester undergraduate		Theoretical classes: occupational studies and civics.					
Contents							
Basic rights of German citizens, supreme federal bodies, competences of the Federation and the Laender, struc- tural principles of the state system, rights and obligations of employees/employers, parties, media, involvement of citizens, remedies directives, accounting system of speech therapeutic-logopaedic practice, regulations, fra- mework conditions and laws of founding a speech therapeutic-logopaedic office, ICF (international classification of functioning, disability and health), system of social security, professional representation on a national and in- ternational level							
Intended learning outcomes							
know the reg medies direc know the me	ulations for employees/er tives as well as other relev eans and functions of profe	nployers as well as th vant regulations to sp essional special inter	ne social insurance s beech therapeutic/lo est groups.	deral State level. The students systems. They can apply the re- gopaedic practice. The students			
	, number of weekly contact hours, I						
S + S (no information on SWS (weekly contact hours) and course language available)							
Method of as module is credita		ge — if other than German, o	examination offered — if no	ot every semester, information on whether			
minutes) and prox. 6 page	d handout (approx. 2 page	s) or d) presentation f one candidate each	(approx. 20 minutes	or c) presentation (approx. 25) with written elaboration (ap- s) or f) oral examination in groups			
Allocation of	places						
Additional information							
Workload							
Teaching cycle							
Referred to in LPO I (examination regulations for teaching-degree programmes)							
Module appears in							
Bachelor' degree (1 major) Academic Speech Therapy (2014)							

Module title					Abbreviation	
Voice and speech training					06-SH-Stim-142-m01	
Module coordinator				Module offered by		
Berufsfachschule für Logopädie Würzbur tas-Schulen gGmbH			urg der Cari-	Chair of Special Education and Therapy in Language and Communication Disorders		
ECTS	Meth	od of grading	Only after succ. con	npl. of module(s)	ule(s)	
5	(not)	successfully completed				
Durati	uration Module level Other prerequisites					
1 semester undergraduate		Practical classes: voice and speech training.				
Contei	nts					
on and notes, led an servat	l percep practis swers, p ion and	otion of oscillation during ing and observing differe prepared short presentat experience of voice and	speech production, nt forms of speaking ion, principles of a pr	practising standard without notes: role resentation in theory	xpression of personality, vibrati- language when speaking without olay, giving spontaneous, detai- and practice, differentiated ob-	
Intend	ed lear	ning outcomes				
ce. The	ey know		n the parameters boo	ly, respiration, phon	of their singing and speaking voi- ation, articulation, resonance hese.	
Course	es (type, 1	number of weekly contact hours,	language — if other than Ge	rman)		
S (no i	nforma	tion on SWS (weekly cont	tact hours) and cours	e language available	<u>e)</u>	
		sessment (type, scope, langua ble for bonus)	ge — if other than German,	examination offered — if no	t every semester, information on whether	
a) port	folio (a	pprox. 12 pages) or b) pro	oject report (approx. :	12 pages)		
Alloca	tion of	places				
Additi	onal inf	ormation				
Additio	onal inf	ormation				
	_	ormation				
	_	ormation				
 Workle	_					
 Workle	oad					
 Workle Teachi 	oad ing cycl		s for teaching-degree progra	ammes)		
 Workle Teachi 	oad ing cycl	e	s for teaching-degree progra	ammes)		
 Worklo Teachi Referro 	oad ing cycl	e LPOI (examination regulation	s for teaching-degree progra	ammes)		

Module title				Abbreviation
Prevention a	nd early intervention in sp	eech and language		o6-SH-Präv-142-mo1
Module coord	linator		Module offered by	
holder of the Chair of Special Education III			Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS Meth	od of grading	Only after succ. con	npl. of module(s)	
10 nume	erical grade			
Duration	Module level	Other prerequisites		
1 semester	undergraduate			
Contents				
guistic develo cepts of preve	opment, anomalies, risk fa ention and early intervent uage support and therapy	actors, possibilities of termination	of diagnostics, interv erms/differentiation	ss of pre-linguistic and early lin- rention/support concepts. Con- between prevention, early inter- essional associations, aspects of
Intended lear	ning outcomes			
examine scie students are tion speech t rent counsell basic compet Courses (type,	ntific studies on pre-lingu able to identify anomalies herapy. Social-communica ing and interdisciplinary a	istic and early linguis in pre-linguistic/ear ative competence: Th greement. Personal rents and experts fro anguage — if other than Ger	stic development. Im 'ly linguistic develop ne students can appl competence: The stu m other disciplines i rman)	etence: The students can critically aplementation competence: The ment and can plan early interven- ly principles of case-oriented pa- udents should have and advance in the field of early intervention.
Method of as module is credita		ge — if other than German,	examination offered — if no	ot every semester, information on whether
minutes) with prox. 8 pages (groups of 3,	n handout (approx. 2 page	s) or d) presentation f one candidate each andidate)	(approx. 20 minutes) or c) presentation (approx. 30 s) with written elaboration (ap- s) or f) oral examination in groups
Allocation of	places			
Additional in	formation			
Workload				
Teaching cyc	le			
Referred to ir	LPOI (examination regulation	s for teaching-degree progra	ammes)	
Module appe		: _:	<u>``</u>	
Bachelor' deg	gree (1 major) Academic S	peech Therapy (2014)	

Bachelor's with 1 major Academic Speech Therapy	Ī
(2014)	



Theory and practice of Speech and Language Disorders: Basics of Developmental Language Disorders

(67 ECTS credits)



Theory and Practice: Language Acquisition Disorders

Modul	e title				Abbreviation
•	•	actice of speech and lang	guage disorders: bas	ics of developmen-	o6-SH-LogTheoSES-142-mo1
Modul	e coord	inator		Module offered by	·
	fachsch nulen g	uule für Logopädie Würzb GmbH	urg der Cari-	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites		
1 seme	ster	undergraduate		speech therapy: flue e of speech therapy:	ency disorders in children. Practi- fluency disorders.
Conten	Its				
tics/ph for spe Practic	ionolog cific sp al exerc	y, syntax/morphology. P eech development disor cises in analysing finding	rinciples of aetiology ders. Principles of pla	, phenomenology, d anning and documer	antics/vocabulary, phone- iagnostics and therapy planning hting an ICF-oriented therapy. hanner.
		ning outcomes			h development as well as theore-
propria on of li on thei further	ate ther nguisti ir profes develo	apy. Social-communicati c skills and anomalies in ssional knowledge of spe	ve competence: The s children. Personal co ech development dis nality. Reflection con	students succeed in ompetence: The stuc sorders. Their self-co npetence: The stude	eas of disorders and to plan ap- giving a differentiated descripti- lents show self-confidence based onfidence enables the students to nts understand that the evaluati-
Course	S (type, r	number of weekly contact hours, l	anguage — if other than Ger	rman)	
S + S (I	no infor	mation on SWS (weekly o	contact hours) and co	ourse language avail	able)
		Sessment (type, scope, langua ile for bonus)	ge — if other than German, o	examination offered — if no	ot every semester, information on whether
minute nutes)	s) with		rox. 6 pages) or d) or) or c) presentation (approx. 20 le candidate each (approx. 15 mi-
	ion of p				
Additio	onal inf	ormation			
Worklo	ad				
Teachi	ng cycl	e			
Referre	ed to in	LPO I (examination regulation	s for teaching-degree progra	mmes)	
	e appea				
Bachel	or' deg	ree (1 major) Academic S	peech Therapy (2014)	

