SPTH3080 - Clinical Practice

Course Outline

Course Coordinator  Dr Liz Spencer
Room:               GP1.16
Ph:                 (02) 4921 5159
Fax:                (02) 4921 7386
Email:              Elizabeth.Spencer@newcastle.edu.au
Semester            Semester 1 - 2006
Unit Weighting      10
Teaching Methods    Practical and tutorial

Brief Course Description
Students undertake supervised face-to-face clinical experience with adult speech and language disordered caseloads. If available, caseload may include adults with fluency disorders, voice disorders (child/adult), or with communication disorders relating to developmental disability. Some placements may also continue to provide experience with paediatric caseloads. 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.

Contact Hours        Clinical for 15 Hours per Week for the Full Term

Learning Materials/Texts
See Section B below.

Course Objectives
Upon successful completion of this subject, 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 Occupational Standards for Speech Pathologists - Entry level 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 adults.
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.

CTS Download Date: 30 January 2006
Course Outline issued and correct as at Week 1, Semester 1, 2006
Course Content
This subject provides clinical practice experience with primarily adult clinical populations. The student is supervised by a qualified speech pathologist. The student has the opportunity to observe and work directly with adults 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>1. Progress Indicators (Competency-based performance assessment) Pass/Fail</th>
<th>Mid- and end of placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Record of Range of Experience (Record of supervised direct and indirect clinical hours across the range indicators) Ungraded requirement</td>
<td>End of placement</td>
</tr>
<tr>
<td></td>
<td>3. Record of Additional Clinical Experience Ungraded requirement</td>
<td>End of placement</td>
</tr>
<tr>
<td></td>
<td>4. Portfolio (Recordings and written critical evaluation of clinical experience and learning)</td>
<td>75% Week 14</td>
</tr>
<tr>
<td></td>
<td>5. Viva examination (Verbal examination following case observation)</td>
<td>25% Week 14</td>
</tr>
</tbody>
</table>

Assumed Knowledge
SPTH1110, HUBS2512, SPTH2080

Callaghan Campus Timetable
SPTH3080
CLINICAL PRACTICE
Enquiries: School of Humanities and Social Science
Semester 1 and 2 - 2006
Tutorial Tuesday 11:00 - 12:00 [GP1-24]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. 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 on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


**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 2006
For semester 2 courses: 31 August 2006
For Trimester 1 courses: 18 February 2006
For Trimester 2 courses: 10 June 2006
Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. 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 the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details

Faculty Student Service Offices

The Faculty of Education and Arts

Room: GP1-22 (General Purpose Building)

Phone: 0249 215 314

The Dean of Students

Dr Jennifer Archer

Phone: 492 15806

Fax: 492 17151

resolutionprecinct@newcastle.edu.au

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

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 49 21 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

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. See Section B below for details of assessment and marking criteria.

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Ø http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: 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:
 Ø 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.
 Ø Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
 Ø Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
 Ø Staple the pages of your assignment together (do not use pins or paper clips).
 Ø University coversheet: All assignments must be submitted with the University coversheet: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf
 Ø Assignments are to be deposited in the relevant discipline assignment box:
   o Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
   o Ourimbah students: Room H01.43
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. Assignments mailed to Schools are accepted from the date posted.

Keep a copy of all assignments: All assignments are date-stamped upon receipt. However, 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 hard copy and on disk.

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:

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.

SPTH 3080 portfolios 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 Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

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.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:


Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

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**
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication**
Students should discuss any course related matters with the Clinical Education Coordinator in the first instance and then the 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:

### Section B: Specific Course Information

#### Relationship between course objectives & CBOS

<table>
<thead>
<tr>
<th>Subject Objective(s)</th>
<th>Clinical Skills</th>
<th>Clinical Skills</th>
<th>Empirical/Analysis Skills</th>
<th>Interpretive/Synthetic Skills</th>
<th>Critical Thinking Skills</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CBOS * Unit/Element</td>
<td>Range Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.Comp.</td>
<td>All</td>
<td>Adult</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.Exp.</td>
<td>All</td>
<td>Adult</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3.Comm.</td>
<td>2.4, 2.5, 3.7, 4.4, 5.2, 5.3</td>
<td>Adult</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4.Prof.</td>
<td>1.4, 4.5, 5.1, 5.7, 5.9, 7</td>
<td>Adult</td>
<td></td>
<td>X</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 outline 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></td>
<td></td>
</tr>
<tr>
<td>2 Record of Experience</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3 Portfolio</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Viva</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Clinic Placements:**

Up to 3 days per week, as allocated*

Semester 1 or 2: Mondays and/or Wednesdays, 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).

**Tutorials Times:**

- Semester 1, Tuesday 11:00am - 12:00pm  **Room:** GP124
- Semester 2, Tuesday 11:00am - 12:00pm  **Room:** GP124

**Tutorial Topics:**

Tutorials will commence in Week 2, of each Semester.

