

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: 2015 Responsible: Faculty of Human Sciences Responsible: Institute of Special Education

JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record 82|h40|-|-|H|2015

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WÜ	RZBURG

Theory and practice of speech and language disorders: therapy of neurogenic speech and language disorders

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The subject is divided into

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Learning Outcomes

German contents and learning outcome available but not translated yet.

Wissenschaftliche oder künstlerische Befähigung

- Die Absolventinnen und Absolventen verfügen über vertiefte theoretische und praktische Kompetenzen in der Diagnostik, Therapie, Beratung und Prävention von Sprach-Sprech-, Stimm- und Schluckstörungen im Erwachsenen- und Kindesalter und ein kritisches Verständnis der wichtigsten Theorien, Prinzipien und Methoden im Fachgebiet der Sprachtherapie/Logopädie.
- Die Studierenden haben durch die interdisziplinäre Ausrichtung des Studienganges Grundkenntnisse in den Nachbardisziplinen Phoniatrie, Pädiatrie, HNO-Heilkunde, Audiologie, Kieferorthopädie/-chirurgie, Neuroanatomie, Psychiatrie, Psychologie, Linguistik, Pädagogik und Sonderpädagogik erworben. Dies bildet die Grundlage für interdisziplinäres Arbeiten in Praxis und Forschung.
- Die Absolventinnen und Absolventen sind in der Lage ihr interdisziplinäres Wissen auch über die hier benannten Teilbereiche hinaus zu vertiefen und zu verknüpfen.
- Die Absolventinnen und Absolventen kennen die Methoden der empirischen und qualitativen Grundlagen- und Anwendungsforschung und verfügen über theoretische und praktische Grund-kenntnisse der Datenerhebung und -analyse.
- Sie sind dazu befähigt wissenschaftliche Texte kritisch zu lesen und vor dem Hintergrund des aktuellen Forschungsstandes zu interpretieren.
- Die Absolventinnen und Absolventen können situationsbezogen die erkenntnistheoretisch begründete Richtigkeit fachlicher und praxisrelevanter Aussagen reflektieren und diese in Bezug auf komplexe Kontexte kritisch abwägen.

Fähigkeit eine qualifizierte Erwerbstätigkeit anzunehmen

- Der Studiengang befähigt zur evidenzbasierten sprachtherapeutischen/logopädischen Praxis. Die Absolventinnen und Absolventen sind in der Lage ihr theoretisches und empirisches Wissen in der Praxis anzuwenden, kritisch zu reflektieren und zu erweitern.
- Sie verfügen über einen breiten Überblick über den aktuellen Stand der Forschung in ihrem Fachgebiet. Sie haben ein kritisch-analytisches Bewusstsein für Vorteile und Grenzen unterschiedlicher Methoden entwickelt und sind in der Lage ihre klinische Arbeit theoretisch-wissenschaftlich zu fundieren.
- Die Absolventinnen und Absolventen sind dazu befähigt an fachspezifischen und fachübergreifenden Fragestellungen mitzuarbeiten.

Befähigung zum zivilgesellschaftlichen Engagement

- Die Absolventinnen und Absolventen können ihr therapeutisches Handeln kritisch in Bezug auf gesellschaftliche Erwartungen und Folgen reflektieren.
- Die Absolventinnen und Absolventen haben die Fähigkeit und Bereitschaft entwickelt, ihre Kompetenzen aktiv in partizipative wissenschaftsorientierte Entscheidungsprozesse einzubringen.

Persönlichkeitsentwicklung

- Die Absolventinnen und Absolventen sind in der Lage eigenverantwortlich und selbstständig zu handeln.
- Sie können ihr eigenes Verhalten in der Therapiesituation reflektieren und entsprechend modifizieren.
- Die Absolventinnen und Absolventen sind zu sozial-kommunikativem Handeln befähigt. Dies bezieht sich sowohl auf die Kommunikation im unmittelbaren therapeutischen Kontext als auch auf den interdisziplinären Austausch und die Forschungstätigkeit mit anderen Personen und Gruppen.

- Die Absolventinnen und Absolventen haben ihre Diskussionsbereitschaft und -fähigkeit so weit entwickelt, dass sie sich unter Einbeziehung verschiedener Standpunkte eine eigene Meinung bilden und diese selbstbewusst artikulieren und vertreten können.
- Sie sind bereit und in der Lage, Verantwortung für ihr Handeln und für andere zu übernehmen.

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:

ASPO2015

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

22-Jul-2015 (2015-39) except for SWS (weekly contact hours) for courses added for modules 06-SH-Prak1-162, 06-SH-Prak2-162, 06-SH-Prak3-162, 06-SH-Prak4-162, 06-SH-Prak5-162,

27-Jul-2016 (2016-95)

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.

Bachelor's with 1 major Academic Speech Therapy (2015)



Compulsory Courses

(180 ECTS credits)



Theoretical Basics of Medicine

(32 ECTS credits)

Module title Abbre				Abbreviation	
Neuroanatomy					03-PSY-NeuPhy1-152-m01
Module coordinator				Module offered by	
holder	holder of the Chair of Physiology II			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				
Founda	tions c	of neuroanatomy and phy	siology in areas relev	ant for psychology.	
Intende	ed lear	ning outcomes			
Studen	ts acqı	uire the knowledge neces	sary for a deeper und	lerstanding of menta	al phenomena.
Courses	S (type, r	number of weekly contact hours, l	anguage — if other than Ger	man)	
V (2)					
		sessment (type, scope, langua le for bonus)	ge — if other than German, e	examination offered — if no	t every semester, information on whether
written	exami	nation (approx. 60 minut	es) or oral examinatio	on (approx. 15 minut	es)
Allocat	ion of p	olaces			
Additio	nal inf	ormation			
Worklo	ad				
90 h					
Teachir	Teaching cycle				
Referred to in LPO I (examination regulations for teaching-degree programmes)					
Module	e appea	ars in			
Bachelo	or's de	gree (1 major) Academic S	Speech Therapy (201	5)	

Module title			Abbreviation		
Physiology			03-PSY-NeuPhy2-152-m01		
Module coordinator				Module offered by	
holder	of the C	hair of Physiology II		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 semes	ster	undergraduate			
Conten	ts				
		the vegetative system: sy senses; learning and me			circulation; general and special function.
Intende	ed learr	ning outcomes			
		ire knowledge about the for understanding higher			urophysiological processes that
Courses	5 (type, n	umber of weekly contact hours, la	anguage — if other than Ger	man)	
V (2)					
		essment (type, scope, langua le for bonus)	ge — if other than German, e	examination offered — if no	t every semester, information on whether
		nination (approx. 60 min ation (approx. 15 minute	-		
Allocati	ion of p	olaces			
Additio	nal info	ormation			
Worklo	ad				
90 h					
Teachir	Teaching cycle				
Referre	d to in	LPO I (examination regulations	s for teaching-degree progra	mmes)	
Module					
Bachelo	Bachelor's degree (1 major) Academic Speech Therapy (2015)				

Module	title				Abbreviation	
		s of medicine: otolaryng	o6-SH-MedAudKief-152-mo1			
	and orthodontics/ maxillofacial surgery					
Module	coord	inator		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	Metho	od of grading	Only after succ. com	npl. of module(s)		
5	5 numerical grade					
Duration Module level Other prerequisites			Other prerequisites			
1 semes	ster	undergraduate				
Content	S					
					logy and pathophysiology, acou- cs of orthodontics and jaw surge-	
Intende	d learı	ning outcomes				
ledge of speech sical acc try and l aids, the of the se res in th jaw surg es. Defin ptomato surgery, Courses V (2) + V Method module is written of with wri	Self- and social competence: The students concentrate on studying contents of the medical (sub-)disciplines ENT medicine and audiology. Methodological competence: The students methodically acquire professional know-ledge of the above mentioned disciplines and critically evaluate these disciplines in view of their relevance for speech therapy/logopaedics. Subject and professional competence: The students have basic knowledge of physical acoustics and the principal psychoacoustic parameters. They become acquainted with methods of acoumetry and learn how to analyse and interpret the results. By learning about the function and adjustment of hearing aids, they are enabled to give advice to children and adults with impaired hearing. Furthermore, the participants of the seminar have acquired professional knowledge of the relevance and problems of speech therapy measures in the field of auditory rehabilitation. They acquire additional competencies in the field of rundontics and jaw surgery which are necessary for assessing and identifying craniosynostosis and other craniofacial anomalies. Definition, classification according to aetiologic aspects, aetiopathogenesis, general symptomatology, symptomatology of isolated/syndromic craniosynostosis, surgical therapy, active remodelling techniques, timing of surgery, fronto-orbital advancement. Courses (type, number of weekly contact hours, language – if other than German) V (2) + V (2) + S (2) Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus) written examination (approx. 90 minutes) or term paper (approx. 15 pages) or presentation (approx. 20 minutes)					
	-	ssessment: German and				
Allocati		Jaces				
 Additio	aal inf	ormation				
Auditio	ιαι ιΠΓ	UIIIdUUI				
 Went-t-						
Workloa	10					
150 h		-				
Teachin	g cycl	e				
Referred	a to in	LPOI (examination regulation	is for teaching-degree progra	mmes)		
Module				<u>```</u>		
Bachelo	Bachelor's degree (1 major) Academic Speech Therapy (2015)					

