



Subdivided 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

## 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 Grundkenntnisse 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: **E** = field trip, **K** = colloquium, **O** = conversatorium, **P** = placement/lab course, **R** = project, **S** = seminar, **T** = tutorial, **Ü** = exercise, **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.

## The subject is divided into

Abbreviation	Module title	ECTS credits	Method of grading	page
<b>Compulsory Courses (180 ECTS credits)</b>				
<b>Theoretical Basics of Medicine (32 ECTS credits)</b>				
o3-PSY-Neu-Phy1-152-m01	Neuroanatomy	3	NUM	7
o3-PSY-Neu-Phy2-152-m01	Physiology	3	NUM	8
o6-SH-MedAud-Kief-152-m01	General basics of medicine: otolaryngology, audiology/ paediatric audiology and orthodontics/ maxillofacial surgery	5	NUM	34
o6-SH-MedPhon-Päd-152-m01	General basics of medicine: phoniatics and pediatrics	6	NUM	36
o6-SH-MedNeuro-152-m01	General basics of medicine: neurology and aphasiology	5	NUM	35
o6-SH-MedPsychiat-152-m01	General basics of medicine: child and adolescent psychiatry, psychiatry and psychosomatics	5	NUM	37
o6-SH-MedWi-Me-152-m01	General basics of medicine: research methodology and evaluation	5	NUM	38
<b>Theoretical Basics of Pedagogy, Special Pedagogy and Phonetics (25 ECTS credits)</b>				
o6-SH-Päd-Phon-152-m01	General basics: special education and phonetics	5	NUM	39
o6-SH-SoWi-152-m01	General basics: sociology of disability/ theories of special education	5	NUM	52
o6-SH-SoBe-1-152-m01	Counseling in special education	5	NUM	51
o6-SH-Präv-152-m01	Prevention and early intervention in speech and language	10	NUM	50
<b>Theory of Science, Research Methods, Test Theory, Speech and Language Therapy Research (21 ECTS credits)</b>				
o6-SH-Diag-152-m01	General basics: psychometrics and standardized test/ assessment in speech and language therapy	5	NUM	15
o6-SH-WiFor-152-m01	Philosophy of science and research methodologies	5	NUM	54
o6-SH-ForSpra-152-m01	Speech and language therapy research	6	B/NB	17
o6-SH-EaCr-152-m01	Evidence-based practice / clinical reasoning	5	NUM	16
<b>Theoretical Basics of Psychology (13 ECTS credits)</b>				
o6-Psy-Lern-Soz-152-m01	Educational Psychology: Learning and Instruction and Social Psychology (School and Family)	4	B/NB	11
o6-Psy-EntAu-161-m01	Developmental Psychology (Childhood and Adolescence); Learning disabilities and behavioral Disorders (Children and Adolescents)	4	NUM	10
o6-SH-KogNeu-Psy-152-m01	General basics: neuropsychology	5	NUM	18
<b>Theoretical Basics of Linguistics and Pragmatics (5 ECTS credits)</b>				
o6-SH-Ling-Prag-152-m01	General basics: linguistics, neurolinguistics, patholinguistics, psycholinguistics and pragmatics	5	NUM	19
<b>Occupational Studies, legal issues for speech and language therapists and civics (2 ECTS credits)</b>				
o6-SH-BSK-152-m01	Occupational Studies, legal issues for speech and language therapists and civics	2	NUM	13

<b>Voice and Speech Training (5 ECTS credits)</b>				
06-SH-Stim-152-m01	Voice and speech training	5	B/NB	53
<b>Theory and Practice of Speech and Language Disorders (67 ECTS credits)</b>				
06-SH-LogTheo-SES-152-m01	Theory and practice of speech and language disorders: basics of developmental language disorders	5	NUM	27
06-SH-LogDiag-SES-152-m01	Theory and practice of speech and language disorders: diagnostics of developmental language disorders	5	NUM	20
06-SH-LogThera-SES-152-m01	Theory and practice of speech and language disorders: therapy of developmental language disorders	5	NUM	31
06-LogTheo-Sek-152-m01	Theory and practice of speech and language disorders: orofacial clefts/ rhinolalia/ myofunctional disorders, auditory processing, hearing impairment in children and cochlear implant	5	NUM	9
06-SH-LogTheo-Red-152-m01	Theory and practice of speech and language disorders: basics and diagnostic of fluency disorders	5	NUM	24
06-SH-LogThera-Red-152-m01	Theory and practice of speech and language disorders: therapy of fluency disorders	5	NUM	30
06-SH-LogTheo-Stim-152-m01	Theory and practice of speech and language disorders: basics and diagnostic of organic and functional voice disorders	5	NUM	28
06-SH-LogThera-Stim-152-m01	Theory and practice of speech and language disorders: therapy of organic and functional voice disorders	5	NUM	32
06-SH-LogT-heoZNS-152-m01	Theory and practice of speech and language disorders: basics and diagnostic of neurogenic speech and language disorders	5	NUM	29
06-SH-LogT-heraZNS-152-m01	Theory and practice of speech and language disorders: therapy of neurogenic speech and language disorders	5	NUM	33
06-SH-LogTheoKom-LRS-152-m01	Theory and practice of speech and language disorders: developmental language disorders in complex disorders/ infantile cerebralpalse and dyslexia	5	NUM	23
06-SH-LogTheo-Schluck-152-m01	Theory and practice of speech and language disorders: basics, diagnostic and therapy of dysphagia/ laryngectomy	5	NUM	25
06-SH-LogTheoBi-ling-152-m01	Theory and practice of speech and language disorders: basics of multilingualism and diagnostic and therapy of multilingual communication disorders, voice and speech training	7	NUM	21
<b>Evidence-based Placement (10 ECTS credits)</b>				
06-SH-Prak1-162-m01	Evidence-based placement 1	5	B/NB	40
06-SH-Prak2-162-m01	Evidence-based placement 2	5	B/NB	42
<b>Key Skills Area (20 ECTS credits)</b>				
<b>General Key Skills (5 ECTS credits)</b>				
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.				
<b>Subject-specific Key Skills (15 ECTS credits)</b>				
06-SH-Prak3-162-m01	Evidence-based placement 3	5	B/NB	44
06-SH-Prak4-162-m01	Evidence-based placement 4	5	B/NB	46
06-SH-Prak5-162-m01	Evidence-based placement 5	5	B/NB	48
<b>Thesis (10 ECTS credits)</b>				
06-SH-BT-152-m01	Bachelor-thesis in academic speech and language therapy	10	NUM	14