	e title				Abbreviation	
Theory	/ and pr	actice of speech and lan	guage disorders: ass	essment of deve-	o6-SH-LogDiagSES-142-mo)1
lopme	ntal lan	guage disorders				
Modul	e coord	inator		Module offered by	•	
Berufs	fachsch	ule für Logopädie Würzb	ourg der Cari-	Chair of Special Ed	ucation and Therapy in Lang	guage
tas-Sc	hulen g	GmbH		and Communicatio	n Disorders	
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)		
5	nume	rical grade				
Durati	on	Module level	Other prerequisites	6		
1 seme	ester	undergraduate		lasses: practice of s	velopmental speech disordo peech therapy: developmen	
Conter	nts					
rential	-diagno		ning the linguistic lev	vel of development.	logy, syntax/morphology. Di Deduction of ICF-oriented th	
Intend	ed lear	ning outcomes				
The stu te and ment. to the dents a flection	udents a interpro Social-co respect are able n comp	are able to employ differ et the diagnostic results communicative competer ive test situation. Person e to take on the role of th etence: The students eva	ent test methods in a whilst taking into acc nce: The students are al competence: By ta e therapist during dia lluate their therapeut	patient-oriented ma ount linguistic and o able to adjust their king care of time ma agnostics. They show ic attitude as well as	ent. Implementation competents. They are able to evalue extralinguistic areas of deververbal and non-verbal beha anagement and structure, they appreciation for the patients their responses to patients F-oriented therapy planning	a- lop- viour e stu t. Re- . The
Course	es (type, r	number of weekly contact hours,	language — if other than Ge	rman)		
S + S (no infor	mation on SWS (weekly	contact hours) and co	urco languago avail		
		sessment (type scope langue		Juise language avail	able)	
module i	is creditab	le for bonus)	age — if other than German,		able) ot every semester, information on wh	ether
a) writh minute prox. 6 (group	ten exa es) and 6 pages) es of 4, a	^{le for bonus)} mination (approx. 60 mir handout (approx. 2 page	nutes) or b) term pape s) or d) presentation f one candidate each andidate)	examination offered — if n er (approx. 12 pages (approx. 20 minutes	·	25 1p-
a) writt minute prox. 6 (group Langua	ten exa es) and 6 pages) es of 4, a	ele for bonus) mination (approx. 60 min handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng	nutes) or b) term pape s) or d) presentation f one candidate each andidate)	examination offered — if n er (approx. 12 pages (approx. 20 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writt minute prox. 6 (group Langua	ten exa es) and 5 pages) os of 4, a age of a	ele for bonus) mination (approx. 60 min handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng	nutes) or b) term pape s) or d) presentation f one candidate each andidate)	examination offered — if n er (approx. 12 pages (approx. 20 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writh minute prox. 6 (group Langua Alloca 	ten exa es) and 6 pages) os of 4, a age of a tion of j	ele for bonus) mination (approx. 60 min handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng	nutes) or b) term pape s) or d) presentation f one candidate each andidate)	examination offered — if n er (approx. 12 pages (approx. 20 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writt minute prox. 6 (group Langua Allocat Additie	ten exa es) and 6 pages) os of 4, a age of a tion of j onal inf	le for bonus) mination (approx. 60 mir handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng blaces	nutes) or b) term pape s) or d) presentation f one candidate each andidate)	examination offered — if n er (approx. 12 pages (approx. 20 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writh minute prox. 6 (group Langua Alloca 	ten exa es) and 6 pages) os of 4, a age of a tion of j onal inf	le for bonus) mination (approx. 60 mir handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng blaces	nutes) or b) term pape s) or d) presentation f one candidate each andidate)	examination offered — if n er (approx. 12 pages (approx. 20 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writt minute prox. 6 (group Langua Allocat Additio Workle	ten exa es) and 6 pages) os of 4, a age of a tion of j onal inf	le for bonus) mination (approx. 60 min handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng olaces ormation	nutes) or b) term pape s) or d) presentation f one candidate each andidate)	examination offered — if n er (approx. 12 pages (approx. 20 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writt minute prox. 6 (group Langua Allocat Additio Workle	ten exa es) and 6 pages) os of 4, a age of a tion of j onal inf	le for bonus) mination (approx. 60 min handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng olaces ormation	nutes) or b) term pape s) or d) presentation f one candidate each andidate)	examination offered — if n er (approx. 12 pages (approx. 20 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writti minute prox. 6 (group Langua Allocat Additio Worklo Teachi	ten exa es) and 6 pages) os of 4, a age of a tion of j onal inf oad	e for bonus) mination (approx. 60 min handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng olaces ormation	nutes) or b) term pape s) or d) presentation f one candidate each andidate) glish	examination offered — if ne er (approx. 12 pages (approx. 20 minutes a (approx. 15 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writti minute prox. 6 (group Langua Allocat Additio Worklo Teachi	ten exa es) and 6 pages) os of 4, a age of a tion of j onal inf oad	le for bonus) mination (approx. 60 min handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng olaces ormation	nutes) or b) term pape s) or d) presentation f one candidate each andidate) glish	examination offered — if ne er (approx. 12 pages (approx. 20 minutes a (approx. 15 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writt minute prox. 6 (group Langua Allocat Additio Worklo Teachi Referro	ten exa es) and 5 pages) is of 4, a age of a tion of p onal inf oad ing cycl ed to in	le for bonus) mination (approx. 60 min handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng places ormation e LPO I (examination regulation	nutes) or b) term pape s) or d) presentation f one candidate each andidate) glish	examination offered — if ne er (approx. 12 pages (approx. 20 minutes a (approx. 15 minutes	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writt minute prox. 6 (group Langua Allocat Additio Worklo Teachi Referro Modul	ten exa es) and 5 pages) s of 4, a age of a tion of j onal inf oad ing cycl ed to in	e LPOI (examination regulation ars in	nutes) or b) term pape s) or d) presentation of one candidate each andidate) glish	examination offered — if ne er (approx. 12 pages (approx. 20 minutes a (approx. 15 minutes a minutes)	ot every semester, information on wh) or c) presentation (approx. 5) with written elaboration (a	25 1p-
a) writi minute prox. 6 (group Langua Allocat Additio Worklo Teachi Referro Bache	ten exa es) and o pages) os of 4, a age of a tion of p onal inf onal inf oad ing cycl ed to in e appea lor' deg	le for bonus) mination (approx. 60 min handout (approx. 2 page) or e) oral examination c approx. 15 minutes per ca ssessment: German, Eng places ormation e LPO I (examination regulation	nutes) or b) term pape s) or d) presentation of one candidate each andidate) glish s for teaching-degree progra	examination offered — if ne er (approx. 12 pages (approx. 20 minutes a (approx. 15 minutes a minutes)	ot every semester, information on wh) or c) presentation (approx. s) with written elaboration (a s) or f) oral examination in g	25 ip- roups

				Abbreviation
Theory and practice of speech and language disorders: therapy of develop- o6-SH-LogTheraSES-142-magnetic				
mental language	e disorders			
Module coordina	ator		Module offered by	·
Berufsfachschul	e für Logopädie Würzb	ourg der Cari-		ucation and Therapy in Language
tas-Schulen gGm			and Communicatio	n Disorders
	of grading	Only after succ. con	npl. of module(s)	
5 numerica	-			
	lodule level	Other prerequisites	i	
	ndergraduate			
Contents				
phonetics/phone reaching ICF-orie	ology and syntax/mor ented therapy goals. Fi	phology. Based on th urthermore, we select	is knowledge, we de patient-oriented as	ields of semantics/vocabulary, evelop a hierarchical method of well as disorder-specific therapy on different linguistic levels.
Intended learnin	ig outcomes			
manner. They kn Social-communi- the patient and o their patients. Th	ow customisable way cative competence: De disorder. Personal con ney are encouraged to	s of intervention that uring therapy, the stu npetence: The studen develop authentic be	can be adjusted to t dents adjust their ve its know how to resp ehaviour. Reflection	ic methods in a patient-oriented he patient and his capabilities. erbal and non-verbal behaviour to onsibly deal with themselves and competence: The students ana- e to justify their therapeutic ap-
Courses (type, num	ber of weekly contact hours,	language — if other than Ge	rman)	
S + S (no informa	ation on SWS (weekly	contact hours) and co	ourse language avail	able)
Method of asses module is creditable f		age — if other than German,	examination offered — if no	ot every semester, information on whether
minutes) and ha prox. 6 pages) or (groups of 4, app	ndout (approx. 2 page	es) or d) presentation of one candidate each andidate)	(approx. 20 minutes) or c) presentation (approx. 25 5) with written elaboration (ap- 5) or f) oral examination in groups
Allocation of pla	ces			
Additional inform	mation			
Workload				
Teaching cycle				
Referred to in LP	POI (examination regulation	is for teaching-degree progra	ammes)	
Module appears	1			
	in			