	e title				Abbreviation
General basics of medicine: phoniatrics and pediatrics					o6-SH-MedPhonPäd-152-mo1
Module coordinator				Module offered by	<u>I</u>
holder of the Chair of Special Education III			n III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Metho	od of grading	Only after succ. cor	npl. of module(s)	
6	nume	rical grade			
Duratio	on	Module level	Other prerequisites	5	
1 seme	ester	undergraduate			
Conten	nts				
on, visi	ual and	auditory processing.	ological concomitant	disorders: Executive	e functions, memory, concentration
		ning outcomes			
tial dia	gnosis		btained the qualifica	ition to model health	cal disorders and their differen- y speech. Based on this model-
Course	S (type, r	number of weekly contact hours,	language — if other than Ge	rman)	
V (2) +	V (2) +	V (3)			
Metho module is			age — if other than German,	examination offered — if no	ot every semester, information on whether
	Scicalitas	le for bonus)			
with wr	exami ritten e	nation (approx. 90 minut laboration (approx. 8 pag	ges) or oral examinat		
with wr	examin ritten e age of a	nation (approx. 90 minut laboration (approx. 8 pay ssessment: German and	ges) or oral examinat		resentation (approx. 20 minutes)
with wr Langua	examin ritten e age of a	nation (approx. 90 minut laboration (approx. 8 pay ssessment: German and	ges) or oral examinat		resentation (approx. 20 minutes)
with wr Langua Allocat	ritten e age of a t ion of j	nation (approx. 90 minut laboration (approx. 8 pay ssessment: German and	ges) or oral examinat		resentation (approx. 20 minutes)
with wr Langua Allocat	ritten e age of a t ion of j	nation (approx. 90 minut laboration (approx. 8 pay ssessment: German and blaces	ges) or oral examinat		resentation (approx. 20 minutes)
with wr Langua Allocat	examin ritten el age of a tion of p	nation (approx. 90 minut laboration (approx. 8 pay ssessment: German and blaces	ges) or oral examinat		resentation (approx. 20 minutes)
with wr Langua Allocat Additio Worklo	examin ritten el age of a tion of p	nation (approx. 90 minut laboration (approx. 8 pay ssessment: German and blaces	ges) or oral examinat		resentation (approx. 20 minutes)
with wr Langua Allocat Additio Worklo 180 h	examin ritten e age of a tion of p onal inf	nation (approx. 90 minut laboration (approx. 8 pag ssessment: German and places ormation	ges) or oral examinat		resentation (approx. 20 minutes)
with wr Langua Allocat Additio Worklo	examin ritten e age of a tion of p onal inf	nation (approx. 90 minut laboration (approx. 8 pag ssessment: German and places ormation	ges) or oral examinat		resentation (approx. 20 minutes)
with wr Langua Allocat Additio Worklo 180 h Teachin 	examin ritten e age of a tion of p onal inf oad	nation (approx. 90 minut laboration (approx. 8 pay ssessment: German and places ormation	ges) or oral examinat /or English	ion of one candidate	resentation (approx. 20 minutes)
with wr Langua Allocat Additio Worklo 180 h Teachin 	examin ritten e age of a tion of p onal inf oad	nation (approx. 90 minut laboration (approx. 8 pag ssessment: German and places ormation	ges) or oral examinat /or English	ion of one candidate	resentation (approx. 20 minutes)
with wr Langua Allocat Additio Worklo 180 h Teachin 	examin ritten e age of a tion of p onal inf oad	nation (approx. 90 minut laboration (approx. 8 pag ssessment: German and places ormation e LPOI (examination regulation	ges) or oral examinat /or English	ion of one candidate	resentation (approx. 20 minutes)

Module title Abbreviation					Abbreviation
Genera	al basic	s of medicine: neurol	ogy and aphasiology		o6-SH-MedNeuro-152-mo1
Module coordinator				Module offered by	I
holder of the Chair of Special Education III			ation III	-	ucation and Therapy in Language on Disorders
ECTS	Meth	od of grading	Only after succ. cor	npl. of module(s)	
5	nume	rical grade		-	
Durati	on	Module level	Other prerequisites	5	
1 seme	ester	undergraduate			
Conter	nts	* 	·		
moven pathog cord; p neurol	nent dis gen-ind palliativ ogical i	sorders/ataxia, motor uced diseases of the l ve treatment, different ntensive-care medicir	neurone diseases, myo brain and spinal cord, m ial diagnostics, neurora	pathies, movement o letabolic and toxic d diologic diagnostics n, history of aphasia	cord, cerebrovascular disorders, disorders/basal ganglia diseases, iseases of the brain and spinal and therapy, cognitive neurology, therapy, causes and localisation a.
Intend	ed lear	ning outcomes			
diagno	ostics. T and clas	hey are able to classi	fy aphasia therapy in a ł	nistorical context. Th	neurological disorders and their ey can evaluate causes, localisa- al disorders in view of the course
Course	es (type, i	number of weekly contact ho	urs, language — if other than Ge	rman)	
V (4) +	S (2)				
		sessment (type, scope, lan ble for bonus)	nguage — if other than German,	examination offered — if n	ot every semester, information on whether
with w	ritten e		pages) or oral examinat		resentation (approx. 20 minutes) e each (approx. 20 minutes)
Alloca	tion of	places			
Additi	onal inf	ormation			
Worklo	oad				
150 h					
Teaching cycle					
Referr	ed to in	LPO I (examination regula	ations for teaching-degree progra	ammes)	
	e appea				
Bache	lor's de	gree (1 major) Acaden	nic Speech Therapy (201	15)	

Modul	e title				Abbreviation	
Genera	al basic	s of medicine: child and	adolescent psychiatr	y, psychiatry and	o6-SH-MedPsychiat-152-mo1	
psycho	osomat	ics				
Modul	e coord	inator		Module offered by	·	
holder of the Chair of Special Education III			on III		ucation and Therapy in Language	
			T	and Communicatio	n Disorders	
ECTS	Meth	od of grading	Only after succ. con	cc. compl. of module(s)		
5	nume	rical grade				
Duratio	on	Module level	Other prerequisites			
1 seme	ester	undergraduate				
Conter	nts					
culia, s and so tal disa sessm chopat disord disord disord futend Psychi psychi psychi psychi and ad	speech matofo abilities ent of c thology ers, sui ers, eat ed lear atry and osomation. T ve disor lolesce	and motor development rm disorders, posttraum s, epilepsy and organic b redibility, deprivation, a , psychometrics and neu- cidal tendency, anxiety a ing disorders, addiction ning outcomes d psychosomatics: The s ic clinical pictures which hey have basic knowled rders. Child and adolescent nt psychiatric clinical pict	disorders, eating disc atic stress disorder, a brain syndrome, psych ttachment disorders. uropsychology, schizo and obsessive-compu and dependency disc tudents know basic p can influence speech ge of test-psychologic ent psychiatry: The str ctures: Symptomatolo	orders, compulsion, acute stress disorder loses, elimination di Psychiatry and psyc phrenic psychoses, lsive disorders, som orders. sychopathological t production, speech cal techniques as au udents have basic k gy, aetiology, diagno	ality disorders, dyslexia, dyscal- anxiety disorders, dissociative r, adaptive disorder, autism, mer isorders, sexual abuse and as- hosomatics: Basic terms of psy- bipolar affective and depressive tatoform disorders, dissociative erms as well as psychiatric and n processing and speech com- xiliary diagnostic tools for the re- nowledge of common childhood ostics and therapy. Basic know- our therapy techniques and psy-	
Course		lOgy. number of weekly contact hours,	language — if other than Ger	rman)		
V (4) +						
		Sessment (type, scope, langu vle for bonus)	age — if other than German,	examination offered — if no	ot every semester, information on whether	
with w Langua	ritten e	laboration (approx. 8 pa ssessment: German and	ges) or oral examinati		resentation (approx. 20 minutes) e each (approx. 20 minutes)	
Additio	onal inf	ormation				
Additio	onal inf	ormation				
		ormation				
 Workla		ormation				
 Worklo 150 h	oad					
 Worklo 150 h Teachi						
 Worklo 150 h Teachi	oad ing cycl		ns for teaching-degree progra			
 Workla 150 h Teachi Referra	oad ing cycl ed to in	e LPOI (examination regulation	ns for teaching-degree progra	mmes)		
 Worklo 150 h Teachi Referro Modul	oad ing cycl ed to in e appea	e LPOI (examination regulation				
 Worklo 150 h Teachi Referro Modul Bachel	oad ing cycl ed to in e appea lor's de	e LPOI (examination regulation	Speech Therapy (201		g. data record Ba- page 15 / 70	

Modul	Module title				Abbreviation
Genera	al basic	s of medicine: research i	methodology and eva	aluation	06-SH-MedWiMe-152-m01
Module coordinator				Module offered by	1
holder of the Chair of Special Education III			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	rical grade			
Duratio	on	Module level	vel Other prerequisites		
1 seme	ester	undergraduate			
Conter	nts				
lidity (i	interver diagnos	ntion and observational s	studies), epidemiolog	gical parameters, par	ions, study designs and their va- rameters for determining the qua- pothesis testing, logics of signifi-
Intend	ed lear	ning outcomes			
cance petenc studen	tests. T e: The its eval	hey can describe and co	rrectly interpret qualit e validity of studies p nts of criticism of evi	ty criteria of evaluati oublished in scientifi dence-based medici	escription of the logic of signifi- on studies. Implementation com- c journals. Self-competence: The ne.
S (2)				-	
Metho		sessment (type, scope, langua ole for bonus)	age — if other than German,	examination offered — if no	ot every semester, information on whether
with w	ritten e		ges) or oral examinati		resentation (approx. 20 minutes) each (approx. 15 minutes)
Allocat	tion of	places			
Additio	onal inf	ormation			
Worklo	oad				
150 h					
Teachi	Teaching cycle				
Referre	ed to in	LPOI (examination regulation	s for teaching-degree progra	ammes)	
	e appea				
Bachel	Bachelor's degree (1 major) Academic Speech Therapy (2015)				



Theoretical Basics of Pedagogy, Special Pedagogy and Phonetics

(25 ECTS credits)

Genera	e title				Abbreviation
	al basic	s: special education a	nd phonetics		o6-SH-PädPhon-152-mo1
Module	e coord	linator		Module offered by	1
holder	of the	Chair of Special Educa	tion III	· · ·	ucation and Therapy in Language n Disorders
ECTS	Meth	od of grading	Only after succ. cor	mpl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites	5	
1 seme	ster	undergraduate			
Conten	nts	*			
of requ phonet phabet	iiremer tic prin t (IPA) a	nts of speech and lang ciples for the descripti and transcription exerc	uage, description of the on of articulation mech	e speech mechanism	athology, advanced knowledge , anatomical, physiological and of the international phonetic al-
		ning outcomes			bilities with a specification on
properl terance opinior	ly desc es base ns on c	ribe articulation proce ed on the international urrent curative and sp	sses. Implementation c phonetic alphabet (IPA ecial educational quest	competence: The stud). Self-competence: ions from different p	tion disorders and are able to dents can transcribe linguistic ut- The students are able to evaluate erspectives.
V (2) +			ırs, language — if other than Ge		
			nguage — if other than German,		ot every semester, information on whether
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Module	e title				Abbreviation
Genera	l basic	s: sociology of disability	/ theories of special	education	06-SH-SoWi-152-m01
Module	e coord	inator		Module offered	by
holder	ofthe	Chair of Special Educatio	n III	Chair of Special and Communica	Education and Therapy in Language ation 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			
Conten	Its				
text of of soci- in the f	disabil al empa ield of	ities (possibly in the con athy and ways of improve speech and language dis	text of specific types ement as well as aspe	of disability). Fur	vidual and social identity in the con- thermore, we talk about possibilities nange. We elaborate on these topics
Intend	ed lear	ning outcomes			
of disa tions b	bilities etweer	. Reflection competence:	The students are abl ontexts. Personal cor	e to evaluate and npetence: The st	ic theoretical concepts in the context d professionally discuss the connec- udents are aware of the problems 's.
Course	S (type, r	number of weekly contact hours,	anguage — if other than Ge	rman)	
S (2) +	S (1)				
		sessment (type, scope, langua ele for bonus)	ge — if other than German,	examination offered —	if not every semester, information on whether
with w	ritten e		ges) or oral examinati		or presentation (approx. 20 minutes) late each (approx. 15 minutes)
Allocat	ion of _l	places			
Additio	onal inf	ormation			
			_		
Worklo	ad				
150 h					
Teachi	ng cycl	e			
Referre	ed to in	LPO I (examination regulation	s for teaching-degree progra	immes)	
Module	e appea	ars in			
Bachel	or's de	gree (1 major) Academic	Speech Therapy (201	5)	