<b>Module title</b>		<b>Abbreviation</b>
Neuroanatomy		03-PSY-NeuPhy1-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Physiology II		Faculty of Medicine
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
3	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Foundations of neuroanatomy and physiology in areas relevant for psychology.		
<b>Intended learning outcomes</b>		
Students acquire the knowledge necessary for a deeper understanding of mental phenomena.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 60 minutes) or oral examination (approx. 15 minutes)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Physiology		03-PSY-NeuPhy2-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Physiology II		Faculty of Medicine
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
3	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Physiology of the vegetative system: sympathetic, parasympathetic, heart and circulation; general and special physiology of senses; learning and memory, sleep und circadian rhythm; motor function.		
<b>Intended learning outcomes</b>		
Students acquire knowledge about the physiological basis of vegetative and neurophysiological processes that are important for understanding higher level mental phenomena.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) oral examination (approx. 15 minutes)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		



<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: orofacial clefts/ rhinolalia/ myofunctional disorders, auditory processing, hearing impairment in children and cochlear implant		o6-LogTheoSek-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of lip-jaw, cleft palate/ rhinolalia/ myofunctional disorder, hearing processing, child's hearing disorders and hearing systems. Practical exercises in the fields of diagnosis and therapy.		
<b>Intended learning outcomes</b>		
Professional competence: The students know the theoretical principles of aetiology, differential diagnostics, phenomenology, diagnostics and therapy of lip-jaw, cleft palate/ rhinolalia/ myofunctional disorder, hearing processing, child's hearing disorders and hearing system. 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 should have and independently advance basic therapeutic competencies. Reflection competence: The students are able to properly evaluate the execution of subject-specific practical exercises.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (0.5) + S (2) + S (0.5)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
<b>Developmental Psychology (Childhood and Adolescence); Learning disabilities and behavioral Disorders (Children and Adolescents)</b>		o6-Psy-EntAu-161-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Professorship of Educational Psychology		Institute of Psychology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
4	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Models and requirements of development; development of selected functional areas: Intelligence, memory, knowledge, language and speech, motivation, moral thinking and acting, social and sexual behaviour; identity and self-concept; childhood and adolescence; development support; learning and performance disorders (attention, concentration, partial performance disorders, disorders of social behaviour, communication and personality disorders (discipline and education difficulties, anxiety and social withdrawal, aggression and violence, delinquency and drug consumption, extracurricular and at-school prevention and intervention.		
<b>Intended learning outcomes</b>		
The students are able to classify individual children and juveniles according to peculiarities of developmental steps, areas and anomalies. They are able to apply, alter or create psychologically founded measures or programmes for anomalies, learning difficulties and behavioural abnormalities on an undergraduate level.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2) Course type: alternatively S		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 45 minutes) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
120 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
<b>Educational Psychology: Learning and Instruction and Social Psychology (School and Family)</b>		o6-Psy-LernSoz-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Professorship of Educational Psychology		Institute of Psychology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
4	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Basic learning processes (theories and principles of human learning including cognitive learning processes); memory, knowledge acquisition (models of memory and requirements of memorising and knowledge building); thinking, problem solving (thinking processes and their principles, also during problem solving); instruction, quality of classes (specific measures and requirements of improving classes)/ social interaction and communication (teacher-student and student-student interaction, intercultural learning); social structures and processes in small groups (school class, work group, teaching staff, family); social attitudes, social cognition and subjective theories in teachers and students as well as their modification); social conflicts and their resolution.		
<b>Intended learning outcomes</b>		
Advanced methodological knowledge gives the students a better understanding of psychological literature. Knowledge of Psychology of Learning, Memory, Thinking and Knowledge facilitates better teaching on the one hand and efficient help for better learning on the other hand. Advanced knowledge of Social Psychology improves the students' sympathy for pupils and their dependency on group, family and society; therefore, the students have the knowledge necessary for controlling social phenomena in class and for promoting a supportive social atmosphere in class.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2) Course type: alternatively S		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 45 minutes) Language of assessment: German and/or English creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
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<b>Workload</b>		
120 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 32 I Nr. 1 b) cc)		
<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015) First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015)		
Bachelor's with 1 major Academic Speech Therapy (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Bachelor (210 ECTS) Akademische Sprachtherapie/Logopädie - 2015	page 11 / 54

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))

<b>Module title</b>		<b>Abbreviation</b>
Occupational Studies, legal issues for speech and language therapists and civics		o6-SH-BSK-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
2	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Basic rights of German citizens, supreme federal bodies, competences of the Federation and the Laender, structural principles of the state system, rights and obligations of employees/employers, parties, media, involvement of citizens, remedies directives, accounting system of speech therapeutic-logopaedic practice, regulations, framework 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 international level.		
<b>Intended learning outcomes</b>		
The students know the Basic Law and are familiar with the legislative bodies and principles of state structure. 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 remedies directives as well as other relevant regulations to speech therapeutic/logopaedic practice. The students know the means and functions of professional special interest groups.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
60 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Bachelor-thesis in academic speech and language therapy		o6-SH-BT-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
10	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Scientifically sound case presentation (Bachelor's thesis approx. 50 pages) in due consideration of speech therapeutic and/or interdisciplinary diagnostics and evidence-based therapy planning as well as discussion of the current state of research.		
<b>Intended learning outcomes</b>		
Professional competence: The students advance their scientific practice skills and acquire different techniques to describe research contents according to the target group. Implementation competence: The students experiment with different forms of presentation and acquire the ability to develop a question relevant to speech therapy/logopaedics. They are able to independently analyse and organise a predetermined or self-posed question. They research relevant current literature. After developing a question based on hypotheses, the students work on the answer while following a reasonable line of argument. They choose a clear description in line with scientific concepts. Social-communicative competence: The students acquire the ability to closely work on self-posed questions in peer groups and test techniques of giving and taking feedback. They present and discuss the results in a scientific manner. Personal competence: The students work out strategies to work on the predetermined task and adopt a proper level motivation. Furthermore, they evaluate own strengths and weaknesses in a realistic manner and acquire the ability to compensate for their weaknesses. Reflection competence: The students understand the necessity of evaluating own scientific competencies in the context of their Bachelor's thesis.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
No courses assigned to module		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
Bachelor's thesis (approx. 50 pages) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
Time to complete: 8 weeks.		
<b>Workload</b>		
300 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015) Bachelor's degree (1 major) Academic Speech Therapy (2025)		

