SPTH1080 - Introduction to Clinical Practice
Course Outline

Course Co-ordinator: Dr Bernice Mathisen
Room: GP 2.22
Ph: 02 49 21 7352
Fax: 02 49 21 7386
Email: Bernice.Mathisen@newcastle.edu.au
Consultation hours: By appointment

Tutorials will be organised by Ms Joanne Walters and delivered by
Professor Alison Ferguson
Dr Bernice Mathisen
Dr Sally Hewat
Ms Joanne Walters
TBA

Semester Semester 2 - 2010
Unit Weighting 10

Teaching Methods
Clinical
Lecture
Experience Based Learning
Tutorial

Brief Course Description
This course is only available to students who have been admitted to the Bachelor of Speech Pathology course. It introduces students to the speech pathology clinical practice and provides an orientation to the speech pathology profession and its clinical processes. This course integrates theoretical learning with an exploration of relevant clinical processes (including some clinical observation).

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for 12 Weeks

Learning Materials/Texts
Course Outline Issued and Correct as at: Week 1, Semester 2 - 2010

CTS Download Date: 7 July 2010


Course Objectives
Upon successful completion of this course, a student should be able to:
1. Identify and describe the basic clinical processes required for the assessment of children with communication disorder.
2. Follow professional, legal, and ethical procedures, with particular attention to the issues and procedures involved in preserving client confidentiality.
4. Demonstrate awareness of general principles involved in intervention for all communication disorders, with particular emphasis on evidence-based practice and alternative modes of service delivery.
5. Recognise students' roles and responsibilities with reference to clinical experiential learning.

Course Content
Introduction to Speech Pathology
- Reflective practice, exploration of self
- Awareness of other-cultural and linguistic diversity

Assessment practices, including
- Clinical interviewing
- Observation and testing
Reporting and documentation

Issues for the workplace
- Occupational Health and Safety
- Infection Control

General principles of intervention, including:
- Evidence based practice - integrating theory in speech, language & hearing
- Identification of goals
- Selection of strategies
- Clinical decision making for intervention
- Models of service delivery

Introduction to counselling

Preparation for clinical experience placement
- Introduction to ethical practice
- Learning styles in clinical education

Professional practice - introductory experience

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>50%</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations - Group</td>
<td>30%</td>
</tr>
</tbody>
</table>

Ungraded requirements: First Aid certificate, satisfactory completion of clinical experience requirements, attendance at lectures and tutorials covering pre-clinical preparation requirements as advised.

Assumed Knowledge
Not Applicable.

Callaghan Campus Timetable

SPTH1080
Intro to Clinical Practice
Enquiries: School of Humanities and Social Science
Semester 2 - 2010

Lecture and Tutorial
Monday 12:00 - 14:00 [PG08] Commencing Week 2
Wednesday 10:00 - 11:00 [W219] Commencing Week 2
or
Wednesday 10:00 - 11:00 [W218] Commencing Week 2
or
Monday 9:00 - 10:00 [V103] Commencing Week 2
or
Monday 9:00 - 10:00 [V109] Commencing Week 2
or
Monday 10:00 - 11:00 [V102] Commencing Week 2

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning, and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:
**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

- falsification of data;
- using a substitute person to undertake, in full or part, an examination or other assessment item;
- reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
- making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
- bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
- making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
- contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another person's ideas without due acknowledgment;
- collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -
- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in *Late Penalty* (under student) at the link above.