Module	title			-	Abbreviation	
Counse	ling in	special education			06-SH-S0Be-1-152-1	m01
Module	coord	inator		Module offered by		
holder	of the (Chair of Special Education	on III	Chair of Special Education and Therapy in Language and Communication 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				
Conten		ommunication (e.g. form				
ding co ling as problem discuss wards, its appl les of (p tive and	nversa a form ns of sj ses its s it focus ication profess d its me	I concepts of (special) e tions (e.g. framework co of interaction and coop pecial educational coun social relevance as well ses on counselling conc in the different special ional) communication a ethods. The participants basis of practical exam	onditions, counsellor's eration; the module pr selling. It builds upon as the so-called "cour epts in order to develo educational fields of and conversation whils are divided into smal	s characteristics, con rovides an introducti the anthropological selling disciplines" op a pedagogical the practice. In addition, st focusing on a solu l groups and practis	oversation technique on to fundamental of backgrounds of cou and "counselling sc ory on counselling a the module explain tion-oriented, syster e preparing and hold	es), counsel- questions and unselling and ience". After- and discuss s the princip- nic perspec- ding conver-
Intende	ed learr	ning outcomes				
tion bet ve diffic and obs for cont	tween t culties serve c cinuatio	know basic aspects of h the participants in the p with verbal expression. onversation techniques on. They become acquai risis situations of pedag	rocess of education an They acquire action an , analyse conversation inted with strategies to	nd support, also esp nd conversation com n and counselling sit	ecially regarding peo petencies and are a quations and develop	ople that ha- ble to apply proposals
Course	S (type, n	umber of weekly contact hours,	, language — if other than Ger	rman)		
V (2) + 9	S (1)					
		s essment (type, scope, langu le for bonus)	age — if other than German, o	examination offered — if no	ot every semester, informati	ion on whether
		nation (approx. 40 minu ssessment: German and				
Allocat	ion of p	olaces				
Additio	nal inf	ormation				
Worklo	ad					
150 h			_			
Teachir	ng cycl	e				
Referre	d to in	LPO I (examination regulatio	ns for teaching-degree progra	immes)		
		•				
Module			Speech Thereasy (as a	-)		
		gree (1 major) Academic				
Bachelor's ((2015)	with 1 maj	or Academic Speech Therapy		rated 18-Apr-2025 • exam. re ademische Sprachtherapie/L	-	page 20 / 70

mouut	e title				Abbreviation
Preven	ition ar	nd early intervention in	speech and language		o6-SH-Präv-152-mo1
Modul	e coord	linator		Module offered by	
holder	ofthe	Chair of Special Educat	tion III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Meth	od of grading	Only after succ. cor	npl. of module(s)	
10	nume	erical grade		-	
Duratio	•	Module level	Other prerequisites	5	
1 seme	ester	undergraduate			
Conter	nts				
cepts o vention interdi	of preve n, lang sciplin	ention and early interve uage support and thera arity.	ention: explanation of to	erms/differentiation	vention/support concepts. Con- between prevention, early inter- essional associations, aspects of
		ning outcomes			oostnatal development, especially
					etence: The students can critically plementation competence: The
studen tion sp rent co	nts are beech ti bunselli	able to identify anomal herapy. Social-commun ing and interdisciplinar	ies in pre-linguistic/ea iicative competence: Th y agreement. Personal	rly linguistic develop ne students can app competence: The stu	
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Theory of Science, Research Methods, Test Theory, Speech and Language Therapy Research

(21 ECTS credits)

~	e title				Abbreviation
		s: psychometrics and states the states and states the states and states and states and states and states and st	andardized test/ asso	essment in speech	o6-SH-Diag-152-m01
Module	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	i	
1 seme	ester	undergraduate			
Conten	nts	*	•		
					chological diagnostics. Practipeech and language disorders.
Intende	ed lear	ning outcomes			
neral a method require	nd with ds of eo ements	n a special focus on spee ducational sciences and	ech and language. The psychology. Reflectio ecial educational con	e students know phe n competence: Abili texts. Implementatio	lucational diagnostic work in ge- nomenological and hermeneutic ty of self-reflection regarding the on competence: The students can
	_			JII LITE DASIS OF QUALI	ty criteria.
course	S (type, I	number of weekly contact hours,	<u> </u>		ty criteria.
V (2) +			<u> </u>		ty criteria.
V (2) + Metho	S (2) d of as:	number of weekly contact hours,	language — if other than Ge	rman)	ty criteria.
V (2) + Method module is written with wr	S (2) d of as s creditat exami ritten e	number of weekly contact hours, sessment (type, scope, langua ole for bonus) nation (approx. 60 minut	language — if other than Ge age — if other than German, tes) or term paper (ap ges) or oral examinati	rman) examination offered — if no pprox. 12 pages) or p	·
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V (2) + Method module is written with wr Langua Allocat Additio Worklo 150 h Teachin 	S (2) d of as: s creditation ritten e age of a tion of ponal inf poad	number of weekly contact hours, sessment (type, scope, langua ole for bonus) nation (approx. 60 minut laboration (approx. 6 pag assessment: German and places formation	language — if other than Ge age — if other than German, tes) or term paper (ap ges) or oral examinati //or English	rman) examination offered — if no oprox. 12 pages) or p ion of one candidate	ot every semester, information on whether resentation (approx. 20 minutes)

Modul	e title				Abbreviation
Philos	ophy o	f science and research m	ethodologies		06-SH-WiFor-152-m01
Modul	e coord	linator		Module offered by	1
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			
Durati	on	Module level	Other prerequisites	5	
1 seme	ester	undergraduate			
Conter	nts				
ches, o Princip	critical i bles of s	rationalism, phenomeno	logy, hermeneutics, c sis of specific problem	ritical theory, constr	g: empirical-analytical approa- uctivism and systems theory). empirical research and practice.
Intend	ed lear	ning outcomes	-		
jects, e their b Course	especia asic kn es (type, 1		and language therap ory on their own or in	y. Social competence small groups.	d evaluate small scientific pro- e: The students have advanced
V (2) +	S (1)				
		sessment (type, scope, langu ble for bonus)	age — if other than German,	examination offered — if no	ot every semester, information on whether
ges) or	r oral e>	nation (approx. 60 minu kamination of one candic ussessment: German and	late each (approx. 15		ritten elaboration (approx. 6 pa-
Alloca	tion of	places			
Additi	onal inf	ormation			
Worklo	oad				
150 h					
Teachi	ing cycl	e			
Referr	ed to in	LPO I (examination regulation	ns for teaching-degree progra	ammes)	
	e appea				
Bache	lor's de	gree (1 major) Academic	Speech Therapy (201	5)	

Module	e title				Abbreviation
Speech	and la	inguage therapy researcl	h		o6-SH-ForSpra-152-mo1
Module	e coord	inator		Module offered by	
holder of the Chair of Special Education III			n III	Chair of Special Edu and Communication	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	ster	undergraduate			
Conten	ts				
case in py plar on to th	due co ining. 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
Intend	ed lear	ning outcomes			
to desc dents e speech self-po le follo al-com technic compe vation. compe and dis	ribe an experim therap sed qu wing a munica ques of tence: Furthe nsate for scussin s (type, r	Ind discuss research content in the different forms of by/logopaedics. They are estion. After developing a reasonable line of argum tive competence: The stu- giving and taking feedba The students work out str rmore, they evaluate own	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 discuss the results be 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 lesis.
		sessment (type, scope, langua le for bonus)	ge — if other than German, o	examination offered — if no	t every semester, information on whether
	-	resentation (approx. 30 r	ninutes)		
Allocat					
Additio	nal inf	ormation			
	-				
Worklo	ad				
180 h					
Teachi	ng cycl	e			
Referre	d to in	LPO I (examination regulation	s for teaching-degree progra	mmes)	
Module	e appea	ars in			
Bachel	or's de	gree (1 major) Academic S	Speech Therapy (201	5)	

Modul	e title				Abbreviation
Eviden	ce-bas	ed practice / clinical reas	soning		o6-SH-EaCr-152-mo1
Modul	e coord	inator		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	npl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites		
1 seme	ester	undergraduate			
Conter	nts				
		ciples of qualitative and nd after therapeutic inter			and processes of clinical reaso-
Intend	ed lear	ning outcomes			
giving compe reason dents t evalua proces	a differ tence: ing, the to furth tion of s of su	entiated description of so Based on their profession e students show self-cont er develop their theraped own competencies is the pervision by studying the	cientific principles an nal knowledge of scie fidence in therapeuti tic personality. Refle foundation of an ICF forms and processes	d forms and process entific principles and c interventions. Thei ction competence: T -based therapy. The s of clinical reasonin	petence: The students succeed in ses of clinical reasoning. Personal l forms and processes of clinical r self-confidence enables the stu- he students understand that the students gain insights into the g.
		number of weekly contact hours, I	language — If other than Gei	rman)	
	d of as	S essment (type, scope, langua ole for bonus)	ge — if other than German,	examination offered — if no	ot every semester, information on whether
with w	ritten e		ges) or oral examinati		resentation (approx. 20 minutes) each (approx. 15 minutes)
Allocat	tion of	places			
Additio	onal inf	ormation			
Worklo	bad				
150 h			-		
Teachi	ng cycl	e			
Referre	ed to in	LPO I (examination regulation	s for teaching-degree progra	ammes)	
Modul					
Bachel	lor's de	gree (1 major) Academic	Speech Therapy (201	5)	



Theoretical Basics of Psychology

(13 ECTS credits)

Module	e title				Abbreviation
Educati (Schoo		sychology: Learning and amily)	I Instruction and Soci	al Psychology	06-Psy-LernSoz-152-m01
Module	e coord	inator		Module offered b	y
holder	of the l	Professorship of Educati	onal Psychology	Institute of Psych	ology
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				
thinkin quality cation in smal	g, prob of clas (teache ll group	lem solving (thinking pr ses (specific measures a r-student and student-s s (school class, work gro	ocesses and their prin and requirements of in tudent interaction, in oup, teaching staff, fa	nciples, also durin nproving classes) tercultural learning mily); social attitu	norising and knowledge building); g problem solving); instruction, / social interaction and communi- g); social structures and processes des, social cognition and subjecti- flicts and their resolution.
		ning outcomes		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
hand a ves the	nd effic studer ne knov	cient help for better learn hts' sympathy for pupils vledge necessary for con	ning on the other han and their dependence	d. Advanced know y on group, family	tates better teaching on the one ledge of Social Psychology impro- and society; therefore, the student for promoting a supportive social
Course	S (type, r	number of weekly contact hours,	language — if other than Ge	rman)	
V (2) + Course		Ilternatively S			
		sessment (type, scope, langua le for bonus)	age — if other than German,	examination offered — if	not every semester, information on whether
	age of a	nation (approx. 45 minut ssessment: German and bonus			
Allocat	ion of p	olaces			
Additio	onal inf	ormation			
Worklo	ad				
120 h					
Teachi	ng cycl	e			
	ed to in	LPO I (examination regulation	s for teaching-degree progra	ummes)	
 Referre			is for teaching-degree progra	nmmes)	
 Referre § 32 N Module	Vr. 1 b) e appea	cc) Irs in			
First sta	Vr. 1 b) e appea or's des ate exa ate exa	cc)	Speech Therapy (201 g degree Grundschule g degree Realschule B	5) e Educational Scien Educational Scienc	e (2015)