<b>Module title</b>		<b>Abbreviation</b>
<b>General basics: psychometrics and standardized test/ assessment in speech and language therapy</b>		o6-SH-Diag-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Scientific-theoretical and methodological knowledge of special educational-psychological diagnostics. Practice-oriented acquisition of qualitative and quantitative methods of diagnosing speech and language disorders.		
<b>Intended learning outcomes</b>		
Professional competence: The students are able to describe the scientific-theoretical basics of the diagnostic methods of human and social sciences. They have advanced knowledge of statistical and methodological principles of diagnostics as well as basic and orientational knowledge of special educational diagnostic work in general and with a special focus on speech and language. The students know phenomenological and hermeneutic methods of educational sciences and psychology. Reflection competence: Ability of self-reflection regarding the requirements of diagnostic work in special educational contexts. Implementation competence: The students can evaluate test methods in the field of speech and language on the basis of quality criteria.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Evidence-based practice / clinical reasoning		o6-SH-EaCr-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Scientific principles of qualitative and quantitative research approaches. Forms and processes of clinical reasoning during and after therapeutic interventions and in the context of studies.		
<b>Intended learning outcomes</b>		
Professional competence: The students know basic scientific concepts as well as forms and processes of clinical reasoning. Implementation competence: The students are able to read, classify and evaluate articles and text-book entries according to scientific criteria. Furthermore, they are able to apply different forms and processes of clinical reasoning to their therapeutic interventions. Social-communicative competence: The students succeed in giving a differentiated description of scientific principles and forms and processes of clinical reasoning. Personal competence: Based on their professional knowledge of scientific principles and forms and processes of clinical reasoning, the students show self-confidence in therapeutic interventions. Their self-confidence enables the students to further develop their therapeutic personality. Reflection competence: The students understand that the evaluation of own competencies is the foundation of an ICF-based therapy. The students gain insights into the process of supervision by studying the forms and processes of clinical reasoning.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		



<b>Module title</b>		<b>Abbreviation</b>
Speech and language therapy research		o6-SH-ForSpra-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
6	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	--
<b>Contents</b>		
<p>The students present the research projects of their Bachelor's thesis in the colloquium as a scientifically sound case in due consideration of speech therapeutic and/or interdisciplinary diagnostics and evidence-based therapy planning. Furthermore, the research project as well as the current state of research are discussed. In addition to the students' presentations, external invited experts present their current research projects or the "State of the Art" of their discipline.</p>		
<b>Intended learning outcomes</b>		
<p>Professional competence: The students advance their scientific practice skills and acquire different techniques to describe and discuss research contents according to the target group. Implementation competence: The students experiment with different forms of presentation and acquire the ability to develop a question relevant to speech therapy/logopaedics. They are able to independently analyse, organise and discuss a predetermined or self-posed question. After developing a question based on hypotheses, the students work on the answer while following a reasonable line of argument. They choose a clear description in line with scientific concepts. Social-communicative competence: The students acquire the ability to closely work on self-posed questions and test techniques of giving and taking feedback. They present and discuss the results in a scientific manner. Personal competence: The students work out strategies to work on the predetermined task and adopt a proper level motivation. Furthermore, they evaluate own strengths and weaknesses in a realistic manner and acquire the ability to compensate for their weaknesses. Reflection competence: The students understand the necessity of describing and discussing own scientific competencies in the context of their Bachelor's thesis.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
Exposé with presentation (approx. 30 minutes)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
180 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
General basics: neuropsychology		o6-SH-KogNeuPsy-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Description of the brain's executive functions, knowledge of aetiology and pathology of neuropsychological clinical pictures such as apraxia, amnesia, attentiveness disorders, perception disorders, affective disorders, acalculia, insights into diagnostics and therapy of neuropsychology and clinical psychology, overview of neuropsychological rehabilitation.		
<b>Intended learning outcomes</b>		
The students know principles, tasks and goals of neuropsychology and clinical-cognitive psychology. They understand the connections between aetiology and pathogenesis of different neuropsychological/clinical pictures. They are able to describe the cardinal symptoms of neuropsychological/clinical pictures. The students are able to identify the effects of neuropsychological/clinical pictures on logopaedic diagnostics and therapy. They are able to evaluate therapeutic measures.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
<b>General basics: linguistics, neurolinguistics, patholinguistics, psycholinguistics and pragmatics</b>		o6-SH-LingPrag-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Selected linguistic basics, especially from the fields of phonology, morphology, syntax, semantics and pragmatics. Neurolinguistic basics of models of speech production and processing as well as their neurological principles. Patholinguistic basics of the history of speech therapy/logopaedics in Germany and in the US; occupational-political classification of the various national and international speech therapeutic occupational groups; neighbouring fields of work of speech therapy/logopaedics; fields of treatment and clinical pictures of disordered communication in children and adults, language acquisition, overview of research on language acquisition, language processes and language knowledge in the context of healthy speech; research results of psycholinguistics relevant to speech therapy/logopaedics.</p>		
<b>Intended learning outcomes</b>		
<p>Professional competence: The students know basic linguistic concepts and are familiar with the neurolinguistic principles of models of speech production and processing as well as principles of patholinguistics. Implementation competence: The students are able to classify and evaluate linguistic symptoms and can incorporate them into the above-mentioned models. They know speech therapeutic fields of work and treatment as well as occupational groups. Social-communicative competence: The students succeed in giving a differentiated description of linguistic principles and of the terminology of patho- and neurolinguistics. Personal competence: Based on their professional knowledge of linguistic principles and of the terminology of patho- and neurolinguistics, the students show self-confidence in therapeutic interventions. Their self-confidence enables the students to further develop their therapeutic personality. Reflection competence: The students understand that the evaluation of own competencies is the foundation of an ICF-based therapy.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (1) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>written examination (approx. 90 minutes) or term paper (approx. 15 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or oral examination of one candidate each (approx. 20 minutes) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		
Bachelor's with 1 major Academic Speech Therapy (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Bachelor (210 ECTS) Akademische Sprachtherapie/Logopädie - 2015	page 19 / 54