Requests for *Extensions of Time* must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.
Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

*Note:* different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

**To check or change your enrolment online go to myHub:** https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie Student Hub</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>The University of Newcastle</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>A Block, Administration</td>
</tr>
<tr>
<td>City Precinct</td>
<td>Widderson Road</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Port Macquarie NSW 2444</td>
</tr>
<tr>
<td></td>
<td>Phone: 49215000</td>
</tr>
<tr>
<td></td>
<td>Singapore students</td>
</tr>
</tbody>
</table>
Central Coast Campus (Ourimbah)
Student Hub: Opposite the Main Cafeteria
contact your PSB Program Executive

OTHER CONTACT INFORMATION

Faculty Websites
www.newcastle.edu.au/faculty/business-law/
www.newcastle.edu.au/faculty/education-arts/
www.newcastle.edu.au/faculty/engineering/
www.newcastle.edu.au/faculty/health/
www.newcastle.edu.au/faculty/science-it/

Rules Governing Undergraduate Academic Awards
www.newcastle.edu.au/policylibrary/000311.html

Rules Governing Postgraduate Academic Awards

Rules Governing Professional Doctorate Awards
www.newcastle.edu.au/policylibrary/000580.html

General enquiries
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

Dean of Students Office
The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.
http://www.newcastle.edu.au/service/dean-of-students/
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: Dean-Of-Students@newcastle.edu.au

University Complaints Managers Office
The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.
http://www.newcastle.edu.au/service/complaints/
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: Complaints@newcastle.edu.au

Campus Care
The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.
Phone: 02 4921 8600
Fax: 02 4921 7151
Email: campuscare@newcastle.edu.au

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

-------------------------------------------------------------
End of CTS Entry
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Mandatory Program Component

This course is a mandatory program component. Refer - http://www.newcastle.edu.au/policylibrary/000647.html (section 2).

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://www.newcastle.edu.au/study/enrolment/regdates.html](http://www.newcastle.edu.au/study/enrolment/regdates.html)

NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard**: Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
School of Humanities & Social Science

SPTH1080 Introduction to Clinical Practice

Important Additional Information

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- ** Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

**NB: Not all of these services may apply to the Port Macquarie Campus.**

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal</td>
<td>50% (Clinical experience 25%)</td>
</tr>
</tbody>
</table>

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Academic Integrity**

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for
others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one's own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - [http://www.newcastle.edu.au/policylibrary/000608.html](http://www.newcastle.edu.au/policylibrary/000608.html)

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

Assignment Re-submission

As this is a 1000 level course a student who fails the first assessment item will be allowed to correct errors and re-submit the assignment for a capped mark of 50% of the available marks for the assessment item.
Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student's final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is required that you use the use APA referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote or specific information includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors).

For further information on referencing and general study skills refer - ‘Infoskills’ available @

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact
details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the
first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should
then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps,
Careers information, Counselling, the Health Service and a range of free Student Support Services is
available @ http://www.newcastle.edu.au/currentstudents/index.html

Description of assessment tasks

Description of Assessment Items

<table>
<thead>
<tr>
<th>No.</th>
<th>Assignment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Essay</td>
<td>Ethics Essay 20% 1000 words. Due Week 7, Monday September 6 at 5pm. Submit electronically through Turnitin (via Blackboard). You may be requested to submit a hard copy of the assignment, with coversheet, at the Shortland Student Hub. When you submit the assignment to Turnitin, do not include the assignment question below however do include your reference list using APA formatting.</td>
</tr>
<tr>
<td>2.</td>
<td>Reflective Journal</td>
<td>50% (Clinical Experience 25%; Completed Tutorial Worksheets 25%) Clinical Experience Reflective Journal 25% 1500 words Due Week 13, Monday November 1 at 5pm Submit electronically through Turnitin (via Blackboard). You may be requested to submit a hard copy of the assignment, with coversheet, at the Shortland Student Hub. When you submit the assignment to Turnitin, do not include the assignment case history or questions below however do include your reference list. Completed Tutorial Worksheets Submit tutorial worksheets at the end of each tutorial to the tutor. Tutorial worksheets can only be submitted at the end of each tutorial. Each worksheet is worth 2.5% (Total 25%)</td>
</tr>
</tbody>
</table>

Clinical Experience visits are compulsory, and once arranged can only be altered in special
circumstances. It is the student’s responsibility to notify the Course Co-ordinator (Dr Bernice Mathisen)
immediately if they are unable to attend the pre-arranged visit. If unexpected circumstances arise on the
morning of the visit preventing attendance, the student should advise the contact clinician at the site of the
visit, as well as the SPTH1080 Course Co-ordinator.