First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsversion 2015))

Module	e title				Abbreviation
	-	al Psychology (Childhoo		Learning disabili-	o6-Psy-EntAu-161-mo1
		vioral Disorders (Childre	n and Adolescents)	r	
Module				Module offered by	
holder	of the F	Professorship of Education	onal Psychology	Institute of Psychol	ogy
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
4	nume	rical grade			
Duratio	on	Module level	Other prerequisites		
1 seme	ster	undergraduate			
Conten	Its				
and se tivenes sonalit	lf-conce ss, conc y disore	ept; childhood and adole centration, partial perform	escence; developmen nance disorders, disc cation difficulties, any	t support; learning a orders of social beha kiety and social with	and sexual behaviour; identity and performance disorders (atten- viour, communication and per- drawal, aggression and violence, ad intervention.
Intend	ed lear	ning outcomes			
steps,	areas a		able to apply, alter or	create psychologica	peculiarities of developmental Ily founded measures or pro- an undergraduate level.
Course	S (type, r	number of weekly contact hours,	language — if other than Gei	rman)	
V (2) +					
		alternatively S			
		Sessment (type, scope, langua Ile for bonus)	age — if other than German,	examination offered — if no	ot every semester, information on whether
written credita		nation (approx. 45 minut bonus	es)		
Allocat	ion of p	olaces			
			_		
Additio	onal inf	ormation			
Worklo	ad				
120 h					
Teachi	ng cycl	e			
Referre	ed to in	LPOI (examination regulation	s for teaching-degree progra	immes)	
Module	e appea	ars in			
Rachal	or's de	gree (1 major) Academic	Speech Therapy (201	5)	

Modu	le title				Abbreviation
Gener	al basic	s: neuropsychology			o6-SH-KogNeuPsy-152-mo1
Modul	le coord	linator		Module offered by	<u> </u>
holdeı	r of the	Chair of Special Educa	ition III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS	Meth	od of grading	Only after succ. cor	npl. of module(s)	
5	nume	rical grade			
Durati	on	Module level	Other prerequisites	i	
1 sem	ester	undergraduate			
Conte	nts				
lia, ins logica	sights ir l rehabi				rders, affective disorders, acalcu ology, overview of neuropsycho-
dersta They a to ider	nd the re able ntify the	connections between to describe the cardin	aetiology and pathogen al symptoms of neurop nological/clinical picture	esis of different neu sychological/clinical	cognitive psychology. They un- ropsychological/clinical pictures. pictures. The students are able gnostics and therapy. They are
		number of weekly contact hou	ırs, language — if other than Ge	rman)	
S (1) +					
		sessment (type, scope, lar ble for bonus)	nguage — if other than German,	examination offered — if no	ot every semester, information on whether
with w	ritten e		pages) or oral examinat		resentation (approx. 20 minutes) each (approx. 15 minutes)
Alloca	tion of	places			
Additi	onal inf	ormation			
Workl	oad				
150 h					
Teach	ing cycl	e			
Referr	ed to in	LPOI (examination regula	tions for teaching-degree progra	ammes)	
Modu	le appea	ars in			
D 1	امتاد طم	gree (1 major) Academ			



Theoretical Basics of Linguisticsand Pragmatics

(5 ECTS credits)

General b	itle			Abbreviation
	oasics: linguistics, neuroling	uistics, patholinguist	tics, psycholingui-	06-SH-LingPrag-152-m01
	pragmatics		1	
	oordinator		Module offered by	
holder of	the Chair of Special Education	on III	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders
ECTS M	Nethod of grading	Only after succ. con	npl. of module(s)	
5 n	umerical grade			
Duration	Module level	Other prerequisites	i	
1 semeste	er undergraduate			
Contents				
tional-pol neighbou red comm language stics relev Intended Profession principles tion comp	litical classification of the valuring fields of work of speech nunication in children and ac processes and language known vant to speech therapy/logo learning outcomes nal competence: The studen s of models of speech product petence: The students are ab bove-mentioned models. Th	rious national and int therapy/logopaedics dults, language acquis owledge in the contex paedics. ts know basic linguist ction and processing a le to classify and eval ey know speech thera	ernational speech th ; fields of treatment sition, overview of re t of healthy speech; tic concepts and are as well as principles luate linguistic symp	ermany and in the US; occupa- nerapeutic 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-
on of ling their profestudents	uistic principles and of the t essional knowledge of lingui show self-confidence in ther	erminology of patho- a istic principles and of apeutic interventions	and neurolinguistics the terminology of p . Their self-confiden	iving a differentiated descripti- . Personal competence: Based or atho- and neurolinguistics, the ce enables the students to furthe
on of ling their profe students develop t own comp	uistic principles and of the te essional knowledge of lingui show self-confidence in ther heir therapeutic personality. petencies is the foundation of	erminology of patho- a istic principles and of apeutic interventions Reflection competen of an ICF-based therap	and neurolinguistics the terminology of p . Their self-confidenc ce: The students uno by.	iving a differentiated descripti- . Personal competence: Based or atho- and neurolinguistics, the
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on of ling their profestudents develop to own comp Courses (to S (2) + S (Method o module is created written ex- with writte Language Allocation Additiona 150 h Teaching 	uistic principles and of the to essional knowledge of lingui show self-confidence in ther heir therapeutic personality. petencies is the foundation of type, number of weekly contact hours, (1) + S (2) of assessment (type, scope, langue editable for bonus) camination (approx. 90 minu en elaboration (approx. 8 pate of assessment: German and n of places	erminology of patho- a istic principles and of rapeutic interventions Reflection competen- of an ICF-based therap language — if other than Ge rage — if other than German, tes) or term paper (ap ges) or oral examination d/or English	and neurolinguistics the terminology of p . Their self-confidence: The students undo y. rman) examination offered — if n oprox. 15 pages) or p ion of one candidate	iving a differentiated descripti- . Personal competence: Based or patho- and neurolinguistics, the ce enables the students to furthe derstand that the evaluation of ot every semester, information on whether resentation (approx. 20 minutes)
on of ling their profestudents develop to own comp Courses (to S (2) + S (Method o module is created written ex- with writte Language Allocation Additiona 150 h Teaching 	uistic principles and of the tressional knowledge of lingui show self-confidence in ther heir therapeutic personality. petencies is the foundation of type, number of weekly contact hours. (1) + S (2) of assessment (type, scope, langue editable for bonus) kamination (approx. 90 minu en elaboration (approx. 8 pa e of assessment: German and n of places al information	erminology of patho- a istic principles and of rapeutic interventions Reflection competen- of an ICF-based therap language — if other than Ge rage — if other than German, tes) or term paper (ap ges) or oral examination d/or English	and neurolinguistics the terminology of p . Their self-confidence: The students undo y. rman) examination offered — if n oprox. 15 pages) or p ion of one candidate	iving a differentiated descripti- . Personal competence: Based or patho- and neurolinguistics, the ce enables the students to furthe derstand that the evaluation of ot every semester, information on whether resentation (approx. 20 minutes)

Bachelor's degree (1 major) Academic Speech Therapy (2015)



Occupational Studies, legal issues for speech and language therapists and civics

(2 ECTS credits)

Module title					Abbreviation	
Occupational Studies, legal issues for speech and language therapists and ci- 06-SH-BSK-152-mo1						
Vics						
Module coordinator				Module offered by		
holder of the Chair of Special Education III				Chair of Special Education and Therapy in Language and Communication Disorders		
ECTS	Metho	od of grading	Only after succ. con	nly after succ. compl. of module(s)		
2	nume	rical grade				
Duration		Module level	Other prerequisites			
1 semester		undergraduate				
Contents						
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						
They are able to give an overview of the division of tasks on the national and Federal State level. The students know the regulations for employees/employers as well as the social insurance systems. They can apply the re- medies directives as well as other relevant regulations to speech therapeutic/logopaedic practice. The students know the means and functions of professional special interest groups.						
Courses (type, number of weekly contact hours, language — if other than German)						
S (2) + S (2)						
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)						
written examination (approx. 60 minutes) or term paper (approx. 12 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 6 pages) or oral examination of one candidate each (approx. 15 minutes)						
Allocation of places						
Additional information						
Workload						
60 h						
Teaching cycle						
Referred to in LPO I (examination regulations for teaching-degree programmes)						
Module appears in						
Bachel	or's de	gree (1 major) Academic	Speech Therapy (201	5)		



Voice and Speech Training

(5 ECTS credits)



Module title				-	Abbreviation
Voice a	nd spe	ech training			06-SH-Stim-152-m01
Module	e coord	inator		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)	
5	(not) s	successfully completed			
Duratio	on	Module level	Other prerequisites	i	
1 seme	ster	undergraduate			
Conten	ts				
on and notes, led ans servatio	percep practis swers, p on and	otion of oscillation during ing and observing differe	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-
ce. The	y know		n the parameters boo	ly, respiration, phon	of their singing and speaking voi- ation, articulation, resonance hese.
Course	S (type, r	number of weekly contact hours, I	anguage — if other than Ge	rman)	
S (9)					
		Sessment (type, scope, langua le for bonus)	ge — if other than German,	examination offered — if no	ot every semester, information on whether
portfoli	io (app	rox. 12 pages) or project	report (approx. 12 pa	ges)	
Allocat	ion of p	olaces			
Additio	nal inf	ormation			
Worklo	ad				
150 h					
Teachi	ng cycl	е			
Referre	ed to in	LPO I (examination regulation	s for teaching-degree progra	ammes)	
Module	e appea	nrs in			
Bachel	or's de	gree (1 major) Academic	Speech Therapy (201	5)	



Theory and Practice of Speech and Language Disorders

(67 ECTS credits)

Module title Abbreviation									
	Theory and practice of speech and language disorders: basics of developmen- o6-SH-LogTheoSES-152-mo1 tal language disorders o6-SH-LogTheoSES-152-mo1								
Module	e coord	inator		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. com	npl. of module(s)					
5	nume	rical grade							
Duratio	on	Module level	Other prerequisites						
1 seme	ster	undergraduate							
Conten	Its								
tics/ph for spe	nonolog cific sp	gy, syntax/morphology. P	rinciples of aetiology ders. Principles of pla	, phenomenology, d Inning and documer	antics/vocabulary, phone- iagnostics and therapy planning nting an ICF-oriented therapy. nanner.				
Intend	ed lear	ning outcomes							
physio propria on of li on thei further	logical ate ther nguisti ir profe develo	speech development. Th apy. Social-communicati c skills and anomalies in ssional knowledge of spe	e students are able to ve competence: The s children. Personal co eech development dis mality. Reflection con	o identify the key are students succeed in ompetence: The stuc sorders. Their self-co npetence: The stude	etween normal and anomalous 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, I	anguage — if other than Ger	rman)					
S (2) +	S (3)								
		s essment (type, scope, langua ble for bonus)	ge — if other than German, e	examination offered — if no	ot every semester, information on whether				
with w	ritten e		ges) or oral examinati		resentation (approx. 20 minutes) each (approx. 15 minutes)				
Allocat	ion of _l	places							
Additio	onal inf	ormation							
Worklo	ad			Workload					
150 h	_								
Teaching cycle									
reacin	ng cyci	e							
	ng cyci	e							
		e LPOI (examination regulation	s for teaching-degree progra	mmes)					
			s for teaching-degree progra	mmes)					
 Referre		LPOI (examination regulation	s for teaching-degree progra	mmes)					

