Course Co-ordinator: Dr Sally Hewat  
Room: GPG-28  
Ph: +61 2 4921 5159  
Fax: +61 2 4921 7386  
Email: Sally.Hewat@newcastle.edu.au  
Consultation hours: Tuesday & Wednesday NO appointment necessary  
Monday, Thursday & Friday by appointment ONLY

Semester Semester 1 & 2 - 2007  
Unit Weighting 10  
Teaching Methods Practical and Tutorial

Brief Course Description  
Students undertake supervised face-to-face clinical experience with paediatric speech and language disordered caseloads. If available, caseload may include adults with fluency disorders, or with communication disorders relating to developmental disability. Clinical experience placements are usually in speech pathology student units either in community/hospital settings or in the Speech Pathology Service on-campus, and attendance for up to two days (8.30am - 5pm) each week may be required. One hour a week will be spent in tutorials on-campus to assist with the preparation for clinical placement experiences and the facilitation of links between academic/clinical knowledge. Tutorials will also provide experience in developing a community education project.

Contact Hours  
Clinical for 16 Hours per Week for the Full Term

Learning Materials/Texts

Course Objectives  
Upon successful completion of this course, students will be able to:

1. Demonstrate progress from beginning levels of clinical competence toward intermediate levels of competence across all units of the Competency Based

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2007

CTS Download Date: 6th February, 2007
Occupational Standards for Speech Pathologists - Entry level ("CBOS") in terms of independence, caseload complexity, efficiency, and critical/creative thinking.

2. Experience (directly or indirectly) clinical management of a range of speech, language, voice, fluency or swallowing disorders in children.

3. Communicate their observations and clinical findings verbally and in writing in a professional and ethical manner.

4. Demonstrate professional and ethical behaviour appropriate to the policies and procedures of the clinical placement setting.

Course Content
This course provides clinical practice experience with primarily paediatric clinical populations. The student is supervised by a qualified speech pathologist. The student has the opportunity to observe and work directly with children with a range of impairments, activity limitations and participation restrictions related to speech, language, voice, fluency, and swallowing. Students will be involved with the planning and delivery of services for assessment and treatment of individual cases, have the opportunity to participate in a range of service delivery/case management models, as well as providing community education.

Assessment Items

<table>
<thead>
<tr>
<th>Other: (please specify)</th>
<th>Item Description</th>
<th>Weighting</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Progress Indicators (Competency-based performance assessment)</td>
<td>Pass/Fail Mid and end of placement</td>
<td></td>
<td>Mid and end of placement</td>
</tr>
<tr>
<td>2. Record of Range of Experience (Record of supervised direct and indirect clinical hours across the range indicators)</td>
<td>Ungraded requirement End of placement</td>
<td></td>
<td>End of placement</td>
</tr>
<tr>
<td>3. Portfolio (Recordings and written critical evaluation of clinical experience and learning)</td>
<td>75%, Wk 14</td>
<td></td>
<td>75%, Wk 14</td>
</tr>
<tr>
<td>4. Viva examination (Verbal examination following case observation)</td>
<td>25%, Wk 14</td>
<td></td>
<td>25%, Wk 14</td>
</tr>
</tbody>
</table>

Assumed Knowledge
SPTH1110, SPTH1120 (Concurrent SPTH2210)

Callaghan Campus Timetable
SPTH2080
CLINICAL PRACTICE
Students must do up to 2 sessions in field. Enquiries: School of Humanities and Social Science
Semester 1 - 2007
Clinical and Tutorial Tuesday 90:00 - 17:00 [MCG29] Room: GPG26
or Monday 12:00 - 13:00 [MCG25] Commences Wk 2
or Monday 12:00 - 13:00 [MCG25] Commences Wk 2

Plagiarism
University policy prohibits students plagiarising any material under any
A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

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

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise 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 -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of 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 plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. 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;
must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

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

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 10 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007

For semester 2 courses: 31 August 2007

For Trimester 1 courses: 16 February 2007

For Trimester 2 courses: 8 June 2007


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

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:
Callaghan campus
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
• Ourimbah Hub: Administration Building