Students are required to carry their NSW Health Clinical Placement Authority (Criminal record clearance) and Adult Vaccination Record Card with them at all times while on clinic visits/placements. Students must have also completed a Prohibited Employment Declaration (previously submitted to the Faculty Professional Experience Unit). All these documents MUST have been sighted before a clinical visit can be arranged (ie. as part of the requirements for SPTH1001).
Note also that professional behaviour is expected during clinic observation visits, and any breach of professionalism (e.g. failure to observe client confidentiality) may be considered sufficient to warrant failure of the subject (SPTH1080).

Reflective Journal
You are required to reflect on and discuss your clinical experience. You are also required to include a sample of data that you have collected and to discuss this.

Your reflective journal should include the following:
- description of the clinic
- setting/environment
- roles/responsibilities of the speech pathologist
- roles and responsibilities of other professionals working in the clinic
- A description and discussion of an interaction you observed or participated in during your visit (for example a treatment session, an assessment session, classroom activity, lesson)
  - relevant background information
  a. A clinical procedure/task and rationale
  b. A sample of data recorded during the interaction and
  - outcomes
- A description of one “tool” routinely used by the speech pathologist (e.g. a standardised assessment, therapy resource, teaching resource or program)
  Include in your description the purpose of the “tool”, contents of the “tool”, strength and limitations.

The reflective journal should be written in an appropriate style for a professional report (ie objective and value-free), with regard to ethical considerations (ie client confidentiality) and should be 1,500 words maximum.

Marking criteria

<table>
<thead>
<tr>
<th>Marking criterion</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness of self as a novice clinician</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates awareness of other (ie the client)</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrates understanding of services provided (including environment, personnel and resources)</td>
<td>8</td>
</tr>
<tr>
<td>Reflects on appropriate interaction (provides appropriate and relevant information)</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrates sound observation skills</td>
<td>4</td>
</tr>
<tr>
<td>Report is written in appropriate style (ie objective, family-friendly and value-free)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

NB Report must preserve client and clinic confidentiality. No identifying information about clients (e.g. names, addresses, date of birth) or clinic (e.g. clinic name, clinician name) is to be included. Breach of confidentiality will result in failure on the assignment.

3. Group Presentation

| 3. Group Presentation | To be held **Week 12 and 13, Monday October 25 and November 1**
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td><strong>30% 15 mins per group</strong></td>
</tr>
<tr>
<td></td>
<td>Groups of 6 students will present a de-identified case history taking session using one client (adult or child) who was observed during the SPTH1080 Clinical Experience.</td>
</tr>
<tr>
<td></td>
<td>Confidentiality is to be maintained and students who breach this condition will fail this assignment automatically. Students are free to decide who is in their group and to decide on an appropriate client for this presentation.</td>
</tr>
<tr>
<td></td>
<td><strong>Group presentation roles:</strong></td>
</tr>
</tbody>
</table>
Student 1 will introduce relevant information about the client, using an evidence-based literature review (eg 5-10 references) about the communication or swallowing condition presented.

Student 2 will be the “client”

Student 3 will be a “significant person” such as a parent or partner

Student 4 will be the “speech pathologist”

A case history taking session (10 mins) will be presented

Student 4 will field questions from the audience

Students 5 and 6 will summarise the case history information including any additional information/referrals that would be useful.

**Marking criteria**

<table>
<thead>
<tr>
<th>Component</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance and information provided about the client</td>
<td>10</td>
</tr>
<tr>
<td>Clarity &amp; succinctness of verbal presentation</td>
<td>10</td>
</tr>
<tr>
<td>Professionalism in both formal and informal aspects of the presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

All students in each group will receive the same mark for this assessment task.

**Essential Criteria in Assessment**

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS as follows:

- first aid certificate
- satisfactory completion of clinical experience requirements
- attendance at lectures and tutorials covering pre-clinical preparation requirements as advised.