Module title					Abbreviation	
•	Theory and practice of speech and language disorders: diagnostics of deve- o6-SH-LogDiagSES-152-mo1 lopmental language disorders o6-SH-LogDiagSES-152-mo1					
Module	e coord	inator		Module offered by		
holder	of the (Chair of Special Educatio	n III	Chair of Special Ec and Communication	lucation and Therapy in Language on Disorders	
ECTS	Metho	od of grading	Only after succ. com	pl. of module(s)		
5	nume	rical grade				
Duratio	on	Module level	Other prerequisites			
1 seme	ster	undergraduate				
Conten	Its					
rential	diagno		ning the linguistic lev	el of development.	logy, syntax/morphology. Diffe- Deduction of ICF-oriented therapy	
Intend	ed lear	ning outcomes				
The stu te and ment. S to the r dents a flection	idents a interpro Social-o respect are able n comp	are able to employ differe et the diagnostic results communicative competer ive test situation. Person e to take on the role of the 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 luate their therapeuti	patient-oriented ma ount linguistic and able to adjust their king care of time m gnostics. They show c attitude as well a	ent. Implementation competence: anner. They are able to evalua- extralinguistic areas of develop- verbal and non-verbal behaviour anagement and structure, the stu- v appreciation for the patient. Re- s their responses to patients. They F-oriented therapy planning.	
_		number of weekly contact hours, l			171 0	
S (2) +	S (2)					
		s essment (type, scope, langua ole for bonus)	ge — if other than German, e	examination offered — if n	ot every semester, information on whether	
with w	ritten e		ges) or oral examinati		resentation (approx. 20 minutes) e each (approx. 15 minutes)	
Allocat	ion of j	places				
Additio	onal inf	ormation				
Worklo	ad					
150 h						
Teachi	ng cycl	e				
Referre	ed to in	LPO I (examination regulation	s for teaching-degree progra	mmes)		
Module	e appea	ars in				

Module title Abbreviation						
	Theory and practice of speech and language disorders: therapy of develop- o6-SH-Log-TheraSES-152-mo1 mental language disorders o6-SH-Log-TheraSES-152-mo1					
Module coord	linator		Module offered by			
Berufsfachscl tas-Schulen g	hule für Logopädie Würzb ;GmbH	urg der Cari-	Chair of Special Ed and Communicatio	ucation and Therapy in Language n Disorders		
ECTS Meth	od of grading	Only after succ. com	npl. of module(s)			
5 nume	rical grade					
Duration	Module level	Other prerequisites				
1 semester	undergraduate					
Contents						
phonetics/ph reaching ICF-c	onology and syntax/morporiented therapy goals. Fu	phology. Based on thi Irthermore, 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.		
	ning outcomes			-		
plementation manner. They Social-comm the patient ar their patients	competence: The studen know customisable ways unicative competence: Du d disorder. Personal com . They are encouraged to	ts are able to employ of intervention that iring therapy, the studen petence: The studen develop authentic be	different therapeuti can be adjusted to t dents adjust their ve ts know how to resp haviour. Reflection of	ient-oriented goal setting. Im- 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,	number of weekly contact hours, I	anguage — if other than Ger	man)			
S (2) + S (3)						
Method of as module is credital		ge — if other than German, e	examination offered — if no	ot every semester, information on whether		
with written e		ges) or oral examinati		resentation (approx. 20 minutes) each (approx. 15 minutes)		
Allocation of	places					
Additional inf	formation					
Workload						
150 h						
Teaching cyc	le					
Referred to in	LPOI (examination regulation	s for teaching-degree progra	mmes)			
Module appe						
Bachelor's de	gree (1 major) Academic	Speech Therapy (201	5)			

Bachelor's with 1 major Academic Speech Therapy (2015)

Module title					Abbreviation		
		actice of speech and lang		o6-LogTheoSek-152-mo1			
	nolalia/ myofunctional disorders, auditory processing, hearing impairment in children and cochlear implant						
Module		•		Module offered by			
		Chair of Special Education	n III		ucation and Therapy in Language		
				and Communicatio			
ECTS		od of grading	Only after succ. con	pl. of module(s)			
5		rical grade					
Duratio	n	Module level	Other prerequisites				
1 seme		undergraduate					
Conten							
cleft pa	late/ rl		disorder, hearing pro	cessing, child's hea	agnostics and therapy of lip-jaw, Iring disorders and hearing sy-		
Intende	ed learı	ning outcomes					
process to cond principl vance b executi	sing, ch luct dis les of c basic th on of s	nild's hearing disorders a order-specific and subject onversation techniques. nerapeutic competencies. ubject-specific practical	nd hearing system. In ct-specific exercises. Personal competenc . Reflection competen exercises.	mplementation com Social-communicati e: The students shounce: The students ar	ofunctional disorder, hearing petence: The students are able ive competence: They know the uld have and independently ad- e able to properly evaluate the		
		umber of weekly contact hours, l	anguage — if other than Ger	man)			
		+ S (2) + S (0.5)					
		s essment (type, scope, langua le for bonus)	ge — if other than German, o	examination offered — if no	ot every semester, information on whether		
with wr	itten el		es) or oral examinati		resentation (approx. 20 minutes) each (approx. 15 minutes)		
Allocat	ion of p	olaces					
Additio	nal inf	ormation					
Worklo	ad						
150 h							
Teachir	ıg cycl	e					
Referre	d to in	LPO I (examination regulations	s for teaching-degree progra	mmes)			
Module							
Bachelo	or's deg	gree (1 major) Academic S	Speech Therapy (201	5)			

Module title					Abbreviation	
Theory of fluer		actice of speech and lan orders	guage disorders: bas	ics and diagnostic	o6-SH-LogTheoRed-152-mo1	
Module	e coord	inator		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	npl. of module(s)		
5	nume	rical grade				
Duratio	on	Module level	Other prerequisites			
1 seme	ster	undergraduate				
Conten	ts	`				
in chilc	lren, ju		ering, cluttering). Prin		d diagnostics of fluency disorders nd documenting an ICF-oriented	
Intend	ed lear	ning outcomes				
The stu individ	dents ually le	should have and advance earn to evaluate their owr	e basic therapeutic con diagnostic compete	ompetencies. Reflect ncies.	gnosis. Personal competence: tion competence: The students	
Course	S (type, 1	number of weekly contact hours,	language — if other than Ger	rman)		
S (3) +						
		s essment (type, scope, langua ole for bonus)	age — if other than German, o	examination offered — if no	ot every semester, information on whether	
with wr	itten e		ges) or oral examinati		resentation (approx. 20 minutes) each (approx. 15 minutes)	
Allocat	ion of	places				
Additio	nal inf	ormation				
Worklo	ad					
150 h			-			
Teachi	ng cycl	e				
			-			
Referre	d to in	LPO I (examination regulation	s for teaching-degree progra	mmes)		
Module	e appea	ars in				
Bachel	or's de	gree (1 major) Academic	Speech Therapy (201	5)		

Module title Abbreviation							
Theory orders	Theory and practice of speech and language disorders: therapy of fluency dis- o6-SH-LogTheraRed-152-mo1 orders orders						
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	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					
Conten	ts		·				
Princip	les of p		ng a therapy. Principle	es of a case-oriented	d adults (stuttering, cluttering). , patient-oriented therapy plan- nt methods.		
Intende	ed lear	ning outcomes					
counse flectior	elling. F n comp	Personal competence: The	e students should ha ividually learn to eva	ve and advance basi luate their own diagr	y the principles of case-oriented ic therapeutic competencies. Re- nostic competencies as well as		
Course	S (type, r	number of weekly contact hours,	language — if other than Gei	rman)			
S (3) +	S (4)						
		sessment (type, scope, langua le for bonus)	age — if other than German,	examination offered — if no	ot every semester, information on whether		
with wr	itten e		ages) or oral examinat		resentation (approx. 20 minutes) e each (approx. 15 minutes)		
Allocat	ion of _l	places					
Additio	nal inf	ormation					
Worklo	ad						
150 h							
Teachi	ng cycl	e					
Referre	d to in	LPOI (examination regulation	s for teaching-degree progra	ammes)			
Module	e appea	ars in					
Bachel	or's de	gree (1 major) Academic	Speech Therapy (201	5)			

Module title					Abbreviation						
Theory and practice of speech and language disorders: basics and diagnostic of organic and functional voice disorders					o6-SH-LogTheoStim-152-mo1						
Module	e coord	nator		Module offered by							
holder	of the C	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. com	pl. of module(s)							
5	numer	ical grade									
Duratio	on	Module level	Other prerequisites								
1 seme	ster	undergraduate									
Conten	its										
	n and a				l diagnostics of voice therapy for al exercises in establishing dia-						
-		ing outcomes									
dents k studen	know th Its shou	e principles of conversat	ion techniques for tai sic therapeutic compe	rget-oriented diagno etencies. Reflection	nicative competence: The stu- osis. Personal competence: The competence: The students indivi-						
		umber of weekly contact hours, I	anguage — if other than Ger	man)							
S (3) +	S (4)										
		essment (type, scope, langua le for bonus)	ge — if other than German, e	examination offered — if no	t every semester, information on whether						
with wi	ritten el		ges) or oral examination		resentation (approx. 20 minutes) each (approx. 15 minutes)						
Allocat	ion of p	laces									
Additio	matim				Additional information						
Worklo	ad										
Worklo	ad		-								
150 h		3									
150 h	oad ng cyclo	2									
150 h Teachi 	ng cyclo		s for teaching-degree progra	mmes)							
150 h Teachi 	ng cyclo	e LPO I (examination regulation	s for teaching-degree progra	mmes)							
150 h Teachin Referre	ng cyclo	LPOI (examination regulation	s for teaching-degree progra	mmes)							