Faculty websites
Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/

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

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

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Various services are offered by the University Student Support Unit: 

**Alteration of this Course Outline**

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**Web Address for Rules Governing Undergraduate Academic Awards**

**Web Address for Rules Governing Postgraduate Academic Awards**

**Web Address for Rules Governing Professional Doctorate Awards**

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

The 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 please contact the Disability Liaison Officer on 02 4921 5766, or via 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 related to confidentiality and documentation please visit the Student Support Service (Disability) website at:
www.newcastle.edu.au/services/disability

---------------------------------------------------------- End of CTS Entry ----------------------------------------------------------
Withdrawal from a Course Containing a Placement

This course contains a professional experience placement, so the official withdrawal policy is different to other University courses. In this course, students may withdraw without academic penalty one week or more before the placement is due to begin. In other words, the official final date for withdrawal is one week prior to commencement of the placement. This will allow prior notice to be given to the institution offering the placement of any student's intention to withdraw from the placement, and may allow the place to be re-allocated.

Withdrawal after the official date will usually result in an "F" grade. If there are special circumstances, students may apply to the Head of School for permission to withdraw from the course, after the official final date, without academic penalty. Permission to withdraw will not normally be given to students who have begun the placement and been placed "at risk" or advised that they are likely to fail.

Mandatory Program Component

This course is a Mandatory Program Component.

Before commencing the professional experience placement, students in this course must hold a current child protection certificate; have signed a Prohibited Employment Declaration; and a Confidentiality statement; have undergone a Criminal Record Check; must have a completed NSW Department of Health Immunisation Status Record Card and must hold a current First Aid Certificate.

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.

Pass/Fail Requirement: A completed competency-based assessment booklet (COMPASS™) must be submitted to the course co-ordinator within 2 weeks of completing a professional experience placement. A photocopy of the assessment should be kept by the student and placed in their Passport to Clinical Experience folder. The assessment must indicate that the student's overall performance at the end of the placement is satisfactory to pass.

Ungraded requirement: A record of supervised direct and indirect clinical hours across the range indicators (Record of Range of Experience form) must be submitted to the Course Co-ordinator within 2 weeks of completing a professional experience placement. A photocopy of the form should be kept by the student and placed in their Passport to Clinical Experience folder.

See end of this course outline for further information.

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: [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.

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/](http://www.newcastle.edu.au/study/forms/)
  - **Assignments that contain a video or DVD MUST be submitted at the School Office located 1st Floor McMullin Building.** All other assignments may be submitted to my attention at the Student Hub located at Level 3, Shortland Union, Callaghan.
- **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
Portfolio assignments are not required to be submitted through Turnitin.

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 @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer
or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**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 the *Procedures for Appeal against a Final Result* (see: [http://www.newcastle.edu.au/study/forms/](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.

Further detail on this University policy can be found at:

**Return of Assignments**
Students can collect assignments from the Student Hub located Level 3, Shortland Union during office hours. Students will be informed during class 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 recommended that you use the 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 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). Further information on referencing and general study skills can be obtained from:


**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.

**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 can be found at:

Specific Course Information

Relationship between course objectives & CBOS

<table>
<thead>
<tr>
<th>Subject Objectives</th>
<th>Clinical Skills</th>
<th>Clinical Skills</th>
<th>Empirical/Analysis Skills</th>
<th>Interpretive/Synthesis Skills</th>
<th>Critical Thinking Skills</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBOS * Unit/Element</td>
<td>Range Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Comp.</td>
<td>All</td>
<td>Child</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2 Exp.</td>
<td>All</td>
<td>Child</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Comm.</td>
<td>2.4, 2.5, 3.7, 4.4, 5.2, 5.3</td>
<td>Child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Prof.</td>
<td>1.4, 4.5, 5.1, 5.7, 5.9, 7</td>
<td>Child</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

* Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001)

The assessment of this subject relates to the learning objectives as outlined below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Obj 1 Comp.</th>
<th>Obj 2 Exp.</th>
<th>Obj 3 Comm.</th>
<th>Obj 4 Prof.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Progress Indicators</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 Record of Experience</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Portfolio</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Viva</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Clinic Placements:

Up to 2 days per week, as allocated*

Semester 1 &/or 2: Tuesdays and/or Thursdays, and/or Fridays

Hours as required by individual clinics, e.g. between 8.00am and 5pm

*Note: Depending of availability, clinical placements may be scheduled for any time period between January and June (for Semester 1), or between July and December (for Semester 2).