Theory and practice: orofacial clefts / rhinolalia / myofunctional disorders, auditory processing, hearing impairment in children and cochlear implant

Module	e title				Abbreviation
nolalia	/ myof	actice of speech and lan functional disorders, aud cochlear implant		-	o6-SH-LogTheoSek-142-mo1
Module	e coord	inator		Module offered by	
Berufsf tas-Sch		nule für Logopädie Würzb GmbH	urg der Cari-	Chair of Special Edu and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites		
1 seme	ster	undergraduate	functional disorders	s, rhinophonia. Pract	aring impairments, orofacial myo- ical classes: practice of speech myofunctional disorders, rhino-
Conten	ts		• •		
lips, cle	eft jaws		a / myofunctional dis	orders, auditory pro	ngnostics and therapy of cleft cessing, hearing disorders in nd therapy.
Intende	ed lear	ning outcomes			
The stuttence: ve and propert Course S + S + Methoo module is	idents a The stu indepe ly evalu s (type, r S + S (d of ass s creditab	are able to conduct disor dents know principles of endently advance basic th late the execution of sub number of weekly contact hours, no information on SWS (sessment (type, scope, langua le for bonus)	der-specific and subj conversation technic nerapeutic competen ject-specific practica language — if other than Ger weekly contact hours ge — if other than German,	ect-specific exercise ques. Personal comp cies. Reflection com l exercises. (man)) and course language examination offered — if no	t every semester, information on whether
minute prox. 6 (groups	s) and pages) s of 4, a	handout (approx. 2 page	s) or d) presentation f one candidate each andidate)	(approx. 20 minutes	or c) presentation (approx. 25) with written elaboration (ap-) or f) oral examination in groups
Allocat	ion of p	olaces			
 Additio	onal inf	ormation			
Worklo	ad				
Teachi	ng cvcl	e			
	<u> </u>				
Referre	ed to in	LPOI (examination regulation	s for teaching-degree progra	ummes)	
Module	e appea	ars in			
		ree (1 major) Academic S	peech Therapy (2014)	
				/	



Theory and practice: fluency disorders

Module title				Abbreviation		
Theory and practice of spe of fluency disorders	ech and langu	lage disorders: bas	ics and diagnostic	o6-SH-LogTheoRed-142-mo1		
Module coordinator Module offered by						
Berufsfachschule für Logor tas-Schulen gGmbH	oädie Würzbur	g der Cari-	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders		
ECTS Method of grading		Only after succ. com	pl. of module(s)			
5 numerical grade		-				
Duration Module leve	el 🛛	Other prerequisites				
1 semester undergradu			speech therapy: flu of speech therapy:	ency disorders in children. Practi- fluency disorders.		
Contents						
	adults (stutter	ring, cluttering). Prin		l diagnostics of fluency therapy and documenting an ICF-oriented		
Intended learning outcome	es					
students know the principl	es of conversa and advance b	ation techniques for basic therapeutic co	r target-oriented dia ompetencies. Reflect	ommunicative competence: The gnosis. Personal competence: tion competence: The students		
Courses (type, number of weekly	contact hours, lan	guage — if other than Ger	man)			
S + S (no information on S)	NS (weekly co	ntact hours) and co	urse language avail	able)		
Method of assessment (type module is creditable for bonus)	e, scope, language	— if other than German, e	examination offered — if no	ot every semester, information on whether		
minutes) and handout (app	prox. 2 pages) amination of c nutes per can	or d) presentation one candidate each didate)	(approx. 20 minutes) or c) presentation (approx. 25 5) with written elaboration (ap- 5) or f) oral examination in groups		
Allocation of places						
Additional information						
Workload						
Teaching cycle						
Referred to in LPO I (examin	ation regulations fo	or teaching-degree progra	mmes)			
Module appears in						

Module	title				Abbreviation
Theory orders	and pr	actice of speech and lan	guage disorders: the	rapy of fluency dis-	o6-SH-LogTheraRed-142-mo1
Module coordinator Module offered by					
Berufsf tas-Sch		ule für Logopädie Würzb GmbH	urg der Cari-	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
5	nume	rical grade			
Duratio	n	Module level	Other prerequisites		
1 seme	ster	undergraduate		speech therapy: flu herapy: fluency diso	ency disorders. Practical classes: rders.
Conten	ts				
Princip	les of p		g a therapy. Principle	es of a case-oriented	d adults (stuttering, cluttering). , patient-oriented therapy plan- nt methods.
Intende	ed leari	ning outcomes			
counse flection the stag	lling. P compo ge of th	ersonal competence: The etence: The students ind herapy in order to develop	e students should ha ividually learn to eva o an efficient therapy	ve and advance basi luate their own diagr plan.	y the principles of case-oriented ic therapeutic competencies. Re- nostic competencies as well as
Course	5 (type, n	number of weekly contact hours, l	anguage — if other than Ger	rman)	
S + S (n	o infor	mation on SWS (weekly o	contact hours) and co	ourse language avail	able)
		sessment (type, scope, langua le for bonus)	ge — if other than German, o	examination offered — if no	ot every semester, information on whether
minute prox. 6 (groups	s) and pages) s of 4, a	handout (approx. 2 page	s) or d) presentation f one candidate each indidate)	(approx. 20 minutes) or c) presentation (approx. 25 5) with written elaboration (ap- 5) or f) oral examination in groups
Allocat	ion of p	olaces			
Additio	nal inf	ormation			
Worklo	ad				
Teachir	ng cycl	e			
Referre	d to in	LPOI (examination regulation	s for teaching-degree progra	mmes)	
Module	appea	ars in			
	or' deg				