Module title					Abbreviation	
•	Theory and practice of speech and language disorders: therapy of organic and o6-SH-LogTheraStim-152-mo1 functional voice disorders o6-SH-LogTheraStim-152-mo1					
Module	e coord	inator		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)		
5	nume	rical grade				
Duratio	on	Module level	Other prerequisites	i		
1 seme	ster	undergraduate				
Conten	ts					
mentin	g a the				nciples of planning and docu- ing. Practical exercises in em-	
Intend	ed lear	ning outcomes				
counse flectior	elling. P n comp	ersonal competence: The	e students should hav ividually learn to eval	ve and advance basi luate their own diag	y the principles of case-oriented ic therapeutic competencies. Re- nostic competencies as well as	
Course	S (type, r	number of weekly contact hours,	language — if other than Ger	rman)		
S (2) +	S (4)					
		sessment (type, scope, langua le for bonus)	age — if other than German, o	examination offered — if no	t every semester, information on whether	
with wr	itten el		ges) or oral examinati		resentation (approx. 20 minutes) each (approx. 15 minutes)	
Allocat	ion of p	olaces				
Additio	nal inf	ormation				
 Worklo	ad					
150 h						
Teachi	ng cycl	e				
Referred to in LPO I (examination regulations for teaching-degree programmes)						
			s for teaching-degree progra	ummes)		
 Module	e appea		s for teaching-degree progra	nmmes)		

Module title					Abbreviation	
Theory	and pr	actice of speech and lar	iguage disorders: bas	ics and diagnostic	o6-SH-LogTheoZNS-152-mo1	
of neu	rogenic	speech and language d	isorders			
Modul	e coord	inator		Module offered by		
holder	of the (Chair of Special Educatio	on III	Chair of Special Ed and Communicatio	ucation and Therapy in Langua n Disorders	
ECTS	Metho	od of grading	Only after succ. com	pl. of module(s)		
5	nume	rical grade		-		
Duratio	on	Module level	Other prerequisites			
1 seme	ester	undergraduate				
Conter	nts					
differe teria of ciplina re-men stic me interpr	ntiation f progno ry work ationed ethods f reting di	of other communicative osis, knowledge of the e for diagnostics, organis clinical pictures, organis for the afore-mentioned	e and vocal impairmen ffects of common cond ation, contents and ca sation, contents and e clinical pictures, meth umentation of findings	its, differentiation o comitant disorders a arrying out of an ICF- valuation criteria of ods of selecting, pla , formulation of a lo	functional and linguistic aspect f medical and psychosocial cri- and the importance of interdis- oriented anamnesis of the afo- common standardised diagno- anning, executing, evaluating a gopaedic report and diagnosis ssis and diagnostics.	
		ning outcomes				
ting an niques rapeut	ICF-ori for a ta	ented therapy. Social-co arget-oriented anamnesi petencies. Reflection con	ommunicative competers. Personal competers	ence: They know the	asics of planning and documen e principles of conversation tech ould have and advance basic th to evaluate their own diagnosti	
Course	es (type, r	number of weekly contact hours,	language — if other than Ger	man)		
S (3) +	S (4)					
		sessment (type, scope, langu le for bonus)	age — if other than German, e	examination offered — if no	ot every semester, information on whethe	
with w	ritten el		ges) or oral examination		resentation (approx. 20 minute e each (approx. 15 minutes)	
Allocat	tion of p	olaces				
Additio	onal inf	ormation				
Worklo	oad		_			
150 h						
Teachi	ng cycl	e				
Referre	ed to in	LPO I (examination regulation	ns for teaching-degree program	mmes)		
	e appea					
Bachel	lor's de	gree (1 major) Academic	Enanch Thorany (2015			
		jor Academic Speech Therapy		5) ated 18-Apr-2025 • exam. re	g. data record Ba- page 48 / 70	

Module title				Abbreviation		
Theory and p	ractice of speech and lan	guage disorders: the	rapy of neurogenic	o6-SH-LogTheraZNS-152-mo1		
• •	speech and language disorders					
Module coord	linator		Module offered by			
holder of the	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	erical grade					
Duration	Module level	Other prerequisites				
1 semester	undergraduate					
Contents						
goals, metho knowledge of rapy, importa out of disorde	ds and means of a logopa the effects of common c nce and possibilities of g	aedic therapy for the a oncomitant disorders group therapy, therap with patients, relative	afore-mentioned clin and the importance eutic appliances and	n of knowledge of requirements, nical pictures, integration of of interdisciplinary work for the- d the use of computers, carrying the interdisciplinary team, practi-		
	ming outcomes					
cific diagnost of conversations consultations dents should dually learn to	ics as well as ICF-oriente on techniques for a targe with patients, relatives a have and advance basic o evaluate their own diag	d therapy. Social-com t-oriented anamnesis and colleagues in inte therapeutic compete mostic and therapeut	municative compete . The students are fa erdisciplinary teams. ncies. Reflection cor ic competencies.	uate and document disorder-spe- ence: They know the principles imiliar with planning and holding Personal competence: The stu- npetence: The students indivi-		
	number of weekly contact hours,	language — if other than Ger	rman)			
S (3) + S (4)						
Method of as module is credital		age — if other than German, o	examination offered — if no	ot every semester, information on whether		
with written e		ges) or oral examinati		resentation (approx. 20 minutes) each (approx. 15 minutes)		
Allocation of	places					
Additional in	formation					
Workload						
150 h						
Teaching cyc	le					
Referred to in	LPOI (examination regulation	ns for teaching-degree progra	ammes)			
Module appe						
Bachelor's de	egree (1 major) Academic	Speech Therapy (201	5)			

Module coordinator Module offered by 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 Theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of develop- mental speech disorder (DSD) concomitant with complex disorders/infantile cerebral palsy and dyslexia. Practi- cal exercises in the fields of diagnosis and therapy. Intende learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of developmental speech disorder (DSD) concomitant with complex disorders/infantile cerebral palsy and dyslexia. Implementation competence: The students are able to conduct disorder-specific and subject-specific exercises. Social-communicative competence: The students due to basic therapeutic competencies. Reflection competence: The students should have and independently advance basic therapeutic competencies. Reflection competence: The students are able to properly evaluate the execution of subject-specific practical exercises. Courses (type, number of weekly contact hours, language – if other than German) S (1 + S (1 + S (2 + S (1)	Module 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 Theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of developmental speech disorder (DSD) concomitant with complex disorders/infantile cerebral palsy and dyslexia. Practi-cal exercises in the fields of diagnosis and therapy. Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, digforstics, and therapy of developmental speech disorder (DSD) concomitant with complex disorder-specific and subject-specific exercises. Social-communicative competence: The students are able to conduct disorder-specific and subject-specific exercises. Social-communicative competence: The work here principles of conversation techniques. Personal competence: The students are able to properly evaluate the execution of subject-specific practical exercises. Courses (type, number of weekly contact hours, language – if other than German) S S (1) + S (2) + S (3) Method of gasessment (type, scope, language – if other than German) S S (1) + S (2) + S (3) Method of assessment (type, scope, language – if other than German) S S	Theory and practice of speech and language disorders: developmental langua- o6-SH-LogTheoKomLRS- ge disorders in complex disorders/ infantile cerebralparese and dyslexia					o6-SH-LogTheoKomLRS-152-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 Cantents Theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of developmental speech disorder (DSD) concomitant with complex disorders/infantile cerebral palsy and dyslexia. Practi-cal exercises in the fields of diagnostics and therapy. Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of developmental speech disorder (DSD) concomitant with complex disorder-specific and subject-specific exercises. Social-communicative competence: The students are able to conduct disorder-specific and subject-specific exercises. Social-communicative competence: The students and independently advance basic therapeutic competence: Relection competence: The students are able to properly evaluate the execution of subject-specific practical exercises. Courses (wpe, number of weekly contact hours, language – if other than German) S S (1) + S (2) + S (2)	Module	e coord	inator		Module offered by		
5 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Contents Theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of developmental speech disorder (DSD) concomitant with complex disorders/infantile cerebral palsy and dyslexia. Practical exercises in the fields of diagnostis and therapy. Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of developmental speech disorder (DSD) concomitant with complex disorders/infantile cerebral palsy and dyslexia. Implementation competence: The students are able to conduct disorder-specific and subject-specific exercises. Social-communicative competence: They know the principles of conversation techniques. Personal competence: The students are able to properly evaluate the execution of subject-specific practical exercises. Courses (type, number of weekly contact hours, language if other than German) S (1) + S (2) + S (1) Method of assessment (type, scope, language if other than German, examination offered if not every senset, information on whether module is celtable for bonus) written examination (approx. 6 o minutes) or term paper (approx. 12 pages) or presentation (approx. 15 minutes) Language of assessment: German and/or English Allocation of places Motkod 15 o h	holder	of the (Chair of Special Education	n III			
Duration Module level Other prerequisites 1 semester undergraduate Contents Theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of developmental speech disorder (DSD) concomitant with complex disorders/infantile cerebral palsy and dyslexia. Practical exercises in the fields of diagnosis and therapy. Intended learning outcomes Professional competence: The students know the theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of developmental speech disorder (DSD) concomitant with complex disorder-specific and subject-specific exercises. Social-communicative competence: The students are able to conduct disorder-specific and subject-specific exercises. Social-communicative competence: They know the principles of conversation techniques. Personal competence: The students are able to conduct disorder (DSD) concomitant with complex disorder (DSD) concomitate with complex disorder (DSD) concomitate with complex disorder-specific as a subject-specific exercises. Social-communicative competence: They know the principles of conversation techniques. Personal competence: The students are able to conduct disorder specific practical exercises. Courses (type, number of weekly contact hours, language – if other than German) S (1) + S (2) + S (2) Method of assessment (type, scope, language – if other than German, examination offered – if not every senset; information on whether module is creditable for borus) written examination (approx. 6 mainutes) or term paper (approx. 12 pages) or presentation (approx. 15 minutes) Language of assessmen	ECTS	Metho	od of grading	Only after succ. com	npl. of module(s)		
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Bachelor's degree (1 major) Academic Speech Therapy (2015)	Module	Module appears in					
	Bachel	or's de	gree (1 major) Academic S	Speech Therapy (201	5)		