<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: diagnostics of developmental language disorders		o6-SH-LogDiagSES-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different test methods in the fields of semantics/vocabulary, phonetics/phonology, syntax/morphology. Differential-diagnostic methods for determining the linguistic level of development. Deduction of ICF-oriented therapy goals. Practical exercises for establishing and analysing diagnoses/findings.		
<b>Intended learning outcomes</b>		
Professional competence: The students are able to reasonably select and evaluate test methods according to the corresponding linguistic level. They decide whether therapy is needed based on the diagnostic results and determine therapy priorities by applying their knowledge of chronology of development. Implementation competence: The students are able to employ different test methods in a patient-oriented manner. They are able to evaluate and interpret the diagnostic results whilst taking into account linguistic and extralinguistic areas of development. Social-communicative competence: The students are able to adjust their verbal and non-verbal behaviour to the respective test situation. Personal competence: By taking care of time management and structure, the students are able to take on the role of the therapist during diagnostics. They show appreciation for the patient. Reflection competence: The students evaluate their therapeutic attitude as well as their responses to patients. They reconsider the selection and execution of test methods applied in view of an ICF-oriented therapy planning.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
<b>Theory and practice of speech and language disorders: basics of multilingualism and diagnostic and therapy of multilingual communication disorders, voice and speech training</b>		o6-SH-LogTheoBiling-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
7	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Elements and structure of singing and speech exercises, voice training in groups - concepts and methods, history and methods of functional voice training, advanced exercises on posture and tone regulation, respiration, phonation and articulation, transferring of own experiences of body, respiration and voice to job-related requirements, transferring of own experiences of body, respiration and voice to working with groups, theatre visit and accompanying conversation with a professional singer or actor about job-related requirements, language acquisition (first language acquisition, second-language acquisition), research on bi- and multilingualism, supporting factors and barriers of bilingual language acquisition, mechanisms of language mixing such as code-switching, interference, early childhood multilingualism, peculiarities of speech diagnostics for multilingual children, literacy acquisition in a multilingual context, aphasia and multilingualism in a therapeutic context.</p>		
<b>Intended learning outcomes</b>		
<p>The students are able to differentiate and advance their own communication skills. They are able to carry out an independent analysis of familiar and unfamiliar physical, breathing, speech and vocal exercises. They are able to independently lead a voice training group. The students differentiate and advance acquired communication skills of their singing and speaking voice. The students are able to apply, analyse and alter unfamiliar physical, breathing and vocal exercises in order to meet the occupational requirements. The students acquire basic knowledge of the term multilingualism. They discuss current questions of the acquisition of bi- and multilingualism in a professional manner. They acquire basic knowledge of first and second-language acquisition. They know the typical mechanisms of language mixing and are able to properly describe the supporting factors and barriers of bilingual language acquisition. The students know the peculiarities of speech diagnostics in multilingual children and adults with an acquired brain damage and are able to independently apply, evaluate and interpret an appropriate diagnostics. The students evaluate questions of current research on bi- and multilingualism.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (1) + S (5)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module can be chosen to earn a bonus)		
<p>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) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
210 h		
<b>Teaching cycle</b>		
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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

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**Module appears in**

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

<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: developmental language disorders in complex disorders/ infantile cerebral palsy and dyslexia		o6-SH-LogTheoKomLRS-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
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.		
<b>Intended learning outcomes</b>		
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 should have and independently advance basic therapeutic competencies. Reflection competence: The students are able to properly evaluate the execution of subject-specific practical exercises.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1) + S (2) + S (1)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		



<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: basics and diagnostic of fluency disorders		o6-SH-LogTheoRed-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of fluency disorders in children, juveniles and adults (stuttering, cluttering). Principles of planning and documenting an ICF-oriented diagnosis. Practical exercises in establishing diagnoses.		
<b>Intended learning outcomes</b>		
Professional competence: The students know the theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of fluency disorders in children and adults. Implementation competence: They are able to plan, conduct and document disorder-specific diagnostics. Social-communicative competence: The students know the principles of conversation techniques for target-oriented diagnosis. Personal competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students individually learn to evaluate their own diagnostic competencies.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (3) + S (4)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		



<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: basics, diagnostic and therapy of dysphagia/ laryngectomy		o6-SH-LogTheoSchluck-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Swallowing disorders: Principles of the anatomy of swallowing and knowledge of the physiological process of swallowing, theoretical principles and in-depth study of causes, symptomatology and pathomechanisms of dysphagia, knowledge of disorders related to dysphagia, differentiation of medical and psychosocial criteria of prognosis, organisation, contents, carrying out and evaluation of an ICF-oriented anamnesis and a clinical diagnostics of dysphagia, importance of instrumental, medical diagnostic methods, documentation of research results and formulation of logopaedic reports and diagnoses including ICF-oriented therapy goals, planning, carrying out, documentation and evaluation of an ICF-oriented and evidence-based therapy, integration of knowledge of the effects of common concomitant disorders and the importance of interdisciplinary work for diagnostics and therapy, knowledge of the goals, contents and application of different therapeutic concepts, the importance of medical measures (feeding tubes, tracheal cannula, etc.) for logopaedic work, carrying out of consultations with patients, relatives and co-workers of the interdisciplinary team, practical exercises in the fields of anamnesis, diagnostics, therapy and consultation. Laryngectomy: knowledge of pre- and postoperative anatomical-physiological circumstances and the psychosocial situation, knowledge of possible complications or concomitant disorders after surgery, radiation therapy and chemotherapy, differentiation between medical and psychosocial criteria of prognosis, organisation, contents, carrying out and evaluation of an ICF-oriented anamnesis and of a clinical diagnostics of laryngectomy, planning of an ICF-oriented and evidence-based therapy depending on the surgical method as well as anatomical, patient-related and postoperative conditions, knowledge of special communication possibilities and their advantages and disadvantages, overview and in-depth study of therapeutic methods, knowledge of the necessity of pre- and postoperative consultation and care for patients and relatives, importance and handling of special sanitary, nursing and technical equipment.</p>		
<b>Intended learning outcomes</b>		
<p>Professional competence: The students know the theoretical principles of causes, symptomatology, diagnostics, therapy and consultation for dysphagia and laryngectomy. They are familiar with the goals and contents of various therapy methods and know the importance of interdisciplinary cooperation. Implementation competence: They are able to plan, conduct, evaluate and document disorder-specific diagnostics as well as ICF-oriented therapy. Social-communicative competence: They know the principles of conversation techniques for a target-oriented anamnesis. The students are familiar with planning and holding consultations with patients, relatives and colleagues in interdisciplinary teams. Personal competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students individually learn to evaluate their own diagnostic and therapeutic competencies.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (2) + S (1)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>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) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>
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<b>Workload</b>
150 h
<b>Teaching cycle</b>
--
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)
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<b>Module appears in</b>
Bachelor's degree (1 major) Academic Speech Therapy (2015)