Theory and practice: voice disorders

Theory and practice of speech and language disorders: basics and assessment of voice disorders of-SH-LogTheoStim-142-r Module coordinator Module offered by Berufsfachschule für Logopädie Würzburg der Cari-tas-Schulen gömbH Chair of Special Education and Therapy in Lan and Schulen gömbH ECTS Method of grading Only after succ. compl. of module(s) 5 numerical grade Duration Module level Other prerequisites I semester undergraduate Theoretical classes: speech therapy: voice disorders. Professional competence: The students know the theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of voice therachild advance basic therapeutic competencies. Reflection competence: They all to advance basic therapeutic competencies. Reflection competence: They all advance basic therapeutic competencies. Reflection competence: The students know the theoretical competencies. Reflection competence: The students dualy learn to evaluate their own diagnostic competencies. Correse type, number of weekly contact hours, language – if other than German) S Adveckly contact hours, language – if other than German) S Module level Other preequisites Contents Contents	Module	title			Abbreviation	
Berufsfachschule für Logopädie Würzburg der Cari- tas-Schulen gGmbH Chair of Special Education and Therapy in Lan and Communication Disorders ECTS Method of grading Only after succ. compl. of module(s) 5 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Theoretical classes: speech therapy: voice disorders. Practical class practice of speech therapy: voice disorders. Contents Theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of voice thera children and adults, principles of planning and documenting diagnoses, practical exercises in establishing gnoses. Intended learning outcomes Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostic phenomenology and diagnostics of dysphonia in children and adults. Implementation competence: The y le to plan, conduct and document disorder-specific diagnostics. Social-communicative competence: The students should have and advance basic therapeutic competencies. Courses (type, number of weekly contact hours, language – if other than German) S + S (no information on SWS (weekly contact hours) and course language available) Method of assessment: German, English Allocation of places if main a gradiate a) written examination (approx. 15 minutes) or f) oral examination in gradiate if module aprox. 15 minutes) or f) oral examination in gradiate<			nguage disorders: bas	sics and assessment	o6-SH-LogTheoStim-142-mo1	
tas-Schulen gGmbH and Communication Disorders ECTS Method of grading Only after succ. compl. of module(s) 5 numerical grade - Duration Module level Other prerequisites 1 semester undergraduate Theoretical classes: speech therapy: voice disorders. Practical classes: practice of speech therapy: voice disorders. Practical characters in the speech therapy: voice disorders. Contents Theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of voice thera children and adults, principles of planning and documenting diagnoses, practical exercises in establishing gnoses. Intended learning outcomes Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostic phenomenology and diagnostics of dysphonia in children and adults. Implementation competence: They are to top and out and document disorder-specific diagnostics. Social-communicative competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students with any diagnostic competencies. Courses (type, number of weekly contact hours, language – if other than German) S + S (no information on SWS (weekly contact hours) and course language available) Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on wimoule is creditable for bonus) a) written examination (approx. 5 pages) or d) presentation (approx. 12 pages) or f) oral	Module coordinator Module offered by					
numerical grade - Duration Module level Other prerequisites 1 semester undergraduate Theoretical classes: speech therapy: voice disorders. Practical classes: speech therapy: voice disorders. Contents Theoretical principles of actiology, differential diagnostics, phenomenology and diagnostics of voice therapy: voice disorders. Intended learning outcomes Intended learning outcomes Professional competence: The students know the theoretical principles of actiology, differential diagnostic sof voice therapeutic competence: The students show the principles of conversation techniques for target-oriented diagnosis. Personal competence: The students should have and advance basic therapeutic competencies. Courses (type, number of weekly contact hours, language – if other than German, examination offered – if not every semester, information on WM module is creditable for bonus) a) written examination (approx. 6 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx. 6 pages) or d) presentation (approx. 15 minutes) or f) oral examination in prox. 6 pages) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in prox. 6 pages) or d) presentation (approx. 15 minutes) or f) oral examination in prox. 6 pages) or d) presentation (approx. 15 minutes) or f) oral examination in prox. 6 pages) or d) presentation (approx. 15 minutes) or f) oral examination in prox. 6 pages) or d) presentation (approx. 15 minutes) or f) oral examination in prox. 6 pages) or d) presentation (approx. 15 minutes) or f) oral examination in prox. 6 pages) or d) presentation (approx. 15 minutes) or f) oral examination in precore second da			burg der Cari-			
Duration Module level Other prerequisites 1 semester undergraduate Theoretical classes: speech therapy: voice disorders. Practical class practice of speech therapy: voice disorders. Contents Theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of voice theraching diagnoses. Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostic phenomenology and diagnostics of dysphonia in children and adults. Implementation competence: They are to plan, conduct and document disorder-specific diagnostics. Social-communicative competence: The students know the principles of canversation techniques for target-oriented diagnosis. Personal competence: students should have and advance basic therapeutic competencies. Reflection competence: The students dually learn to evaluate their own diagnostic competencies. Courses (type, number of weekly contact hours, language – if other than German) S + S (no information on SWS (weekly contact hours) and course language available) Method of assessment (type, scope, language – if other than German) S + S (no information (approx. 6 ominutes) or b) term paper (approx. 12 pages) or c) presentation (approx information on windule is creditable for bonus) a) written examination (approx. 6 ominutes) or b) term paper (approx. 12 pages) or c) presentation (approx information in groups of 4, approx. 15 minutes) or f) oral examination in groups of 4, approx. 15 minutes per candidate) Language of assessment: German, English Allocation of places	ECTS	Method of grading	Only after succ. con	npl. of module(s)		
1 semester undergraduate Theoretical classes: speech therapy: voice disorders. Practical class practice of speech therapy: voice disorders. Contents Theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of voice thera children and adults, principles of planning and documenting diagnoses, practical exercises in establishing gnoses. Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostic phenomenology and diagnostics of dysphonia in children and adults. Implementation competence: They are let op lan, conduct and document disorder-specific diagnostics. Social-communicative competence: They at let op lan, conduct and document disorder-specific diagnostics. Social-communicative competence: students should have and advance basic therapeutic competencies. Social-communicative competence: they adult learn to evaluate their own diagnostic competencies. Courses (type, number of weekly contact hours, language – if other than German) S + S (no information on SWS (weekly contact hours) and course language available) Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on windule is creditable for borus) a) written examination (approx. 60 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx in gradicate) Language of assessment: German, English Allocation of places - - Morkload - -	5	numerical grade				
Contents Theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of voice thera children and adults, principles of planning and documenting diagnoses, practical exercises in establishing gnoses. Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostic phenomenology and diagnostics of dysphonia in children and adults. Implementation competence: They are to plan, conduct and document disorder-specific diagnostics. Social-communicative competence: The students know the principles of conversation techniques for target-oriented diagnosis. Personal competence: the students should have and advance basic therapeutic competencies. Reflection competence: The students dually learn to evaluate their own diagnostic competencies. Courses (type, number of weekly contact hours, language – if other than German) S + S (no information on SWS (weekly contact hours) and course language available) Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on wimodule is creditable for bonus) a) written examination (approx. 60 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx minutes) or b) are candidate each (approx. 15 minutes) or f) oral examination in groups of 4, approx. 15 minutes per candidate) Language of assessment: German, English Additional information Morklad Courses (type, scope,	Duratio	n Module level	Other prerequisites			
Theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of voice thera children and adults, principles of planning and documenting diagnoses, practical exercises in establishing gnoses. Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostic phenomenology and diagnostics of dysphonia in children and adults. Implementation competence: They are to plan, conduct and document disorder-specific diagnostics. Social-communicative competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students dually learn to evaluate their own diagnostic competencies. Courses (type, number of weekly contact hours, language – if other than German) S + S (no information on SWS (weekly contact hours) and course language available) Method of assessment (type, scope, language – if other than German) S + S (no information on SWS (weekly contact hours) and course language available) Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on wimodule is creditable for bonus) a) written examination (approx. 60 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx appres) or e) oral examination of one candidate each (approx. 15 minutes) with written elaboration (prox. 6 pages) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in f (groups of 4, approx. 15 minutes per candidate) Language of assessment: German, English Allocation of places	1 semes	ster undergraduate				
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Workload Teaching cycle	Allocati	on of places				
Workload Teaching cycle						
 Teaching cycle	Additio	nal information				
 Teaching cycle						
	Workloa	ad				
	Teaching cycle					
Referred to in LPO I (examination regulations for teaching-degree programmes)	Referred	d to in LPO I (examination regulatio	ns for teaching-degree progra	ammes)		
Module appears in	Module	appears in				
Bachelor' degree (1 major) Academic Speech Therapy (2014)			Speech Therapy (2014)		

Module	e title				Abbreviation
Theory ders	and pr	actice of speech and lan	guage disorders: the	rapy of voice disor-	o6-SH-LogTheraStim-142-mo1
Module	e coord	inator		Module offered by	
Berufsf tas-Sch		ule für Logopädie Würzb GmbH	urg der Cari-	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
5	numer	rical grade			
Duratio	on	Module level	Other prerequisites		
1 seme	ster	undergraduate			
Conten	ts				
mentin	g a the				nciples of planning and docu- ing. Practical exercises in em-
		ning outcomes			
of dysp counse flection the stag	honia. Illing. P compe ge of th	Social-communicative co ersonal competence: The	ompetence: The stud e students should ha ividually learn to eva o an efficient therapy	ents are able to app ve and advance bas luate their own diag plan.	ent a disorder-specific therapy ly the principles of case-oriented ic therapeutic competencies. Re- nostic competencies as well as
		mation on SWS (weekly			able)
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minute prox. 6 (groups	s) and pages) s of 4, a	handout (approx. 2 page	s) or d) presentation f one candidate each indidate)	(approx. 20 minutes) or c) presentation (approx. 25 6) with written elaboration (ap- 5) or f) oral examination in groups
Allocat	ion of p	olaces			
Additio	nal info	ormation			
Worklo	ad				
			<u>.</u>		
Teachi	ng cycle	e			
Referre	d to in	LPO I (examination regulation	s for teaching-degree progra	ammes)	
Module	e appea	irs in			
		ree (1 major) Academic S	peech Therapy (2014)	