Tutorial Times:

Semester 1, Monday 12:00pm -1.00pm Room: MCG29/MCG25

Semester 2, Monday 11:00am–12:00pm Room: GP130/GP324

Tutorial Topics:

Tutorials will commence in Week 2, of each semester.

Tutorial topics to be confirmed in Week 2. All relevant information and support material will be posted on the SPTH2080 Blackboard site.
Required Reading:


Recommended Texts:


Assessment Summary:
(see following pages for details of requirements and criteria for marking)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Weighting</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Progress Indicators</td>
<td>Competency-based performance assessment*</td>
<td>Pass/Fail</td>
<td>Mid- and end of placement To be submitted within 2 wks of placement completion.</td>
</tr>
<tr>
<td>2. Record of Range of Experience</td>
<td>Record of supervised direct and indirect clinical hours across the range indicators**</td>
<td>Ungraded requirement</td>
<td>End of placement To be submitted within 2 wks of placement completion</td>
</tr>
<tr>
<td>3. Portfolio</td>
<td>Recordings and written critical evaluation of clinical experience and learning</td>
<td>75%</td>
<td>To be submitted 2 weeks after completion of placement.</td>
</tr>
<tr>
<td>4. Viva examination</td>
<td>Verbal examination following case observation</td>
<td>25%</td>
<td>Week 14 – semester 1 or 2 Date to be advised.</td>
</tr>
</tbody>
</table>

* You will be provided with a copy of the assessment booklet to be completed at your placement. A PDF copy of the COMPASS™ Assessment booklet is located on SPTH2080 blackboard site.

** A copy of the Record of Range of Experience, and guidelines for calculating hours is located within the Speech Pathology Passport to Clinical Practice.
SPTH2080 Portfolio

Criteria/Weighting for Marking

The clinical portfolio is comprised of 5 sections: (1) Recorded assessment session and critique, (2) Recorded treatment session and critique, (3) Clinical reports, (4) Community service report, and (5) Self-evaluation and goals. All sections of the portfolio must be submitted.

Two audio or video-recordings* of one assessment session and one treatment session are to be submitted, each with a brief ‘running sheet’ providing a summary of key events and times through the recording (CBOS Units 1 & 4). On the running sheets you need to advise that you obtained the consent from the client for recording and how this consent was obtained (e.g. verbally, or using the clinic’s written consent form which was placed on the client’s medical file). Consent forms identify the client, and so should NOT be placed in the Portfolio.

Note:
*If either the audio/video-recordings and/or the running sheets are inadequate, you will be required to re-submit the portfolio.

Confidentiality must be observed for all work submitted. Students will fail the Portfolio if client confidentiality is breached. All data for the Portfolio must be collected while on placement for SPTH2080; no retrospective data collection is permitted.

All students are required to demonstrate a standard of English performance clearly adequate for professional needs. This MUST be fully attained by the final year clinical assessment (SPTH4080) to pass. If these criteria are not fully attained in SPTH2080, the student is required to consult with the Speech Pathology Clinical Co-ordinator regarding directions for assisting English performance.

*See note at the end of the Portfolio information regarding procedures for storage of recordings.

1. Recorded Assessment Session and Critique marks

In addition to the audio/video-recording, a written critique of the recorded Assessment session is to be submitted (CBOS Units 1.1, 1.3, 1.4, 1.6, 1.7, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8).