<table>
<thead>
<tr>
<th>Essential Criteria in Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Ungraded requirements" /></td>
<td><img src="image" alt="Completion of clinical experience requirement" /></td>
</tr>
<tr>
<td><img src="image" alt="Completion of clinical experience requirement" /></td>
<td>(Record of Additional Clinical Experience form submitted before Week 13)</td>
</tr>
<tr>
<td><img src="image" alt="Attendance at lectures and tutorials covering pre-clinical preparation requirements" /></td>
<td>in week 11 lecture and week 11 tutorial. A roll will be taken. Students with Special Circumstances that prevent them from attending the week 11 lecture or tutorial need to contact the course coordinator.</td>
</tr>
<tr>
<td><img src="image" alt="First Aid Certificate" /></td>
<td>(see notes below)</td>
</tr>
</tbody>
</table>

**First Aid Certification** – Students are required to provide original documentation of their attainment of their Senior First Aid Certificate (or equivalent) for sighting by the course co-ordinator, in class-times, or by appointment in office (GP2.22). Required By Friday Week 13 Semester 2.

In order to ensure that students are adequately prepared for low-level medical contingencies that may arise during clinical placements, students are required to have completed a Workcover approved **Senior First Aid Certificate** course (at their own cost). This level of first aid course includes basic first aid, communicable diseases, choking, and cardiopulmonary resuscitation (CPR). The Certificate is awarded on successful
completion of a short examination. Students should note that since the course is Workcover approved, it will also be of use to those students requiring this training to obtain part-time work in childcare and some other work settings. Students are to make individual arrangements to attend the course. Suitable courses are run through Red Cross (phone 4926 3877), or St John Ambulance (phone 4952 8188), or Solet Australia (phone 4965 4333). Note that failure to complete any reporting requirements for the clinical education experience unit component will render the result for SPTH1080 'Incomplete' until all requirements are met. Incomplete grades are automatically converted to Fail within a month after the examination period. Failure to provide these prerequisites means that Clinical Practice placements required for the Bachelor of Speech Pathology degree cannot be arranged (i.e. SPTH2080, and subsequent clinical practice courses).

Current information about this is available on the SPTH1080 Blackboard site and the All Speech Pathology Students 2010 Blackboard site. All students are responsible for checking for updated information on the Speech Pathology General Blackboard site or specific clinical course Blackboard sites for updated information.
## SPTH1080 Timetable