<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: basics of developmental language disorders		o6-SH-LogTheoSES-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Theoretical principles of physiological speech development in the fields of semantics/vocabulary, phonetics/phonology, syntax/morphology. Principles of aetiology, phenomenology, diagnostics and therapy planning for specific speech development disorders. Principles of planning and documenting an ICF-oriented therapy. Practical exercises in analysing findings and planning therapy in a theoretical manner.		
<b>Intended learning outcomes</b>		
Professional competence: The students have knowledge of physiological speech development as well as theoretical principles of aetiology, phenomenology, diagnostics and therapy planning for specific speech development disorders. Implementation competence: The students are able to differentiate between normal and anomalous physiological speech development. The students are able to identify the key areas of disorders and to plan appropriate therapy. Social-communicative competence: The students succeed in giving a differentiated description of linguistic skills and anomalies in children. Personal competence: The students show self-confidence based on their professional knowledge of speech development disorders. Their self-confidence enables the students to further develop their therapeutic personality. Reflection competence: The students understand that the evaluation of own competencies is the foundation of an ICF-based therapy.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (3)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
<b>Theory and practice of speech and language disorders: basics and diagnostic of organic and functional voice disorders</b>		o6-SH-LogTheoStim-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of voice therapy for children and adults, principles of planning and documenting diagnoses, practical exercises in establishing diagnoses.		
<b>Intended learning outcomes</b>		
Professional competence: The students know the theoretical principles of aetiology, differential diagnostics, phenomenology and diagnostics of dysphonia in children and adults. Implementation competence: They are able to plan, conduct and document disorder-specific diagnostics. Social-communicative competence: The students know the principles of conversation techniques for target-oriented diagnosis. Personal competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students individually learn to evaluate their own diagnostic competencies.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (3) + S (4)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
<b>Theory and practice of speech and language disorders: basics and diagnostic of neurogenic speech and language disorders</b>		o6-SH-LogTheoZNS-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Theoretical principles and in-depth study of causes, symptomatology and classification of aphasia, apraxia of speech and dysarthrophonia in due consideration of neurological, anatomical, functional and linguistic aspects, differentiation of other communicative and vocal impairments, differentiation of medical and psychosocial criteria of prognosis, knowledge of the effects of common concomitant disorders and the importance of interdisciplinary work for diagnostics, organisation, contents and carrying out of an ICF-oriented anamnesis of the afore-mentioned clinical pictures, organisation, contents and evaluation criteria of common standardised diagnostic methods for the afore-mentioned clinical pictures, methods of selecting, planning, executing, evaluating and interpreting diagnostic methods, documentation of findings, formulation of a logopaedic report and diagnosis including ICF-oriented therapy goals, practical exercises in the fields of anamnesis and diagnostics.</p>		
<b>Intended learning outcomes</b>		
<p>Professional competence: The students are able to describe the theoretical principles of the causes, symptomatology and classification of aphasia, verbal apraxia and dysarthrophonia whilst taking into account neurological, anatomical, functional and linguistic aspects. Implementation competence: They are able to plan, conduct, evaluate and document disorder-specific diagnostics. The students know the basics of planning and documenting an ICF-oriented therapy. Social-communicative competence: They know the principles of conversation techniques for a target-oriented anamnesis. Personal competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students individually learn to evaluate their own diagnostic competencies.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (3) + S (4)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>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) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: therapy of fluency disorders		o6-SH-LogTheraRed-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Theoretical introduction to methods of fluency therapy for children, juveniles and adults (stuttering, cluttering). Principles of planning and documenting a therapy. Principles of a case-oriented, patient-oriented therapy planning in due consideration of ICF-criteria. Practical exercises in employing different methods.		
<b>Intended learning outcomes</b>		
Professional competence: The students know the technical principles of therapy of fluency disorders in children and adults. Implementation competence: They are able to plan, conduct and document a disorder-specific fluency therapy. Social-communicative competence: The students are able to apply the principles of case-oriented counselling. Personal competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students individually learn to evaluate their own diagnostic competencies as well as the stage of therapy in order to develop an efficient therapy plan.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (3) + S (4)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 60 minutes) or term paper (approx. 12 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 10 pages) or oral examination of one candidate each (approx. 15 minutes) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: therapy of developmental language disorders		o6-SH-Log-TheraSES-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Berufsfachschule für Logopädie Würzburg der Caritas-Schulen gGmbH		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>In this module, we study different therapeutic approaches and methods in the fields of semantics/vocabulary, phonetics/phonology and syntax/morphology. Based on this knowledge, we develop a hierarchical method of reaching ICF-oriented therapy goals. Furthermore, we select patient-oriented as well as disorder-specific therapy methods and conduct practical exercises to develop a patient-oriented therapy on different linguistic levels.</p>		
<b>Intended learning outcomes</b>		
<p>Professional competence: The students reasonably select therapeutic methods according to the corresponding linguistic level. They plan an ICF-oriented therapy whilst taking into account patient-oriented goal setting. Implementation competence: The students are able to employ different therapeutic methods in a patient-oriented manner. They know customisable ways of intervention that can be adjusted to the patient and his capabilities. Social-communicative competence: During therapy, the students adjust their verbal and non-verbal behaviour to the patient and disorder. Personal competence: The students know how to responsibly deal with themselves and their patients. They are encouraged to develop authentic behaviour. Reflection competence: The students analyse the effectiveness and execution of selected therapy methods. They are able to justify their therapeutic approach.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (3)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>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) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		



<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: therapy of organic and functional voice disorders		o6-SH-LogTheraStim-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Theoretical introduction to methods of voice therapy for children and adults. Principles of planning and documenting a therapy. Principles of a case-oriented, patient-oriented therapy planning. Practical exercises in employing different methods.		
<b>Intended learning outcomes</b>		
Professional competence: The students know the technical principles of therapy of dysphonia in children and adults. Implementation competence: They are able to plan, conduct and document a disorder-specific therapy of dysphonia. Social-communicative competence: The students are able to apply the principles of case-oriented counselling. Personal competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students individually learn to evaluate their own diagnostic competencies as well as the stage of therapy in order to develop an efficient therapy plan.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (4)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		