Criteria for marking:

<table>
<thead>
<tr>
<th>Recorded Assessment Session</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Appropriate professional presentation</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Demonstrated therapeutic rapport</td>
<td>1</td>
</tr>
<tr>
<td>1.3 Evidence of planned session structure</td>
<td>2</td>
</tr>
<tr>
<td>1.4 Evidence of flexibility and adaptability</td>
<td>1</td>
</tr>
<tr>
<td>1.5 Appropriateness of goals/activities/materials</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critique</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 Identifies successful aspects of the session for all relevant parties and explains decisions</td>
<td>1.5</td>
</tr>
<tr>
<td>1.7 Identifies unsuccessful aspects of the session for all</td>
<td></td>
</tr>
</tbody>
</table>
relevant parties and explains decisions

1.8 Describes the outcomes of the session and reviews/reconsiders original hypothesis regarding client performance

1.9 Proposes appropriate alternative strategies for subsequent sessions, consistent with the development of longer term goals

1.1 Preceding discussion integrates relevant theoretical background

2. Recorded Treatment Session and Critique 16 marks
In addition to the audio/video-recording, a written critique of the recorded treatment session is to be submitted (CBOS Units 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.4, 5.7, 7.2, 7.4).

Criteria for marking:

<table>
<thead>
<tr>
<th>Recorded Assessment Session</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Appropriate professional presentation</td>
<td>1</td>
</tr>
<tr>
<td>2.2 Demonstrated therapeutic rapport</td>
<td>1</td>
</tr>
<tr>
<td>2.3 Evidence of planned session structure</td>
<td>2</td>
</tr>
<tr>
<td>2.4 Evidence of flexibility and adaptability</td>
<td>1</td>
</tr>
<tr>
<td>2.5 Appropriateness of goals/activities/materials</td>
<td>1</td>
</tr>
</tbody>
</table>

Critique

2.6 Identifies successful aspects of the session for all relevant parties and explains decisions 1.5

2.7 Identifies unsuccessful aspects of the session for all relevant parties and explains decisions 1.5

2.8 Describes the outcomes of the session and reviews/reconsiders original hypothesis regarding client performance 2

2.9 Proposes appropriate alternative strategies for subsequent sessions, consistent with the development of longer term goals 2

2.1 Preceding discussion integrates relevant theoretical background 3

3. Clinical Reports 10 marks
Two written reports relating to clinical cases are to be submitted, one describing assessment (5 marks), and one report or letter describing discharge, progress, goals or intervention strategies, to parents, teachers or referring agents (5 marks).

Note: a standard report format or a letter format IS suitable, however, 'progress notes' are NOT sufficient, i.e. the report must be suitable for sending to a third party (CBOS 1.1, 1.4, 2.1, 2.3, 2.4, 2.5, 3.7, 4.4, 4.5, 5.1, 7.1).

Criteria for marking:

<table>
<thead>
<tr>
<th>Assmt</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>3.1 Appropriate content. Length/style for the person or institution Comment on any of the following which may apply:</td>
<td>1</td>
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<tr>
<td>All purpose summary report</td>
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<tr>
<td>Specific audience (state which, e.g. parent, teacher...)</td>
<td></td>
</tr>
<tr>
<td>Specific need/focus (e.g. diagnostic, therapy transfer, consultation, management recommendations.)</td>
<td></td>
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</table>
Specific style requirements, (e.g. pre-set headings, point-form vs sentences, informal/formal...)

3.2 Correct spelling, grammar and acceptable level of proofreading 1 1
3.3 Provide appropriate summary and recommendations 1 1
3.4 Adequate description of test and assessment procedures (including referencing where appropriate) 1 1
3.5 Logical & coherent expression of information 1 1

4. Community Service Report 15 marks

One written report based on activities undertaken or activities involved with while on the School Visit placement. This report will describe an aspect of service delivery other than direct clinical service provision, e.g. community education activity, quality assurance project, professional development activity (CBOS 5.1, 6.1, 6.3, 7.2, 7.3, 7.4). The student's role in the activity may consist of observation, or assistance, or as primary participant. Students may decide to work on projects in tutorials – but note that report needs to be the work of the individual student.

If the report reflects work that was done for a particular school class or individual within the class. The report needs to be signed by the class teacher. Confidentiality requirements must be maintained.