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Monday Lecture 1-2</th>
<th>Monday Lecture 1-2</th>
<th>Tutorial</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 26</td>
<td><strong>Introduction to SPTH1080-Goals of Clinical Education</strong>&lt;br&gt;Awareness of Self&lt;br&gt;BM and Guest lecturer: Ms Glyn O'Toole, Occupational Therapy</td>
<td>Awareness of Self</td>
<td>Self-directed learning</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug 2</td>
<td><strong>Awareness of Other/Cultural competence</strong>&lt;br&gt;Ms Glyn O'Toole</td>
<td><strong>Awareness of Other/Cultural competence</strong>&lt;br&gt;Guest lecturer: Gwendalyn Webb</td>
<td>Self-directed learning</td>
<td>Tute 1 – Awareness of Self and Awareness of Other</td>
</tr>
<tr>
<td>3</td>
<td>Aug 9</td>
<td><strong>Introduction to ethics and ethical decision-making</strong>&lt;br&gt;Guest lecturer: Professor Alison Ferguson</td>
<td><strong>Introduction to ethics and ethical decision-making</strong>&lt;br&gt;Guest lecturer: Professor Alison Ferguson</td>
<td>Ethics</td>
<td>Tute 2 – Ethics and ethical decision-making</td>
</tr>
<tr>
<td>4</td>
<td>Aug 16</td>
<td><strong>Introduction to Counselling</strong>&lt;br&gt;Guest lecturer: Bruce Furner</td>
<td>Grief and loss</td>
<td>Counselling</td>
<td>Tute 3 - The Skilled Helper model (Egan)</td>
</tr>
<tr>
<td>5</td>
<td>Aug 23</td>
<td><strong>Social Inclusion and Service Delivery Options</strong>&lt;br&gt;Guest lecturer: Alex Little, UDRH, Tamworth</td>
<td><strong>Rural and Remote Practice</strong>&lt;br&gt;Guest lecturer: Alex Little, UDRH, Tamworth</td>
<td>Service Delivery</td>
<td>Tute 4 – Service delivery options</td>
</tr>
<tr>
<td>6</td>
<td>Aug 30</td>
<td><strong>Family-centred practice</strong>&lt;br&gt;Client-centred practice</td>
<td><strong>Family-centred practice</strong>&lt;br&gt;Client-centred practice</td>
<td>Family-centred practice applications</td>
<td>Tute 5 – Family-centred practice</td>
</tr>
<tr>
<td>7</td>
<td>Sept 6</td>
<td><strong>Principles of Contemplative Clinical Practice</strong></td>
<td><strong>Principles of Contemplative Clinical Practice</strong></td>
<td>Principles of clinical practice</td>
<td>Tute 6 - Principles of clinical practice</td>
</tr>
<tr>
<td>8</td>
<td>Sept 13</td>
<td><strong>Principles of Clinical Assessment</strong></td>
<td><strong>Principles of Clinical Assessment</strong></td>
<td>Clinical observation/diagnostic thinking</td>
<td>Tute 7 – Case history taking</td>
</tr>
<tr>
<td>9</td>
<td>Sept 20</td>
<td><strong>Reporting and Documentation</strong></td>
<td>Sharing Findings/Working Collaboratively in a Team</td>
<td>Clinical reporting/documentation</td>
<td>Tute 8 – Clinical reporting</td>
</tr>
<tr>
<td>10</td>
<td>Oct 11</td>
<td>RECESS</td>
<td>RECESS</td>
<td>RECESS</td>
<td>RECESS</td>
</tr>
<tr>
<td>11</td>
<td>Oct 18</td>
<td><strong>Principles of Clinical Intervention</strong></td>
<td><strong>Principles of Clinical Intervention</strong></td>
<td>Clinical decision-making/infection control/safety</td>
<td>Tute 9 – Case studies</td>
</tr>
<tr>
<td>12</td>
<td>Oct 25</td>
<td><strong>Health Promotion/Community engagement</strong></td>
<td><strong>Preparation for Clinical Experience Placements (CBOS/COMPASS)</strong></td>
<td><strong>Learning styles of supervisor and student clinician</strong></td>
<td><strong>Tute 10 – Reflection on self ie the novice clinician and on the other, ie the client</strong></td>
</tr>
<tr>
<td>13</td>
<td>Nov 1</td>
<td>GROUP PRESENTATIONS</td>
<td>GROUP PRESENTATIONS</td>
<td>GROUP WORK</td>
<td>GROUP WORK</td>
</tr>
<tr>
<td></td>
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<td><strong>GROUP WORK</strong></td>
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</tr>
</tbody>
</table>

** Denotes compulsory lecture/tutorial which all students must attend
Complete the following form at the time of your additional clinical experience, and have the entry signed by the supervisor. **Keep a copy for your own records**, and give the signed original to the lecturer responsible for organising the experience. After noting that you have completed the requirements for the course, the lecturer will forward the signed original to the Speech Pathology Clinical Education Coordinator. **Remember:** A copy **must be** retained by you with your Records of Range of Experience.

<table>
<thead>
<tr>
<th>Student name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student number:</td>
<td></td>
</tr>
<tr>
<td>Course for which experience required</td>
<td>SPTH1080</td>
</tr>
<tr>
<td>Lecturer responsible for Course</td>
<td>Dr Bernice Mathisen</td>
</tr>
<tr>
<td>Institution/Location of experience</td>
<td></td>
</tr>
<tr>
<td>Nature of experience</td>
<td></td>
</tr>
<tr>
<td>Date(s)</td>
<td></td>
</tr>
<tr>
<td>Attendance confirmed by location supervisor (supervisor's signature)</td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: __________________________

Date submitted