<b>Module title</b>		<b>Abbreviation</b>
<b>Theory and practice of speech and language disorders: therapy of neurogenic speech and language disorders</b>		o6-SH-LogTheraZNS-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Planning, implementation, documentation and evaluation of an ICF-oriented and evidence-based therapy for the clinical pictures aphasia, apraxia of speech and dysarthrophonia, integration of knowledge of requirements, goals, methods and means of a logopaedic therapy for the afore-mentioned clinical pictures, integration of knowledge of the effects of common concomitant disorders and the importance of interdisciplinary work for therapy, importance and possibilities of group therapy, therapeutic appliances and the use of computers, carrying out of disorder-specific consultations with patients, relatives and co-workers of the interdisciplinary team, practical exercises in the field of therapy and consultation.</p>		
<b>Intended learning outcomes</b>		
<p>Professional competence: The students know how to select and evaluate disorder-specific test methods for the clinical pictures of aphasia, apraxia of speech and dysarthrophonia and know the principles and goals of therapy methods. Implementation competence: They are able to plan, conduct, evaluate and document disorder-specific diagnostics as well as ICF-oriented therapy. Social-communicative competence: They know the principles of conversation techniques for a target-oriented anamnesis. The students are familiar with planning and holding consultations with patients, relatives and colleagues in interdisciplinary teams. Personal competence: The students should have and advance basic therapeutic competencies. Reflection competence: The students individually learn to evaluate their own diagnostic and therapeutic competencies.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (3) + S (4)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>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) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
<b>General basics of medicine: otolaryngology, audiology/ paediatric audiology and orthodontics/ maxillofacial surgery</b>		o6-SH-MedAudKief-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Selected contents of ear, nose and throat medicine (including anatomy, physiology and pathophysiology, acoustics); diagnostics and therapy of ear, nose and throat diseases as well as basics of orthodontics and jaw surgery.		
<b>Intended learning outcomes</b>		
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 knowledge 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 acoustics 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 orthodontics 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.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 90 minutes) or term paper (approx. 15 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or oral examination of one candidate each (approx. 20 minutes) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
General basics of medicine: neurology and aphasiology		o6-SH-MedNeuro-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Neurological check-up, vertigo and cranial nerve disorders, neurological emergencies, headaches and face aches, clinical neurophysiology, nerve injuries, radicular and spinal syndromes, polyneuropathy, tumours of the brain and spinal cord, seizure disorders, myasthenic syndromes, neurogenetics, multiple sclerosis, dementia and organic brain confusional states, traumatic injuries of the brain and spinal cord, cerebrovascular disorders, movement disorders/ataxia, motor neurone diseases, myopathies, movement disorders/basal ganglia diseases, pathogen-induced diseases of the brain and spinal cord, metabolic and toxic diseases of the brain and spinal cord; palliative treatment, differential diagnostics, neuroradiologic diagnostics and therapy, cognitive neurology, neurological intensive-care medicine, coma, cerebral death, history of aphasia therapy, causes and localisation of aphasia, classification and syndromes of aphasia, manifestations of aphasia.		
<b>Intended learning outcomes</b>		
Competencies: The students are able to understand and estimate the principal neurological disorders and their diagnostics. They are able to classify aphasia therapy in a historical context. They can evaluate causes, localisations and classifications of aphasic disorders and their concomitant neurological disorders in view of the course of disease.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (4) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 90 minutes) or term paper (approx. 15 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or oral examination of one candidate each (approx. 20 minutes) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
General basics of medicine: phoniatics and pediatrics		o6-SH-MedPhonPäd-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
6	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Course of disease, diagnostics and therapy of aphasia. Models of physiological and pathological speech processing; number processing; neuropsychological concomitant disorders: Executive functions, memory, concentration, visual and auditory processing.		
<b>Intended learning outcomes</b>		
Qualification: The students have acquired knowledge of the principal neurological disorders and their differential diagnosis. In addition, they have obtained the qualification to model healthy speech. Based on this modeling, the students are able to evaluate central speech disorders.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2) + V (3)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 90 minutes) or term paper (approx. 15 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or oral examination of one candidate each (approx. 20 minutes) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
180 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
<b>General basics of medicine: child and adolescent psychiatry, psychiatry and psychosomatics</b>		o6-SH-MedPsychiat-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Child and adolescent psychiatry: Principles and fundamental questions of child and adolescent psychiatry, e.g.: Psychotherapy, psychopharmacotherapy, ADHD, tic disorder, conduct disorder and addiction, depression and bipolar disorders, suicide, attempted suicide and self-injuring behaviour, personality disorders, dyslexia, dyscalculia, speech and motor development disorders, eating disorders, compulsion, anxiety disorders, dissociative and somatoform disorders, posttraumatic stress disorder, acute stress disorder, adaptive disorder, autism, mental disabilities, epilepsy and organic brain syndrome, psychoses, elimination disorders, sexual abuse and assessment of credibility, deprivation, attachment disorders. Psychiatry and psychosomatics: Basic terms of psychopathology, psychometrics and neuropsychology, schizophrenic psychoses, bipolar affective and depressive disorders, suicidal tendency, anxiety and obsessive-compulsive disorders, somatoform disorders, dissociative disorders, eating disorders, addiction and dependency disorders.</p>		
<b>Intended learning outcomes</b>		
<p>Psychiatry and psychosomatics: The students know basic psychopathological terms as well as psychiatric and psychosomatic clinical pictures which can influence speech production, speech processing and speech comprehension. They have basic knowledge of test-psychological techniques as auxiliary diagnostic tools for the respective disorders. Child and adolescent psychiatry: The students have basic knowledge of common childhood and adolescent psychiatric clinical pictures: Symptomatology, aetiology, diagnostics and therapy. Basic knowledge of emergencies in child and adolescent psychiatry. Knowledge of behaviour therapy techniques and psychopharmacology.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (4) + V (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>written examination (approx. 90 minutes) or term paper (approx. 15 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or oral examination of one candidate each (approx. 20 minutes) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
General basics of medicine: research methodology and evaluation		o6-SH-MedWiMe-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Basics of evidence-based medicine, research methodology for evaluation questions, study designs and their validity (intervention and observational studies), epidemiological parameters, parameters for determining the quality of diagnostic procedures, basics of descriptive and inferential statistics (hypothesis testing, logics of significance tests).		
<b>Intended learning outcomes</b>		
Professional competence: The students acquire basic knowledge of the concept of evidence-based medicine. They are able to describe methods of testing the effectiveness of medical measures (evaluation) and know which research methods are used in evaluation studies. They know the different types of studies and their validity as well as the parameters used to evaluate studies. They are able to give a basic description of the logic of significance tests. They can describe and correctly interpret quality criteria of evaluation studies. Implementation competence: The students can evaluate the validity of studies published in scientific journals. Self-competence: The students evaluate advantages and points of criticism of evidence-based medicine.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
General basics: special education and phonetics		o6-SH-PädPhon-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Introduction to general Curative and Special Education, disability and anthropology, disability as an element of special educational theories, introduction to and critical reflection on current curative and special educational questions, knowledge of the historical development of Speech and Language Pathology, advanced knowledge of requirements of speech and language, description of the speech mechanism, anatomical, physiological and phonetic principles for the description of articulation mechanisms, acquisition of the international phonetic alphabet (IPA) and transcription exercises.		
<b>Intended learning outcomes</b>		
Professional competence: The students have acquired basic knowledge of disabilities with a specification on speech and discuss current curative and special educational questions in a professional manner. They have basic knowledge of theory construction in Speech and Language Pathology, which is always interdisciplinary. They know the articulation process (respiration, phonation, articulation) and articulation disorders and are able to properly describe articulation processes. Implementation competence: The students can transcribe linguistic utterances based on the international phonetic alphabet (IPA). Self-competence: The students are able to evaluate opinions on current curative and special educational questions from different perspectives.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 90 minutes) or term paper (approx. 15 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or oral examination of one candidate each (approx. 20 minutes) Language of assessment: German and/or English		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		