Criteria for marking:

Mark

1 Describes purpose of activity, incl. specific objectives, in relation to overall service delivery 2
2 Provides detailed description of activity 2
3 Describes immediate outcomes or proposed evaluation procedure 2
4 Discusses own ideas regarding alternative strategies for undertaking a similar activity 2

Total mark /8

5. Self Evaluation & Goals 15 marks

This section requires a written report on the student's reflections and evaluation of their clinical learning and performance over the past year (CBOS 6.4, 7.1, 7.2, 7.3, 7.4). Students will also provide a written statement of goals for the next year's clinical work. (CBOS 6.4, 7.2, 7.3, 7.4)

Criteria for marking:

Mark

4.1 Outlines previous specific learning goals, i.e. CBOS based 2
4.2 Identifies own areas of achievement in clinical work 3
4.3 Identifies areas requiring development in order to progress further 3
4.4 Identifies and explains areas of particular interest in clinical work 2
4.5 Identifies areas which present barriers to own clinical work and outlines potential solutions 2
4.6 Outlines specific learning goals for next year and relates goals to self evaluation and critiques 3

5. Overall Impression 10 marks
Examiner’s determination based on consistency and quality of Portfolio as a whole.

Total Mark /75

(Contributes 75% to total grade for SPTH2080)

PROCEDURE FOR MANAGING RECORDINGS
While on placement, students may use either the University video or audio tapes (obtained on request) or a clinic owned video or audio tape to record sessions. With the permission of their supervising clinician, students are able to borrow the clinic owned video or audio tape for the purposes of reviewing sessions or copying sessions on to their University video or audio tape. All tapes owned by a clinic must be returned to the clinic promptly, and at the latest, prior to the completion of the placement. Students using their own tapes must either demonstrate to their clinician that the tapes have been erased at the end of the placement, or where students will be submitting their own tapes for assessment, they need to be aware that after marking these tapes will be erased and put into the speech pathology clinic for re-use (i.e. not returned to the student).

Students using DVD or CD-rom recordings are required to supply their own blank disks. Students are advised that these disks will be destroyed after marking (i.e. not returned to the student).

In order to ensure that client confidentiality is maintained, students need to take great care to ensure the security of video and audiotapes of clients while travelling between clinic, home and the University, and while temporarily storing tapes in their own homes. Failure to comply with these requirements constitutes a breach of confidentiality, and will result in failure for the Portfolio.

SPTH2080 Viva Examination

After reading relevant case history notes students will view a 10-15 minute video recording of an assessment or treatment session, then answer relevant questions from an academic staff member for about 20 minutes. The level of questioning and response required will be in line with students' levels of experience. (CBOS 2.1, 2.2, 2.3, 2.4, 3.1, 3.5, 5.7, 7.1, 7.4)

Each interview will consist of 5 areas of questioning,

a. Diagnosis e.g. What appears to be the client's main problem area?
b. Theory e.g. What current research tells you about this disorder?
c. Goal e.g. What appeared to be the goal of the session?
d. Outcome e.g. What did the client get out of the session?
e. Forward Plan e.g. What would be your plan for the next session?

In one area of questioning, the examiner will invite the student to defend their point of view and to consider alternative points of view.
Criteria for Marking:

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<tbody>
<tr>
<td>1</td>
<td>Clarity of verbal presentation eg. Succinct and informative</td>
</tr>
<tr>
<td>2</td>
<td>Professionalism and presentation eg. Eye contact, posture, professional appearance &amp; manner of dealing with challenge</td>
</tr>
<tr>
<td>4</td>
<td>Communicates problem solving process explicitly/logically and provides rationales</td>
</tr>
<tr>
<td>5</td>
<td>Reports sound and detailed clinical observations</td>
</tr>
<tr>
<td>6</td>
<td>Exploration of theoretical complexities related to case</td>
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</table>

**Total Mark** /25

(Contributes 25% to total grade for SPTH2080)

**NOTE:** All students are required to demonstrate a standard of English performance clearly adequate for professional needs. This MUST be fully attained by the final year clinical assessment (SPTH4080) to pass. If these criteria are not fully attained in SPTH2080, the student is required to consult with the Speech Pathology Clinical Co-ordinator regarding directions for assisting English performance.