Theory and practice: neurogenic speech and language disorders

Theer	e title				Abbreviation
		actice of speech and lar speech and language d		sics and assessment	o6-SH-LogTheoZNS-142-mo1
Module	e coord	inator		Module offered by	
	fachsch hulen g	nule für Logopädie Würzl GmbH	burg der Cari-	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites	;	
1 seme	ester	undergraduate		classes: practice of	hasia, dysarthrophonia, apraxia speech therapy: aphasia, dysar-
Conten	nts		· · ·		
re-men stic me interpr includi	ethods reting d ing ICF-	clinical pictures, organize for the afore-mentioned	sation, contents and e clinical pictures, metl umentation of findings	evaluation criteria of hods of selecting, pla s, formulation of a lo	oriented anamnesis of the afo- common standardised diagno- anning, executing, evaluating and gopaedic report and diagnosis sis and diagnostics.
					ciples of the causes, symptoma-
cal, an	atomica	al functional and linguig			taking into account neurologi-
evaluat ting an niques rapeuti	te and o ICF-ori i for a ta	document disorder-spec ented therapy. Social-cc arget-oriented anamnesi petencies. Reflection cor	ific diagnostics. The sommunicative compet s. Personal competen	ntation competences students know the ba ence: They know the loce: The students sho	They are able to plan, conduct, asics of planning and documen- principles of conversation tech-
evalua ting an niques rapeuti compe	te and ICF-ori for a ta ic comp tencies	document disorder-spec ented therapy. Social-cc arget-oriented anamnesi petencies. Reflection cor	ific diagnostics. The sommunicative compet s. Personal competen npetence: The studen	ntation competences students know the ba ence: They know the ice: The students sho ts individually learn	They are able to plan, conduct, asics of planning and documen- principles of conversation tech- ould have and advance basic the
evalua ting an niques rapeuti compe	te and ICF-ori for a ta ic comp tencies (type, r	document disorder-spec ented therapy. Social-cc arget-oriented anamnesi betencies. Reflection cor 5.	ific diagnostics. The sommunicative compet s. Personal competen npetence: The studen language — if other than Ge	ntation competences students know the ba ence: They know the ice: The students sho ts individually learn	They are able to plan, conduct, asics of planning and documen- principles of conversation tech- ould have and advance basic the- to evaluate their own diagnostic
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Referred to in LPO I (examination regulations for teaching-degree programmes)

Module appears in

Module	title		Abbreviation				
		actice of speech and lan nguage disorders	o6-SH-LogTheraZN	S-142-m01			
Module coordinator Mo				Module offered by	Module offered by		
Berufsfachschule für Logopädie Würzburg der Cari- tas-Schulen gGmbH			Chair of Special Edu and Communication	ucation and Therapy n Disorders	in Language		
ECTS	Metho	od of grading	Only after succ. com	npl. of module(s)			
5	nume	rical grade					
Duratio	n	Module level	Other prerequisites				
1 semes	ster	undergraduate					
Conten	ts						
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		ning outcomes					
clinical py meth cific dia of conv consult dents s	picture nods. In agnosti ersatio rations hould I	ompetence: The student es of aphasia, apraxia of mplementation compete cs as well as ICF-oriente n techniques for a targe with patients, relatives a have and advance basic o evaluate their own diag	speech and dysarthron nce: They are able to d therapy. Social-com t-oriented anamnesis and colleagues in inte therapeutic compete	ophonia and know th plan, conduct, evalu imunicative compete . The students are fa erdisciplinary teams. ncies. Reflection con	ne principles and go late and document d ence: They know the miliar with planning Personal competen	als of thera- lisorder-spe- principles and holding ce: The stu-	
Courses	S (type, n	umber of weekly contact hours,	language — if other than Ger	rman)			
S + S (n	io infor	mation on SWS (weekly	contact hours) and co	ourse language avail	able)		
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Allocati	ion of p	olaces					
Additio	nal infe	ormation					
Worklo	ad						
Teachir	ng cycl	e					
Referre	d to in	LPO I (examination regulation	is for teaching-degree progra	immes)			
Module	appea	nrs in					
Bachelo	or' deg	ree (1 major) Academic S	peech Therapy (2014)			
Bachelor's v (2014)	with 1 maj	or Academic Speech Therapy		ated 26-Aug-2024 • exam. re ademische Sprachtherapie/L		page 54 / 76	
(2014)				adennische sprachtnerapie/L	050paule - 2014		



Theory and practice: Complex Language Development Disorders / ICP and Dyslexia

Module title	Module title Abbreviation						
	ractice of speech and lan	guage disorders: deve	elopmental langua-	o6-SH-LogTheoKom-			
ge disorders in complex disorders / infantile cerebralparese and dylexia				LRS-142-m01			
Module coord	linator		Module offered by				
Berufsfachsc tas-Schulen g	hule für Logopädie Würzb gGmbH		Chair of Special Edu and Communication	ucation and Therapy in Language n Disorders			
ECTS Meth	od of grading	Only after succ. com	pl. of module(s)				
5 nume	erical grade						
Duration	Module level	Other prerequisites					
1 semester	undergraduate		actical classes: prac	ebral palsy, developmental dys- tice of speech therapy: cerebral nia.			
Contents							
mental speed		itant with complex dis		ignostics and therapy of develop- rebral palsy and dyslexia. Practi-			
Intended lear	ning outcomes						
disorder-spec of conversation therapeutic c subject-speci	cific and subject-specific on techniques. Personal o ompetencies. Reflection fic practical exercises.	exercises. Social-comm competence: The stude competence: The stude	municative compete ents should have ar ents are able to pro	ne students are able to conduct ence: They know the principles nd independently advance basic perly evaluate the execution of			
	number of weekly contact hours,						
S + S + S + S	(no information on SWS (weekly contact hours)	and course languag	ge available)			
Method of as module is credita		age — if other than German, e	xamination offered — if no	t every semester, information on whether			
minutes) and prox. 6 pages (groups of 4,	handout (approx. 2 page	es) or d) presentation (of one candidate each andidate)	approx. 20 minutes	or c) presentation (approx. 25) with written elaboration (ap- s) or f) oral examination in groups			
Allocation of	places						
Additional in	formation						
Workload							
Teaching cycle							
Referred to in	LPOI (examination regulation	s for teaching-degree program	nmes)				
Module appears in							
Module appe	ars in						



Theory and practice: dyphagia

Module	Module title				Abbreviation
	Theory and practice of speech and language disorders: basics, assessment and therapy of dyphagia / laryngectomy				o6-SH-LogTheoSchluck-142-mo1
Module	e coord	inator		Module offered by	
Berufsf tas-Sch		nule für Logopädie Würzb GmbH	urg der Cari-	Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Methe	od of grading	Only after succ. con	npl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites		
1 semesterundergraduateTheoretical classes: speech therapy: dysphagia, condition after l tomy. Practical classes: practice of speech therapy: dysphagia, c after laryngectomy.					
Conten	its	κ.	~		

Swallowing disorders: Principles of the anatomy of swallowing and knowledge of the physiological process of swallowing, theoretical principles and in-depth study of causes, symptomatology and pathomechanisms of dysphagia, knowledge of disorders related to dysphagia, differentiation of medical and psychosocial criteria of prognosis, organisation, contents, carrying out and evaluation of an ICF-oriented anamnesis and a clinical diagnostics of dysphagia, importance of instrumental, medical diagnostic methods, documentation of research results and formulation of logopaedic reports and diagnoses including ICF-oriented therapy goals, planning, carrying out, documentation and evaluation of an ICF-oriented and evidence-based therapy, integration of knowledge of the effects of common concomitant disorders and the importance of interdisciplinary work for diagnostics and therapy, knowledge of the goals, contents and application of different therapeutic concepts, the importance of medical measures (feeding tubes, tracheal cannula, etc.) for logopaedic work, carrying out of consultations with patients, relatives and co-workers of the interdisciplinary team, practical exercises in the fields of anamnesis, diagnostics, therapy and consultation, laryngectomy, knowledge of pre- and postoperative anatomical-physiological circumstances and the psychosocial situation, knowledge of possible complications or concomitant disorders after surgery, radiation therapy and chemotherapy, differentiation between medical and psychosocial criteria of prognosis, organisation, contents, carrying out and evaluation of an ICF-oriented anamnesis and of a clinical diagnostics of laryngectomy, planning of an ICF-oriented and evidence-based therapy depending on the surgical method as well as anatomical, patient-related and postoperative conditions, knowledge of special communication possibilities and their advantages and disadvantages, overview and in-depth study of therapeutic methods, knowledge of the necessity of pre- and postoperative consultation and care for patients and relatives, importance and handling of special sanitary, nursing and technical equipment

Intended learning outcomes

Professional competence: The students know the theoretical principles of causes, symptomatology, diagnostics, therapy and consultation for dysphagia and laryngectomy. They are familiar with the goals and contents of various therapy methods and know the importance of interdisciplinary cooperation. Implementation competence: They are able to plan, conduct, evaluate and document disorder-specific diagnostics as well as ICF-oriented therapy. Social-communicative competence: They know the principles of conversation techniques for a target-oriented anamnesis. The students are familiar with planning and holding consultations with patients, relatives and colleagues in interdisciplinary teams. Personal competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students individually learn to evaluate their own diagnostic and therapeutic competencies.