Module coordinator Module offered by nolder 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)	Module	e title				Abbreviation
Noider of the Chair of Special Education III Chair of Special Education and Therapy in Language and Communication Disorders SCTS Method of grading Only after succ. compl. of module(s) in numerical grade - Duration Module level Other prerequisites issemster undergraduate - Contents - Swallowing, theoretical principles and in-depth study of causes, symptomatology and pathomechanisms of dyshagia, importance of instrumental, medical diagnostic methods, documentation of research results modif formulation of logopaedic reports and diagnoses including ICF-oriented anamesis and a clinical diagnostic methods, documentation or fesearch results put, documentation and evaluation of an ICF-oriented and evidence-based therapy, integration of Knowledge of the psychosocial strumental, medical diagnostic methods, documentation and evaluation of an ICF-oriented and evidence-based therapy. Integration of somultations, with therapy tic concepts, the importance of medical measures (feeding tubes, tracheal cannula, etc.) for logopaedic work, carrying out of consultations, with therapy and consultations. Laryngectomy: knowledge of pre- and postoperative anatomical-physiolo ical circumstances of laryngectomy, planning of an ICF-oriented and evidence-based therapy depending on the surgical methods as well as anatomical, patient-related and postoperative conditions, knowledge of psecial communication systems, radiation, contents, carrying out and evaluation of an ICF-oriented anamesis, and a clinical and psychoscial circle a andiscasi of laryngectomy, planning of an ICF-oriented an	•		•	guage disorders: bas	ics, diagnostic and	o6-SH-LogTheoSchluck-152-mo1
and Communication Disorders CCTS Method of grading Only after succ. compl. of module(s) in numerical grade - Duration Module level Other prerequisites isemester undergraduate - Contents - Somalowing disorders: Principles of the anatomy of swallowing and knowledge of the physiological process of swallowing, contents, carrying out and evaluation of an ICF-oriented anamnesis and a clinical diagnost incises of syshagia, importance of instrumental, medical diagnostic methods, documentation of research results and formulation of logopaedic reports and diagnoses including ICF-oriented therapy goals, planning, carrying ut, documentation and evaluation of an ICF-oriented anamnesis and a clinical diagnostic methods, documentation of consultations with heriters, relatives and co-workers of the interdisciplinary team, practical exercises in the fields of anamnesis, liagnostics, and herapy, knowledge of the goals, contents and application of different therapeutic concepts, the importance of ical incursing vand computation, contents, carrying out and evaluation of an ICF-oriented anamnesis and of a clinical diagnostic 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 possible complications or concomitant disorders or supplications, knowledge of special communicative so the application of a ICF-oriented anamesis and of a clinical diagnostic of laryngectomy, planning of an ICF-oriented and evidence-based therapy depending on the surgical method as well as anatomical, patient-related and post	Module	e coord	inator		Module offered by	
Inumerical grade	holder	ofthe	Chair of Special Education	n III		
Duration Module level Other prerequisites .semester undergraduate Contents	ECTS	Meth	od of grading	Only after succ. con	npl. of module(s)	
semester undergraduate	5	nume	rical grade			
Contents Contents Contents	Duratio	on	Module level	Other prerequisites		
wallowing disorders: Principles of the anatomy of swallowing and knowledge of the physiological process of wallowing, theoretical principles and in-depth study of causes, symptomatology and pathomechanisms of dyshagia, knowledge of disorders related to dysphagia, differentiation of medical and psychosocial criteria of pro- noosis, organisation, contents, carrying out and evaluation of an ICF-oriented anamnesis and a clinical diagno- stics 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 vut, documentation and evaluation of an ICF-oriented and evidence-based therapy, goals, planning, carrying vut, documentation and evaluation of an ICF-oriented and evidence-based therapy, integration of knowledge of he effects of common concomitant disorders and the importance of interdisciplinary work for diagnostics and herapy, knowledge of the goals, contents and application of different therapeutic concepts, the importance of nedical measures (feeding tubes, tracheal cannula, etc.) for logopaedic work, carrying out of consultations with batients, relatives and co-workers of the interdisciplinary team, practical exercises in the fields of anamnesis, liagnostics, therapy and consultation. Laryngectomy: knowledge of possible complications or concomitant disor- ters after surgery, radiation therapy and chemotherapy, differentiation between medical and psychosocial crite- ia of prognosis, organisation, contents, carrying out and evaluation of an ICF-oriented and evidence-based therapy depending on the sur- gical method as well as anatomical, patient-related and postoperative conditions, knowledge of special commu- ication possibilities and their advantages and disadvantages, overview and in-depth study of therapeutic me- hods, knowledge of the necessity of pre- and postoperative consultation and care for patients and relatives, im- sortance and handling of spec	1 seme	ester	undergraduate			
wallowing, theoretical principles and in-depth study of causes, symptomatology and pathomechanisms of dys- shagia, knowledge of disorders related to dysphagia, differentiation of medical and psychosocial criteria of pro- noois, organisation, contents, carrying out and evaluation of an ICF-oriented anamnesis and a clinical diagno- stics of dysphagia, importance of instrumental, medical diagnostic methods, documentation of research results and formulation of logopaedic reports and diagnoses including ICF-oriented therapy, integration of knowledge of the effects of common concomitant disorders and the importance of interdisciplinary work for diagnostics and herapy, knowledge of the goals, contents and application of different therapeutic concepts, the importance of heraid al measures (feeding tubes, tracheal cannula, etc.) for logopaedic work, carrying out of consultations with batients, relatives and co-workers of the interdisciplinary team, practical exercises in the fields of anamnesis, liagnostics, therapy and consultation. Laryngectomy: knowledge of pres- and postoperative anatomical-physiolo dical circumstances and the psychosocial situation, knowledge of possible complications or concomitant disor- ters after surgery, radiation therapy and chemotherapy, differentiation between medical and psychosocial crite- ia of prognosis, organisation, contents, carrying out and evaluate-based therapy depending on the sur- gical method as well as anatomical, patient-related and postoperative conditions, knowledge of special commu- ication possibilities and their advantages and disadvantages, overview and in-depth study of therapeutic me- hods, knowledge of the necessity of pre- and postoperative consultation and care for patients and relatives, im- sortance and handling of special sanitary, nursing and technical equipment. Intended learning outcomes Professional competence: The students know the theoretical principles of causes, symptomatology, diagnostics herapy and consultation for dysphagia and la	Conten	nts				
Professional competence: The students know the theoretical principles of causes, symptomatology, diagnostics herapy and consultation for dysphagia and laryngectomy. They are familiar with the goals and contents of vaious 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 theapy. 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 theapeutic 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) 5 (1) + S (2) + S (1) Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on whether nodule is creditable for bonus) written examination (approx. 60 minutes) or term paper (approx. 12 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 6 pages) or oral examination of one candidate each (approx. 15 minutes) anguage of assessment: German and/or English	stics of and for out, do the effe therapy medica patient diagno gical ci ders af ria of p cal diag gical m nicatio thods, portan	f dysph rmulati ocumen ects of y, know al meas ts, relat stics, t ircumst ter surg rognos gnostic nethod n poss knowle ce and	agia, importance of instru- on of logopaedic reports a tation and evaluation of a common concomitant dis vledge of the goals, conte ures (feeding tubes, track ives and co-workers of th herapy and consultation. ances and the psychosoc gery, radiation therapy an is, organisation, contents s of laryngectomy, planni as well as anatomical, pa ibilities and their advanta edge of the necessity of p handling of special sanita	umental, medical dia and diagnoses incluc an ICF-oriented and e orders and the impo nts and application of heal cannula, etc.) fo he interdisciplinary te Laryngectomy: knowle di chemotherapy, diff s, carrying out and ev ing of an ICF-oriented tient-related and pos ages and disadvantag re- and postoperative	gnostic methods, do ling ICF-oriented the evidence-based thera rtance of interdiscipl of different therapeu r logopaedic work, c am, practical exercise dedge of pre- and po dge of possible com ferentiation between valuation of an ICF-or and evidence-base stoperative condition ges, overview and in-	ocumentation of research results rapy goals, planning, carrying apy, integration of knowledge of linary work for diagnostics and tic concepts, the importance of arrying out of consultations with ses in the fields of anamnesis, stoperative anatomical-physiolo- plications or concomitant disor- medical and psychosocial crite- iented anamnesis and of a clini- d therapy depending on the sur- ns, knowledge of special commu- depth study of therapeutic me-
written examination (approx. 60 minutes) or term paper (approx. 12 pages) or presentation (approx. 20 minutes) vith written elaboration (approx. 6 pages) or oral examination of one candidate each (approx. 15 minutes) anguage of assessment: German and/or English	Profess therapy rious th They ar rapy. S ented a colleag rapeuti and the Course S (1) + Methor	sional c y and c herapy re able ocial-co anamno gues in ic comp erapeut s (type, r S (2) + d of ass	competence: The students onsultation for dysphagia methods and know the in to plan, conduct, evaluat ommunicative competence esis. The students are fan interdisciplinary teams. F betencies. Reflection com tic competencies. number of weekly contact hours, la S (1) sessment (type, scope, language	a and laryngectomy. T nportance of interdis e and document disc ce: They know the pri niliar with planning a Personal competence petence: The studen anguage — if other than Ger	They are familiar with ciplinary cooperation order-specific diagno nciples of conversat nd holding consultates The students shou ts individually learn (man)	n the goals and contents of va- n. Implementation competence: ostics as well as ICF-oriented the- ion techniques for a target-ori- tions with patients, relatives and ld have and advance basic the- to evaluate their own diagnostic
Allocation of places	written with wi	exami ritten e	nation (approx. 60 minuto laboration (approx. 6 pag	es) or oral examinati		
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Additional information

Workload

150 h

Teaching cycle

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

Module appears in

Module	e title				Abbreviation	
lism ar	d diag	actice of speech and lan nostic and therapy of mu n training		-	o6-SH-LogTheoBilin	Ig-152-m01
	e coord		M	odule offered by	<u> </u>	
		Chair of Special Educatio	n III Cł		ucation and Therapy n Disorders	in Language
ECTS	Metho	od of grading	Only after succ. compl			
7	<u> </u>	rical grade				
, Duratio	·	Module level	Other prerequisites			
1 seme	ster	undergraduate	,, 			
Conten	ts	0	1			
accom sition (factors interfe	oanyin§ first lar and ba rence, e	erring of own experiences g conversation with a pro oguage acquisition, seco erriers of bilingual langua early childhood multiling	fessional singer or actor nd-language acquisition ge acquisition, mechan ualism, peculiarities of s	r about job-related), research on bi- isms of language speech diagnostic	d requirements, lang and multilingualism mixing such as code s for multilingual ch	uage acqui- , supporting -switching,
		in a multilingual context ning outcomes	, apnasia and multilingi	lalism in a therap	eutic context.	
breathi ledge c a profe typical bilingu ren and	ng and of the te ssional mecha al langu d adulte	singing and speaking voi vocal exercises in order rm multilingualism. They manner. They acquire b nisms of language mixin uage acquisition. The stu s with an acquired brain	to meet the occupationa y discuss current questic asic knowledge of first a g and are able to proper idents know the peculia damage and are able to	al requirements. T ons of the acquisi nd second-langu ly describe the su rities of speech d independently ap	The students acquire tion of bi- and multil age acquisition. They upporting factors and iagnostics in multilin uply, evaluate and int	basic know ingualism ir / know the barriers of gual child- terpret an
-		agnostics. The students			n bi- and multilingual	lism.
S (1) +		umber of weekly contact hours,	language — If other than German	1)		
Metho	d of ass	s essment (type, scope, langua le for bonus)	ge — if other than German, exar	nination offered — if no	ot every semester, information	on on whether
with wi	itten el	nation (approx. 60 minut aboration (approx. 6 pag ssessment: German and	ges) or oral examination			
Allocat	ion of p	olaces				
Additio	nal inf	ormation				
Worklo	ad					
210 h						
Teachi	ng cycl	e				
Teachi 	ng cycl	e				
		e	JMU Würzburg ● generated			page 53 / 70

Module appears in



Evidence-based Placement

(10 ECTS credits)