<b>Module title</b>		<b>Abbreviation</b>
Evidence-based placement 1		o6-SH-Prak1-162-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
	undergraduate	--
<b>Contents</b>		
<p>The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Patient-specific work: treatment, preparation and follow-up, monitoring and co-treatment. Carrying out of anamnesis, conversation techniques, written planning and documentation of logopaedic treatment.</p>		
<b>Intended learning outcomes</b>		
<p>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.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
<p>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</p>		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module can be chosen to earn a bonus)		
<p>documentation of practical course (approx. 20 pages) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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Bachelor's with 1 major Academic Speech Therapy (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Bachelor (210 ECTS) Akademische Sprachtherapie/Logopädie - 2015	page 40 / 54



**Module appears in**

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

<b>Module title</b>		<b>Abbreviation</b>
Evidence-based placement 2		o6-SH-Prak2-162-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
	undergraduate	--
<b>Contents</b>		
<p>The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Patient-specific work: treatment, preparation and follow-up, monitoring and co-treatment. Carrying out anamnesis, conversation techniques, written planning and documentation of logopaedic treatment.</p>		
<b>Intended learning outcomes</b>		
<p>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.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
<p>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</p>		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module can be chosen to earn a bonus)		
<p>documentation of practical course (approx. 20 pages) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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Bachelor's with 1 major Academic Speech Therapy (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Bachelor (210 ECTS) Akademische Sprachtherapie/Logopädie - 2015	page 42 / 54

**Module appears in**

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

<b>Module title</b>		<b>Abbreviation</b>
Evidence-based placement 3		o6-SH-Prak3-162-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
	undergraduate	--
<b>Contents</b>		
<p>The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Patient-specific work: treatment, preparation and follow-up, monitoring and co-treatment. Carrying out of anamnesis, conversation techniques, written planning and documentation of logopaedic treatment, music therapy: Theory of music therapy (MT), definition, term definitions, active and receptive MT, occupational fields of music therapists, setting, practice of musicotherapeutic interventions based on the case presentations of the students and further exemplary cases (clients: neurologically ill patients from the work placement): using musical instruments, using the voice (vocal improvisation, song), self-experience, developing therapist personality traits, enhancing the skills and means of the therapist, reflection/modification of personal requirements for carrying out logopaedic therapies, reflection/modification of important aspects of experience and action in a therapeutic context, paediatric audiology/speech therapy: Consultation: Voice/speech/swallowing in adults and children CHC (Comprehensive Hearing Center) I: paediatric-audiological consultation for children with impaired hearing: 1 Patient tour: CI (cochlear implant) technique, electrophysiology, audiometry CHC II: CI consultation for adults: 1 Patient tour: CI technique, electrophysiology, audiometry, polyclinic: general consultation ENT, neonatal hearing screening, tumour consultation.</p>		
<b>Intended learning outcomes</b>		
<p>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.</p>		
<b>Courses</b> (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		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module can be chosen to earn a bonus)		
documentation of practical course (approx. 20 pages) Language of assessment: German and/or English		

<b>Allocation of places</b>
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<b>Additional information</b>
--
<b>Workload</b>
150 h
<b>Teaching cycle</b>
--
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)
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<b>Module appears in</b>
Bachelor's degree (1 major) Academic Speech Therapy (2015)

<b>Module title</b>		<b>Abbreviation</b>
Evidence-based placement 4		o6-SH-Prak4-162-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
	undergraduate	--
<b>Contents</b>		
<p>The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Patient-specific work: treatment, preparation and follow-up, monitoring and co-treatment. Carrying out of anamnesis, conversation techniques, written planning and documentation of logopaedic treatment, music therapy: Theory of music therapy (MT), definition, term definitions, active and receptive MT, occupational fields of music therapists, setting, practice of musicotherapeutic interventions based on the case presentations of the students and further exemplary cases (clients: neurologically ill patients from the work placement): using musical instruments, using the voice (vocal improvisation, song), self-experience, developing therapist personality traits, enhancing the skills and means of the therapist, reflection/modification of personal requirements for carrying out logopaedic therapies, reflection/modification of important aspects of experience and action in a therapeutic context, paediatric audiology/speech therapy: Consultation: Voice/speech/swallowing in adults and children CHC (Comprehensive Hearing Center) I: paediatric-audiological consultation for children with impaired hearing: 1 Patient tour: CI (cochlear implant) technique, electrophysiology, audiometry CHC II: CI consultation for adults: 1 Patient tour: CI technique, electrophysiology, audiometry, polyclinic: general consultation ENT, neonatal hearing screening, tumour consultation.</p>		
<b>Intended learning outcomes</b>		
<p>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.</p>		
<b>Courses</b> (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		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module can be chosen to earn a bonus)		
documentation of practical course (approx. 20 pages) Language of assessment: German and/or English		

<b>Allocation of places</b>
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<b>Additional information</b>
--
<b>Workload</b>
150 h
<b>Teaching cycle</b>
--
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)
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<b>Module appears in</b>
Bachelor's degree (1 major) Academic Speech Therapy (2015)