Courses (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)

Method of assessment (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. 12 pages) or c) presentation (approx. 25 minutes) and handout (approx. 2 pages) or d) presentation (approx. 20 minutes) with written elaboration (approx. 6 pages) 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)

Bachelor's with 1 major Academic Speech Therapy (2014) Language of assessment: German, English

Allocation of places

Additional information

Workload

Teaching cycle

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Referred to in LPO I (examination regulations for teaching-degree programmes)

Module appears in



Theory and practice: multilingualism and multilingial communication disorders

Duration Module level Other prerequisites 1 semester undergraduate Theoretical classes: speech therapy: developmental speech disorders in children. Practical classes: practice of speech therapy: developmental speech disorders in children. Contents Elements and structure of singing and speech exercises, voice training in groups - concepts and methods, history and methods of functional voice training, advanced exercises on posture and tone regulation, respiration, phonation and articulation, transferring of own experiences of body, respiration and voice to working with groups, theatre visit and accompanying conversation with a professional singer or actor about job-related requirements, language acquisition, mechanisms of language mixing such as code-switching, interference, early childhood multilingualism, peculiarities of speech diagnostics for multilingual children, litera cy acquisition in a multilingual context, aphasia and multilingualism in a therapeutic context Intended learning outcomes The students are able to differentiate and advance their own communication skills. They are able to carry out an independent analysis of familiar and unfamiliar physical, breathing, speech and vocal exercises. They are able to independently lead a voice training group. The students are be to apply, analyse and alter unfamiliar physical, breathing and vocal exercises in order to meet the occupational requirements. The students acquire basic knowledge of first and secodi-language acquisition. They know the typical mechanisms of language acquisition. They know the typical mechanisms of language acquisition. They know the typical mechanisms of language mixing such as capire basic knowledge of first and secodi-language acquisition. The students know the peculiarities of speech diagnostics in multil	lism and assessment and therapy of multilingial communication disorders, voice and speech training Module coordinator Module coordinator Module offered by Berufsfachschule für Logopädie Würzburg der Cari- Chair of Special Education and Therapy in Languag and Communication Disorders ECTS Method of grading Only after succ. compl. of module(s) 7 num=rical grade Duration Module level Other prerequisites 1 semester undergraduate Theoretical classes: speech therapy: developmental speech disorders in children. Practical classes: practice of speech therapy: developmental speech disorders in children. Practical classes: practice of speech therapy: developmental speech disorders in children. Transferring of own experiences of body, respiration and voice to iob-related require ments, transferring of own experiences of body, respiration and voice to iob-related require ments, transferring of own experiences of body, respiration and voice to iob-related require ments, language acquisition, second-language acquisition, research on bi- and multilingualism, supportin factors and barriers of bilingual language acquisition, mechanisms of languostics for multilingual children, liter, cy acquisition in a multilingual context, aphasia and multilingualism in a therapeutic context Intedende learning outcomes The students are able to differentiate and advance their own communication skills. They are able to carry out ari independent laysios of familiar and unfamiliar physical, breathing, speech and vocal exercises. They are able to independent laysosi familiar and unfamiliar physical, breat	Modul	e title			_	Abbreviation
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tas-Schulen gGmbH and Communication Disorders ECTS Method of grading Only after succ. compl. of module(s) 7 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Theoretical classes: speech therapy: developmental speech disorders in children. Practical classes: practice of speech therapy: developmental speech disorders in children. Contents Elements and structure of singing and speech exercises, voice training in groups - concepts and methods, history and methods of functional voice training, advanced exercises on posture and tone regulation, respiration, phonation and articulation, transferring of own experiences of body, respiration and voice to job-related require ments, transferring of own experiences of body, respiration and voice to working with groups, theatre visit and accompanying conversation with a professional singer or actor about job-related requirements, language acquisition (first language acquisition, mechanisms of language mixing such as code-switching, interference, early childhood multilingualism, peculiarities of speech diagnostics for multilingual children, litera cy acquisition in a multilingual context, aphasia and multilingualism in a therapeutic context Intended learning outcomes Intended learning outcomes The students are able to differentiate and advance their own communication skills. They are able to carry out an independent analysis of familiar and unfamiliar physical, breathing, speech and vocal exercises. Iney are able to independent upleamily and use sec knowledge of first and second-language acquire basic knowledge of t	tas-Schulen gGmbH and Communication Disorders ECTS Method of grading Only after succ. compl. of module(s) 7 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Theoretical classes: speech therapy: developmental speech disorders in children. Practical classes: practice of speech therapy: developmental speech disorders in children. Contents Elements and structure of singing and speech exercises, voice training in groups - concepts and methods, history and methods of functional voice training, advanced exercises on posture and tone regulation, respiration, phonation and articulation, transferring of own experiences of body, respiration and voice to job-related requirements, language acquisition (first language acquisition, second-language actor about job-related requirements, language acquisition first language acquisition, second-language actor about job-related requirements, language acquisition in a multilingual context, aphasia and multilingualism in a therapeutic context Intended learning outcomes The students are able to differentiate and advance their own communication skills. They are able to carry out ar independent analysis of familiar and unfamiliar physical, breathing, speech and vocal exercises. They are able to independently lead a voice training and are able to orgening eacoulaition of the acquisition of the acquisition. The students are able to adjustent basic Knowledge of first and second-language acquisition. The visical schwhoed of acquisition on the students are able to properly describe the supporting factors and barriers of bilingual language multingualism i a dheres	Modul	e coord	inator		Module offered by	1
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story and methods of functional voice training, advanced exercises on posture and tone regulation, respiration, phonation and articulation, transferring of own experiences of body, respiration and voice to job-related require ments, transferring of own experiences of body, respiration and voice to job-related require ments, transferring of own experiences of body, respiration and voice to job-related require ments, transferring of own experiences of body, respiration and voice to pob-related require ments, language acquisition, generate on bi- related requirements, language acquisition, first language acquisition, second-language acquisition), research on bi- and multilingualism, supporting factors and barriers of bilingual context, aphasia and multilingualism in a therapeutic context Intende learning outcomes The students are able to differentiate and advance their own communication skills. They are able to carry out an independent analysis of familiar and unfamiliar physical, breathing, speech and vocal exercises. They are able to independently lead a voice training group. The students differentiate and advance acquired communication skills of their singing and speaking voice. The students are able to apply, analyse and alter unfamiliar physical, breathing and vocal exercises in order to meet the occupational requirements. The students acquire basic know ledge of the term multilingualism. They discuss current questions of the acquisition of bi- and multilingualism i a professional manner. They acquire basic knowledge of first and second-language acquisition. They know the typical mechanisms of language mixing and are able to independently apply, evaluate and interpret an appropriate diagnostics. The students know the peculiarities of speech diagnostics in multilingual children and appropriate diagnostics. The students what ha acquire brait ndamage and are able to independently apply, evaluate and interpret an appropriate diagnostics. The students evaluate questions of current research on bi- and multilingua	story and methods of functional voice training, advanced exercises on posture and tone regulation, respiration, phonation and articulation, transferring of own experiences of body, respiration and voice to job-related require ments, transferring of own experiences of body, respiration and voice to job-related requirements, language acquisition, second-language acquisition, seearch on bi- and multilingualism, supportin factors and barriers of bilingual language acquisition, mechanisms of language mixing such as code-switching, interference, early childhood multilingualism, peculiarities of speech diagnostics for multilingual children, liter. cy acquisition in a multilingualism peculiarities of speech diagnostics for multilingual children, liter. cy acquisition in a multilingual context, aphasia and multilingualism in a therapeutic context Intended learning outcomes The students are able to differentiate and advance their own communication skills. They are able to carry out ar independent analysis of familiar and unfamiliar physical, breathing, speech and vocal exercises. They are able to independently lead a voice training group. The students are able to aquired communication skills of their singing and speaking voice. The students are able to apply, analyse and alter unfamiliar physical, breathing and vocal exercises in order to meet the occupational requirements. The students acquire basic know ledge of their singing and speaking and are able to properly describe the supporting factors and barriers of bilingual language acquisition. The students know the peculiarities of speech diagnostics in multilingualism i a professional manner. The students know the peculiarities of speech diagnostics in multilingual children appropriate diagnostics. The students know the peculiarities of speech diagnostics in multilingual children appropriate diagnostics. The students know the peculiarities of speech diagnostics in multilingual children appropriate diagnostics. The students whow the peculiarities of speech diagnostics	Conter	nts		•		
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	Additional information	Alloca	tion of _l	olaces			
	Additional information						