Module	e title			·	Abbreviation	
Eviden	ce-base	ed placement 1			o6-SH-Prak1-162-m	01
Module	e coord	inator		Module offered by	<u> </u>	
holder	of the (Chair of Special Educat	ion III		ucation and Therapy n Disorders	in Language
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)		
5	(not) s	successfully completed				
Duratio	n	Module level	Other prerequisites			
1-2 sem	nester	undergraduate				
and cor ent-spe sis, cor	owledg nsultat ecific w nversat	ions, establish diagnos ork: treatment, prepara ion techniques, writter	etical and practical classes and plan, organise, ation and follow-up, mo planning and docume	evaluate and docun nitoring and co-trea	nent the therapy pro tment. Carrying out o	cess. Pati-
Intende	ed lear	ning outcomes				
studen dividua ented a differer non-ver pathy. with pa role in t ce in th own str the effe ICF-orie part. Th ted ma	ts succ al pract assistan ntiated rbal be They m atients the the the the the rela- rengths ectiven ented w ney incl nner.	essfully conduct a flexi ice areas in accordance nce. If necessary, the si manner. Social-commu- haviour to the patient a aintain efficient contact becomes increasingly p rapeutic process. They ations with patients and and weaknesses. Refl ess of therapy. They an yay. They evaluate their ude patients, relatives	nt their plans and result ble logopaedic therapy e with the patient's nee- tudents show model be unicative competence: and disorder. They apple t with patients and rela- professional and they re- succeed in keeping and d relatives. The student ection competence: The alyse the effectiveness own conversational be and the interdisciplina	A. They determine the ds. They are able to shaviour and apply d During therapy, the sy different conversa atives. Personal comealise how their own appropriate balance s develop self-confide students evaluate of their methodolog shaviour and interpropriate and interpropriate balance of their methodolog.	e duration and priori provide individual a lifferent forms of fee students adjust their tion techniques. The petence: The studer personality plays ar e between closeness dence by becoming a their own role as a the gical and didactic me et the reactions of th	tisation of in- ind target-ori- dback in a r verbal and ey show em- nts' contact n important s and distan- aware of their herapist and eans in an peir counter-
Course	S (type, r	number of weekly contact hour	s, language — if other than Ger	man)		
are to b	be com	pleted over the course	information on number of several semesters ar	nd during semester l	oreak	•
		Gessment (type, scope, lang le for bonus)	uage — if other than German, o	examination offered — if no	ot every semester, informat	ion on whether
		n of practical course (a ssessment: German ar				
Allocat						
Additio	nal inf	ormation				
Worklo	ad					
150 h						
Teachi	ng cycl	e				
Bachelor's (2015)	with 1 ma	jor Academic Speech Therapy		rated 18-Apr-2025 • exam. re ademische Sprachtherapie/l		page 56 / 70

Module appears in

Module	e title				Abbreviation	
Eviden	ce-base	ed placement 2			o6-SH-Prak2-162-m	101
Module	e coord	inator		Module offered by	1	
holder	of the (Chair of Special Educatio	on III		ucation and Therapy n Disorders	in Language
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)		
5	(not) s	successfully completed				
Duratio	on	Module level	Other prerequisites			
1-2 sem	nester	undergraduate				
Conten	ts					
and cor ent-spe	nsultat ecific w	e acquired in the theore ions, establish diagnose ork: treatment, preparat rechniques, written plan	es and plan, organise, ion and follow-up, mo	evaluate and docun nitoring and co-trea	nent the therapy pro tment. Carrying out a	cess. Pati-
Intende	ed lear	ning outcomes				
dividua ented a differer non-ver pathy. with pa role in th ce in th own str the effe ICF-orie	al pract assistan ntiated rbal be They m ttients the the the the the the rengths ectivence ented w ney incl	essfully conduct a flexib ice areas in accordance nce. If necessary, the stu- manner. Social-commun haviour to the patient ar aintain efficient contact becomes increasingly pr rapeutic process. They s itions with patients and and weaknesses. Refle- ess of therapy. They ana ray. They evaluate their c ude patients, relatives a	with the patient's need idents show model be nicative competence: ad disorder. They apply with patients and relation ofessional and they re- ucceed in keeping an relatives. The student ction competence: The lyse the effectiveness own conversational be	eds. They are able to ehaviour and apply d During therapy, the ly different conversa atives. Personal com ealise how their own appropriate balance is develop self-confid e students evaluate of their methodolog ehaviour and interpro	provide individual a lifferent forms of fee students adjust thei tion techniques. The petence: The studer personality plays an e between closeness dence by becoming a their own role as a the gical and didactic me et the reactions of th	nd target-ori- dback in a r verbal and ey show em- nts' contact n important s and distan- aware of their herapist and eans in an neir counter-
Course	S (type, r	number of weekly contact hours,	language — if other than Ger	rman)		
		ekly contact hours: no ir pleted over the course o				placements
		essment (type, scope, langua le for bonus)	age — if other than German,	examination offered — if no	ot every semester, informat	ion on whether
		n of practical course (ap ssessment: German and				
Allocat	ion of p	olaces				
Additio	nal inf	ormation				
Worklo	ad					
150 h						
Teachi	ng cycl	e				
Bachelor's (2015)	with 1 maj	jor Academic Speech Therapy		rated 18-Apr-2025 • exam. re ademische Sprachtherapie/L		page 58 / 70

Module appears in



Key Skills Area (20 ECTS credits)



General Key Skills

(5 ECTS credits)

In the area of general transferable skills, students may choose from the modules offered as part of the pool of general transferable skills (ASQ) of JMU.



Subject-specific Key Skills

(15 ECTS credits)



Module	e title				Abbreviation
Eviden	ce-base	ed placement 3			06-SH-Prak3-162-m01
Module	e coord	inator		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)	
5	(not) s	successfully completed			
Duratio	on	Module level	Other prerequisites	i	
1-2 sen	nester	undergraduate			
Conten	Its				
and co ent-spe sis, cor	nsultat ecific w nversat	ions, establish diagnose ork: treatment, preparati ion techniques, written p	s and plan, organise, on and follow-up, mo lanning and docume	evaluate and docun onitoring and co-trea ntation of logopaedi	Idents to carry out anamnesis nent the therapy process. Pati- tment. Carrying out of anamne- ic treatment, music therapy: MT, occupational fields of mu-

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 (o)

Number of weekly contact hours: no information on number of weekly contact hours available since placements are to be completed over the course of several semesters and during semester break

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 practical course (approx. 20 pages) Language of assessment: German and/or English

Bachelor's with 1 major Academic Speech Therapy
(2015)

Allocation of places

Additional information

Workload

150 h

Teaching cycle

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

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Module appears in

Module title					Abbreviation
Eviden	ce-base	ed placement 4			06-SH-Prak4-162-m01
Module	e coord	inator		Module offered by	
holder of the Chair of Special Educatio		n III	III Chair of Special Education and Therapy in Languag and Communication Disorders		
ECTS	Metho	od of grading	Only after succ. con	npl. of module(s)	
5	(not) s	successfully completed			
Duratio	on	Module level	Other prerequisites		
1-2 sem	nester	undergraduate			
Contents					
	-	•			idents to carry out anamnesis nent the therapy process. Pati-

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 (o)

Number of weekly contact hours: no information on number of weekly contact hours available since placements are to be completed over the course of several semesters and during semester break

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 practical course (approx. 20 pages) Language of assessment: German and/or English

Bachelor's with 1 major Academic Speech Therapy
(2015)

Allocation of places

Additional information

Workload

150 h

Teaching cycle

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

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Module appears in

Module	e title				Abbreviation	
Eviden	ce-bas	ed placement 5			o6-SH-Prak5-162-m	101
Module	e coord	inator		Module offered by	<u> </u>	
holder	ofthe	Chair of Special Education	on III		ucation and Therapy n Disorders	in Language
ECTS	Meth	od of grading	Only after succ. con	npl. of module(s)		
5	(not) s	successfully completed				
Duratio	n	Module level	Other prerequisites			
1-2 sem	nester	undergraduate				
Conten			_			
and cor ent-spe	nsultat ecific w	e acquired in the theore ions, establish diagnose ork: treatment, preparat ion techniques, written	es and plan, organise, ion and follow-up, mo	evaluate and docun nitoring and co-trea	nent the therapy pro tment. Carrying out	cess. Pati-
Intende	ed lear	ning outcomes	_			
dividua ented a differer non-ver pathy. ² with pa role in th ce in th own str the effe ICF-orie	al pract assistantiated rbal be They m ttients the the erir rela- rengths ectiven ented w ney incl	essfully conduct a flexibilities areas in accordance ince. If necessary, the stu- manner. Social-commun- haviour to the patient and traintain efficient contact becomes increasingly pro- trapeutic process. They stations with patients and stand weaknesses. Refle ess of therapy. They ana- vay. They evaluate their of lude patients, relatives a	with the patient's need idents show model be nicative competence: nd disorder. They apply with patients and rela- rofessional and they re- succeed in keeping an relatives. The student ction competence: The lyse the effectiveness own conversational be	eds. They are able to ehaviour and apply d During therapy, the s ly different conversa- atives. Personal com ealise how their own appropriate balance is develop self-confic e students evaluate of their methodolog ehaviour and interpre	provide individual a lifferent forms of fee students adjust thei tion techniques. The petence: The studer personality plays an e between closeness dence by becoming a their own role as a t gical and didactic me et the reactions of th	nd target-ori- dback in a r verbal and ey show em- nts' contact n important s and distan- aware of their herapist and eans in an neir counter-
	S (type, r	number of weekly contact hours,	language — if other than Ger	rman)		
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Additio	nal inf	ormation				
Worklo	ad					
150 h						
Teachi	ng cycl	e				
Bachelor's (2015)	with 1 ma	jor Academic Speech Therapy		rated 18-Apr-2025 • exam. re ademische Sprachtherapie/L	-	page 67 / 70

Module appears in



Thesis (10 ECTS credits)

Modul	e title				Abbreviation
Bachel	lor-thesis in a	cademic speech a	nd language therapy		06-SH-BT-152-m01
Modul	e coordinator			Module offered by	
holder	of the Chair o	of Special Educatio	n III	Chair of Special Ed and Communicatio	ucation and Therapy in Language on Disorders
ECTS	Method of g	rading	Only after succ. con	npl. of module(s)	
10	numerical g	rade			
Duratio	on Modu	ıle level	Other prerequisites	5	
1 seme	ster unde	rgraduate			
Conter	nts				
rapeut		rdisciplinary diagn			due consideration of speech the- ning as well as discussion of the
Intend	ed learning o	utcomes			
the ans					hypotheses, the students work or
stions a scien and ad manne stand t	ots. Social-cor in peer group tific manner. lopt a proper er and acquire the necessity	mmunicative comp s and test techniqu Personal compete level motivation. Fo the ability to comp of evaluating own	betence: The students ues of giving and taki nce: The students wo urthermore, they eval pensate for their wea 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.
stions a scien and ad manne stand t Course	ots. Social-cor in peer group atific manner. lopt a proper l er and acquire the necessity es (type, number of	mmunicative comp s and test techniqu Personal compete level motivation. Fo the ability to comp of evaluating own	vetence: The students ues of giving and taki nce: The students wo urthermore, they eval pensate for their wea	acquire the ability to ing feedback. They p ork out strategies to luate own strengths knesses. Reflection ies in the context of	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
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