Tutorial topics will be confirmed in Week 2. All relevant information and support material will be posted on the SPTh3080 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. Record of Additional Clinical Experience***</td>
<td>Students are required to complete a ½ Day observation visit at St. Dominic’s School for Hearing Impaired</td>
<td>Ungraded requirement</td>
<td>To be submitted within 1 week of completing the visit</td>
</tr>
<tr>
<td>4. Portfolio</td>
<td>Recordings and written critical evaluation of clinical experience and learning</td>
<td>75%</td>
<td>To be submitted 2 wks after completion of placement.</td>
</tr>
<tr>
<td>5. 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>

* A copy of the Progress Indicator form is located within the Speech Pathology Passport to Clinical Practice.
** A copy of the Record of Range of Experience, and guidelines for calculating hours is located within the Speech Pathology Passport to Clinical Practice.
*** A copy of the Record of Additional Clinical Experience form (Clinical Procedures 3b) is located within the Speech Pathology Passport to Clinical Practice.

Additional Clinical Experience

St Dominic’s School for Hearing Impaired
All students enrolled in SPTH3080 are required to attend a ½ Day Observation visit at St. Dominic’s School for Hearing Impaired.
The observation visits are organized by the course coordinator for SPTH3120, and students will be able to register online for their preferred visit time. These times will be made available within the first few weeks of Semester 1. The observation visits are compulsory, and once arranged can only be altered in special circumstances. It is the students’ responsibility to notify the Clinical Education Coordinator and Course Coordinator for SPTH3120 if they are unable to attend the pre-arranged visit. If unexpected circumstances arise on the morning of the visit that prevent attendance, the student should advise the contact at the School, as well as the Clinical Education Coordinator as soon as possible.

Students are required to carry their Clinical Passports (CRC, Vaccination Card and First Aid Certificate) with them at all times whilst on the visit.

The record of additional clinical experience form should be completed and signed by the contact personnel from the school on the day of the visit. Completed and signed forms are to be submitted to the Clinical Education Coordinator within a week of completing the visit.

SPTH3080 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/project 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 SP3080; 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 (SP34080) to pass. If these criteria are not fully attained in SP3080, 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 16 marks

In addition to the audio/video-recording, a written critique of the recorded Assessment session is to be submitted (CBOS Units 3.6, 3.7, 4.3, 5.7, 5.9, 7.2, 7.4).

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>
Critique
1.6 Identifies successful aspects of the session for all relevant parties and explains decisions 1.5
1.7 Identifies unsuccessful aspects of the session for all relevant parties and explains decisions 1.5
1.8 Describes the outcomes of the session and reviews/reconsiders original hypothesis regarding client performance 2
1.9 Proposes appropriate alternative strategies for subsequent sessions, consistent with the development of longer term goals 2
1.10 Preceding discussion integrates relevant theoretical background 3

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 3.6, 3.7, 4.3, 5.7, 5.9, 7.2, 7.4).

Criteria for marking:

Recorded Assessment Session Mark
2.1 Appropriate professional presentation 1
2.2 Demonstrated therapeutic rapport 1
2.3 Evidence of planned session structure 2
2.4 Evidence of flexibility and adaptability 1
2.5 Appropriateness of goals/activities/materials 1

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
2.10 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 1.4, 2.4, 3.7, 4.4, 4.5, 7.1).

Criteria for marking:

Assmt Other
3.1 Appropriate content. Length/style for the person or institution 1 1
Comment on any of the following which may apply:
   . All purpose summary report
   . Specific audience (state which, e.g. parent, teacher...)
   . Specific need/focus (e.g. diagnostic, therapy transfer, consultation, management recommendations.)
   . 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/Project Report 8 marks

One written report of 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, 5.9, 6.1, 6.2, 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 clinic, the report needs to be signed by the supervising clinician. If the report is on a project done for a hypothetical situation/clinic, then the nature of the situation/clinic should be outlined, but attribution to a particular clinic should NOT be made.

Criteria for marking:

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

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 5.7, 6.4, 7.2, 7.3, 7.4)

Criteria for marking:

Mark
6.1 Outlines previous specific learning goals, i.e. CBOS based 2
6.2 Identifies own areas of achievement in clinical work 3
6.3 Identifies areas requiring development in order to progress further 3
6.4 Identifies and explains areas of particular interest in clinical work 2
6.5 Identifies areas which present barriers to own clinical work and outlines potential solutions 2
6.6 Outlines specific learning goals for next year and relates goals to self evaluation and critiques 3

6. 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 SPTH3080)
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.

SPTH3080 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, 5.6, 5.7, 6.4, 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.

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 SPTH3080, the student is required to consult with the Speech Pathology Clinical Co-ordinator regarding directions for assisting English performance.

Criteria for Marking:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Clarity of verbal presentation eg. Succinct and informative</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Professionalism and presentation eg. Eye contact, posture, professional appearance &amp; manner of dealing with challenge</td>
</tr>
<tr>
<td>5</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>5</td>
<td>Exploration of theoretical complexities related to case</td>
</tr>
</tbody>
</table>

Total Mark /25 (Contributes 25% to total grade for SPTH3080)
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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