Workload

Teaching cycle

Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module appears in



Evidence-based Practical Training

Evidence-based placement 1 06-5H-Prakt-142-mo1 Module coordinator Module offered by Berufsfachschule für Logopädie Würzburg der Caritas-Schulen gömbH Chair of Special Education and Therapy in Language and Communication Disorders EXTS Method of grading Only after succ. com/L of module(S) Duration Module level Other prerequisites 1 semester undergraduate Practical classes: practice of speech therapy, sitting in on therapy sessions. Contents The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Patient-enspecific work: treatment, preparation and follow-up, monitoring and co-treatment. Carrying out of anamnesis, conversation techniques, written planning and documentation of logopaedic treatment. Intended learning outcomes Professional competence: The students plan and conduct therapeutic interventions and evaluate their effectiveness in werden for users in vertechnes and paratition competence: the students adjust their werbal and targetori dividual practice areas in accordance with the patients and elatives. Personal competence: The students own mode behaviour and paratition word for some versation techniques. They succeed in keeping an appropriate balance between closeness and distance in their relations with patients and relatives. Personal competence: the students adjust their werbal and treated assistance. Intended learning under thein the intereficiptinary team in the logopaedic therapy. They walen	Module title					Abbreviation
Berufsfachschule für Logopädie Würzburg der Carl- tas-Schulen gGmbH Chair of Special Education and Therapy in Language and Communication Disorders ECTS Method of grading Only after succ. compl. of module(s) 5 (not) successfully completed - Duration Module level Other prerequisites 1 semester undergraduate Practical classes: practice of speech therapy, sitting in on therapy sessi- ons. Contents - - The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Pati- ent-specific work: treatment, preparation and follow-up, monitoring and co-treatment. Intended learning outcomes - Professional competence: The students plan and conduct therapeutic interventions and evaluate their effec- tiveness in view of ICF. They document their plans and results in written form. Implementation competence: The students successfully conduct a flexible logopaedic therapy. They determine the duration and prioritisation of in- ented assistance. If necessary, the students show model behaviour and apply different forms of feeback in a differentiated manner. Social-communicative competence: During therapy, the students adjust their vehal and non-verbal behaviour to the patient and disorder. They apply different conversation techniques. They show em- pathy. They maintain efficient contact with patients and relatives. Personal competence: The students ovenality plays an important role in the therapeutic process. They suc	Evidence-based placement 1					06-SH-Prak1-142-m01
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Workload	Additional information					
	Additio	Additional information on module duration: 1 to 2 semesters.				
Teaching cycle	Worklo	ad				
Teaching cycle						
	Teachir	ng cycl	e			

Referred to in LPO I (examination regulations for teaching-degree programmes)

Module appears in

Module title					Abbreviation
Evidence-based placement 2					06-SH-Prak2-142-m01
Module coordinator				Module offered by	
Berufsfa tas-Sch		ule für Logopädie Würzb GmbH	urg der Cari-	Chair of Special Edu and Communication	ucation and Therapy in Language n Disorders
ECTS	Metho	od of grading	Only after succ. com	npl. of module(s)	
5	(not) s	successfully completed			
Duratio	n	Module level	Other prerequisites		
1 semes	ster	undergraduate	Practical classes: pr ons.	actice of speech the	rapy, sitting in on therapy sessi-
Content	ts				
and con ent-spe	sultati cific w	ions, establish diagnoses	s and plan, organise, on and follow-up, mo	evaluate and docum nitoring and co-treat	dents to carry out anamnesis nent the therapy process. Pati- tment. Carrying out anamnesis, eatment
Intende	d learr	ning outcomes			
student dividual ented a: differen non-ver pathy. T with pat role in t ce in the own stre the effe ICF-orie	s succ l practi ssistar tiated bal be bal be tients l he the eir rela engths ctivend nted w ey incl	essfully conduct a flexible ice areas in accordance we manner. Social-communi- haviour to the patient and aintain efficient contact we becomes increasingly pro- rapeutic process. They suc- tions with patients and re- and weaknesses. Reflec- ess of therapy. They analy- ay. They evaluate their or	e logopaedic therapy vith the patient's nee dents show model be icative competence: d disorder. They appl with patients and rela- pressional and they re- ucceed in keeping an elatives. The student tion competence: The yse the effectiveness wn conversational be	A. They determine the ds. They are able to shaviour and apply d During therapy, the s dy different conversation atives. Personal com ealise how their own appropriate balance s develop self-confic e students evaluate of their methodolog shaviour and interpresent.	aplementation competence: The e duration and prioritisation of in- provide individual and target-ori- ifferent forms of feedback in a students adjust their verbal and tion techniques. They show em- petence: The students' contact personality plays an important e between closeness and distan- dence by becoming aware of their their own role as a therapist and gical and didactic means in an et the reactions of their counter- aedic therapy in a process-orien-
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		ion on SWS (weekly cont essment (type, scope, language)			e) It every semester, information on whether
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prox. 20	documentation of placement / fieldwork / practical training / practical course / project / technical course (ap- prox. 20 pages)				
Language of assessment: German, English Allocation of places					
Additional information					
Additional information on module duration: 1 to 2 semesters.					
Workloa	ad				
Teachin	ig cycl	e			

Referred to in LPO I (examination regulations for teaching-degree programmes)

Module appears in



Thesis (10 ECTS credits)

Module title					Abbreviation
Bachel	lor-the	sis in academic speech	and language therapy		06-SH-BT-142-m01
Module coordinator				Module offered by	
holder	ofthe	Chair of Special Educat	tion III	Chair of Special Ed and Communicatio	ucation and Therapy in Language on Disorders
ECTS	Meth	od of grading	Only after succ. cor	npl. of module(s)	
10	nume	erical grade			
Duratio		Module level	Other prerequisites	;	
1 seme	ester	undergraduate			
Conten	nts				
rapeuti	ic and/				due consideration of speech the- ning as well as discussion of the
Intend	ed lear	ning outcomes			
They re the ans	esearch	n relevant current literat	ture. After developing a	question based on	ermined or self-posed question. hypotheses, the students work or
stions a scien and ad manne stand t	ots. Soo in peer ntific m lopt a p er and a the nec	cial-communicative cor groups and test techn anner. Personal compe proper level motivation. acquire the ability to co cessity of evaluating ow	npetence: The students iques of giving and taki tence: The students wo . Furthermore, they eval mpensate for their wea yn scientific competenc	acquire the ability to ing feedback. They p ork out strategies to luate own strengths knesses. Reflection ies in the context of	description in line with scientific to closely work on self-posed que- present and discuss the results in work on the predetermined task and weaknesses in a realistic competence: The students under- their Bachelor's thesis.
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Subject-specific Key Skills