<b>Module title</b>		<b>Abbreviation</b>
Evidence-based placement 5		o6-SH-Prak5-162-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
	undergraduate	--
<b>Contents</b>		
<p>The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Patient-specific work: treatment, preparation and follow-up, monitoring and co-treatment. Carrying out of anamnesis, conversation techniques, written planning and documentation of logopaedic treatment.</p>		
<b>Intended learning outcomes</b>		
<p>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.</p>		
<b>Courses</b> (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		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module can be chosen to earn a bonus)		
documentation of practical course (approx. 20 pages) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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Bachelor's with 1 major Academic Speech Therapy (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Bachelor (210 ECTS) Akademische Sprachtherapie/Logopädie - 2015	page 48 / 54



**Module appears in**

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

<b>Module title</b>		<b>Abbreviation</b>
Prevention and early intervention in speech and language		o6-SH-Präv-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
10	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>General aspects of embryology and birth, relevant contents of early childhood development (cognitive, sensomotoric and socio-emotional). Principles of early language intervention: the process of pre-linguistic and early linguistic development, anomalies, risk factors, possibilities of diagnostics, intervention/support concepts. Concepts of prevention and early intervention: explanation of terms/differentiation between prevention, early intervention, language support and therapy; political classification, position of professional associations, aspects of interdisciplinarity.</p>		
<b>Intended learning outcomes</b>		
<p>Professional competence: The students have knowledge of prenatal and early postnatal development, especially of pre-linguistic and early linguistic development. They know the technical principles of early language intervention as well as the corresponding framework conditions. Methodological competence: The students can critically examine scientific studies on pre-linguistic and early linguistic development. Implementation competence: The students are able to identify anomalies in pre-linguistic/early linguistic development and can plan early intervention speech therapy. Social-communicative competence: The students can apply principles of case-oriented parent counselling and interdisciplinary agreement. Personal competence: The students should have and advance basic competencies in dealing with parents and experts from other disciplines in the field of early intervention.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>written examination (approx. 90 minutes) or term paper (approx. 15 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or oral examination of one candidate each (approx. 20 minutes) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
300 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Counseling in special education		o6-SH-SoBe-1-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Theories on communication (e.g. forms, elements, functions/goals, signs and symbol systems), psychological principles and concepts of (special) educational and collegial counselling, formal aspects and methods of holding conversations (e.g. framework conditions, counsellor's characteristics, conversation techniques), counselling as a form of interaction and cooperation; the module provides an introduction to fundamental questions and problems of special educational counselling. It builds upon the anthropological backgrounds of counselling and discusses its social relevance as well as the so-called "counselling disciplines" and "counselling science". Afterwards, it focuses on counselling concepts in order to develop a pedagogical theory on counselling and discuss its application in the different special educational fields of practice. In addition, the module explains the principles of (professional) communication and conversation whilst focusing on a solution-oriented, systemic perspective and its methods. The participants are divided into small groups and practise preparing and holding conversations on the basis of practical examples while trying to apply the discussed methods and conversation techniques.</p>		
<b>Intended learning outcomes</b>		
<p>The students know basic aspects of human communication, conversation techniques, counselling and cooperation between the participants in the process of education and support, also especially regarding people that have difficulties with verbal expression. They acquire action and conversation competencies and are able to apply and observe conversation techniques, analyse conversation and counselling situations and develop proposals for continuation. They become acquainted with strategies to facilitate individual education and life planning and to overcome crisis situations of pedagogical importance.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 40 minutes) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
General basics: sociology of disability/ theories of special education		o6-SH-SoWi-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>We discuss early theoretical concepts and their development or modification (for example Georgens/Deinhardt) in the context of current theories (for example WHO, inclusion) as well as their effects on scientific research. We examine society's attitude towards disabilities and the development of individual and social identity in the context of disabilities (possibly in the context of specific types of disability). Furthermore, we talk about possibilities of social empathy and ways of improvement as well as aspects of attitude change. We elaborate on these topics in the field of speech and language disorders.</p>		
<b>Intended learning outcomes</b>		
<p>Professional competence: The students have advanced knowledge of specific theoretical concepts in the context of disabilities. Reflection competence: The students are able to evaluate and professionally discuss the connections between disabilities and social contexts. Personal competence: The students are aware of the problems connected to disabilities in general and those connected to speech disorders.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (1)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>written examination (approx. 90 minutes) or term paper (approx. 15 pages) or presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or oral examination of one candidate each (approx. 15 minutes) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Voice and speech training		o6-SH-Stim-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Anatomical and physiological principles of the voice, methods of analysing and using standard language, articulation of German and pronunciation of German standard language, physiological connections between body, respiration and voice, exercises for posture and tone regulation, respiration, phonation and articulation, primary and secondary functions of respiration, larynx and vocal tract as functional parts of the voice, resonance and articulation, exercises for the singing voice, voice, speech and language as an expression of personality, vibration and perception of oscillation during speech production, practising standard language when speaking without notes, practising and observing different forms of speaking without notes: role play, giving spontaneous, detailed answers, prepared short presentation, principles of a presentation in theory and practice, differentiated observation and experience of voice and speech production parameters.</p>		
<b>Intended learning outcomes</b>		
<p>The students evaluate, develop and advance the communicative competencies of their singing and speaking voice. They know the interactions between the parameters body, respiration, phonation, articulation, resonance and personality in themselves and others and are able to modify and describe these.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (9)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
portfolio (approx. 12 pages) or project report (approx. 12 pages)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Philosophy of science and research methodologies		o6-SH-WiFor-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Subject and purpose of science and criteria of scientificity. Scientific methods and systems, central and selected scientific-theoretical positions and methods of knowledge acquisition (including: empirical-analytical approaches, critical rationalism, phenomenology, hermeneutics, critical theory, constructivism and systems theory). Principles of scientific work on the basis of specific problems and questions of empirical research and practice. Evidence-based research in the field of speech therapy.		
<b>Intended learning outcomes</b>		
Professional competence/methodological competence/implementation competence: The students are able to examine special educational problems in view of different scientific positions and perspectives. By applying different learning techniques, the students advance their knowledge of scientific theory and learn to conduct systematic and methodological research; they are able to independently conduct and evaluate small scientific projects, especially in the field of speech and language therapy. Social competence: The students have advanced their basic knowledge of scientific theory on their own or in small groups.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 60 minutes) or term paper (approx. 12 pages) or written elaboration (approx. 6 pages) or oral examination of one candidate each (approx. 15 minutes) Language of assessment: German and/or English		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major) Academic Speech Therapy (2015)		