Module title				Abbreviation	
Eviden	Evidence-based placement 3				06-SH-Prak3-142-m01
Module	e coord	inator		Module offered by	
Berufst tas-Sch		nule für Logopädie Würzb GmbH	urg der Cari- and Communication Disorders		
ECTS	Methe	od of grading	Only after succ. cor	npl. of module(s)	
5	(not)	successfully completed			
Duration Module level Other prerequisites			i		
1 semester undergraduate		Practical classes: practice of specialist subjects, practice of speech the- rapy, sitting in on therapy sessions.			
Cantan	4-	с	*		

Contents

Work placement 3 The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Patient-specific work: treatment, preparation and follow-up, monitoring and co-treatment. Carrying out of anamnesis, conversation techniques, written planning and documentation of logopaedic treatment, music therapy: Theory of music therapy (MT), definition, term definitions, active and receptive MT, occupational fields of music therapists, setting, practice of musicotherapeutic interventions based on the case presentations of the students and further exemplary cases (clients: neurologically ill patients from the work placement): using musical instruments, using the voice (vocal improvisation, song), self-experience, developing therapist personality traits, enhancing the skills and means of the therapist, reflection/modification of personal requirements for carrying out logopaedic therapies, reflection/modification of important aspects of experience and action in a therapeutic context, paediatric audiology/speech therapy: Consultation: Voice/speech/swallowing in adults and children CHC (Comprehensive Hearing Center) I: paediatric-audiological consultation for children with impaired hearing: 1 Patient tour: CI (cochlear implant) technique, electrophysiology, audiometry CHC II: CI consultation for adults: 1 Patient tour: CI technique, electrophysiology, audiometry, polyclinic: general consultation ENT, neonatal hearing screening, tumour consultation

Intended learning outcomes

Professional competence: The students plan and conduct therapeutic interventions and evaluate their effectiveness in view of ICF. They document their plans and results in written form. Implementation competence: The students successfully conduct a flexible logopaedic therapy. They determine the duration and prioritisation of individual practice areas in accordance with the patient's needs. They are able to provide individual and target-oriented assistance. If necessary, the students show model behaviour and apply different forms of feedback in a differentiated manner. Social-communicative competence: During therapy, the students adjust their verbal and non-verbal behaviour to the patient and disorder. They apply different conversation techniques. They show empathy. They maintain efficient contact with patients and relatives. Personal competence: The students' contact with patients becomes increasingly professional and they realise how their own personality plays an important role in the therapeutic process. They succeed in keeping an appropriate balance between closeness and distance in their relations with patients and relatives. The students develop self-confidence by becoming aware of their own strengths and weaknesses. Reflection competence: The students evaluate their own role as a therapist and the effectiveness of therapy. They analyse the effectiveness of their methodological and didactic means in an ICF-oriented way. They evaluate their own conversational behaviour and interpret the reactions of their counterpart. They include patients, relatives and the interdisciplinary team in the logopaedic therapy in a process-oriented manner.

Courses (type, number of weekly contact hours, language — if other than German)

P (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

documentation of placement / fieldwork / practical training / practical course / project / technical course (approx. 20 pages)

Language of assessment: German, English

Bachelor's with 1 major Academic Speech Therapy
(2014)



Allocation of places

Additional information

Additional information on module duration: 1 to 2 semesters.

Workload

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Teaching cycle

Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module appears in

Module	Module title				Abbreviation
Eviden	Evidence-based placement 4				06-SH-Prak4-142-m01
Module	e coord	inator		Module offered by	
Berufst tas-Sch		nule für Logopädie Würzb GmbH	urg der Cari-	r Cari- and Communication Disorders	
ECTS	Methe	od of grading	Only after succ. cor	npl. of module(s)	
5	(not)	successfully completed			
Duration Module level Other prerequisites			i		
1 semester undergraduate		Practical classes: practice of specialist subjects, practice of speech the- rapy, sitting in on therapy sessions.			
Cantan	4-	с	*		

Contents

Work placement 4 The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Patient-specific work: treatment, preparation and follow-up, monitoring and co-treatment. Carrying out of anamnesis, conversation techniques, written planning and documentation of logopaedic treatment, music therapy: Theory of music therapy (MT), definition, term definitions, active and receptive MT, occupational fields of music therapists, setting, practice of musicotherapeutic interventions based on the case presentations of the students and further exemplary cases (clients: neurologically ill patients from the work placement): using musical instruments, using the voice (vocal improvisation, song), self-experience, developing therapist personality traits, enhancing the skills and means of the therapist, reflection/modification of personal requirements for carrying out logopaedic therapies, reflection/modification of important aspects of experience and action in a therapeutic context, paediatric audiology/speech therapy: Consultation: Voice/speech/swallowing in adults and children CHC (Comprehensive Hearing Center) I: paediatric-audiological consultation for children with impaired hearing: 1 Patient tour: CI (cochlear implant) technique, electrophysiology, audiometry CHC II: CI consultation for adults: 1 Patient tour: CI technique, electrophysiology, audiometry, polyclinic: general consultation ENT, neonatal hearing screening, tumour consultation

Intended learning outcomes

Professional competence: The students plan and conduct therapeutic interventions and evaluate their effectiveness in view of ICF. They document their plans and results in written form. Implementation competence: The students successfully conduct a flexible logopaedic therapy. They determine the duration and prioritisation of individual practice areas in accordance with the patient's needs. They are able to provide individual and target-oriented assistance. If necessary, the students show model behaviour and apply different forms of feedback in a differentiated manner. Social-communicative competence: During therapy, the students adjust their verbal and non-verbal behaviour to the patient and disorder. They apply different conversation techniques. They show empathy. They maintain efficient contact with patients and relatives. Personal competence: The students' contact with patients becomes increasingly professional and they realise how their own personality plays an important role in the therapeutic process. They succeed in keeping an appropriate balance between closeness and distance in their relations with patients and relatives. The students develop self-confidence by becoming aware of their own strengths and weaknesses. Reflection competence: The students evaluate their own role as a therapist and the effectiveness of therapy. They analyse the effectiveness of their methodological and didactic means in an ICF-oriented way. They evaluate their own conversational behaviour and interpret the reactions of their counterpart. They include patients, relatives and the interdisciplinary team in the logopaedic therapy in a process-oriented manner.

Courses (type, number of weekly contact hours, language - if other than German)

P (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

documentation of placement / fieldwork / practical training / practical course / project / technical course (approx. 20 pages)

Language of assessment: German, English

Bachelor's with 1 major Academic Speech Therapy
(2014)



Allocation of places

Additional information

Additional information on module duration: 1 to 2 semesters.

Workload

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Teaching cycle

Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module appears in

Module title					Abbreviation	
Evidence-based placement 5					06-SH-Prak5-142-m01	
Module coordinator				Module offered by		
Berufsf tas-Sch		ule für Logopädie Würzb GmbH	urg der Cari-	Chair of Special Edu and Communication	ucation and Therapy in Language n Disorders	
ECTS	Metho	od of grading	Only after succ. com	pl. of module(s)		
5	(not) s	successfully completed				
Duratio	n	Module level	Other prerequisites			
1 seme	ster	undergraduate	Practical classes: pr ons.	actice of speech the	rapy, sitting in on therapy sessi-	
Conten	ts					
and cor ent-spe	nsultat ecific w	ions, establish diagnose	s and plan, organise, on and follow-up, mo	evaluate and docun nitoring and co-treat	dents to carry out anamnesis nent the therapy process. Pati- tment. Carrying out of anamne- c treatment.	
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module is	creditab	le for bonus)			ot every semester, information on whether	
prox. 2	documentation of placement / fieldwork / practical training / practical course / project / technical course (ap- prox. 20 pages) Language of assessment: German, English					
	Allocation of places					
Additio	Additional information					
Additio	Additional information on module duration: 1 to 2 semesters.					
Worklo	ad					
Teachir	ng cycl	e				

Referred to in LPO I (examination regulations for teaching-degree programmes)

Module appears in