SPTH3080 Semester 1 & 2 - Clinical Practice
Course Outline

Semester 1 & 2, 2010
Unit Weighting 10
Teaching Methods Practical

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 additional information 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.

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 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 End of placement</td>
</tr>
<tr>
<td></td>
<td>3. Record of Additional Clinical Experience Ungraded requirement End of placement</td>
</tr>
<tr>
<td></td>
<td>4. Portfolio (written critical evaluation of clinical experience and learning) 75% To be submitted within 2 weeks of finishing clinical placement.</td>
</tr>
<tr>
<td></td>
<td>5. Viva examination (Verbal examination following case observation) 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 - 2010
Clinical Monday 9:00 - 17:00
and Clinical Wednesday 9:00 - 17:00
and Clinical Friday 9:00 - 17:00
and Tutorial Tuesday 11:00 - 12:00 [V108] Commences Wk 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:
a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) 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.
g) 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:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) 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

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:
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:

**Callaghan Campus**
Shortland Hub: Level 3, Shortland Building
Hunter Hub: Level 2, Student Services Centre

**City Precinct**
City Hub & Information Common, University House

**Central Coast Campus (Ourimbah)**

**Port Macquarie students**
contact your program officer or
EnquiryCentre@newcastle.edu.au
Phone 4921 5000

**Singapore students**
contact your PSB Program Executive
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

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

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
Withdrawal from a Course Containing a Placement

Permission of the Head of School is required for a student to withdraw from a course containing a placement less than one week prior to placement commencement. Refer - http://www.newcastle.edu.au/policylibrary/000311.html (section 8.4).

Students must notify the Clinical Course Coordinator and the Professional Experience Unit immediately of intention to withdraw.

Permission of the Head of School is required for a student to withdraw from a course containing a placement after one week prior to the commencement of that placement. Refer - http://www.newcastle.edu.au/policylibrary/000311.html (section 8.4).

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. Refer - http://www.newcastle.edu.au/policylibrary/000647.html (section 2).

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.

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

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

Studentmail and Blackboard
Refer - 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/

- 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
Faculty of Education and Arts
School of Humanities & Social Science

**SPTH3080 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/](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 addressed 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.

**Portfolios and clinical documentation can be submitted directly to the Research Box located outside the Speech Pathology Discipline offices in the GP Building, 2nd floor.**

**If submitting via the Student Hubs clinical documentation must be submitted separately to the clinical portfolio to ensure confidentiality.**

**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/](http://www.blackboard.newcastle.edu.au/)
Portfolio assignments and clinical documentation are not required to be submitted through Turnitin.

**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

**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.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

**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
Assignment Re-submission

In this course students may be able to re-submit an assignment after consultation with the Course Coordinator under the following conditions:

• The assignment has received a fail grade providing that the fail has not resulted due to a breach in confidentiality. (Note: Assignments where confidentiality has been breached will result in a fail grade for the assignment).
• The re-submission will receive a maximum of 50% of the total marks for the item.
• The assignment must be re-submitted within two weeks of receiving the original mark.

In cases where plagiarism is suspected the Course Coordinator will refer the case to SACO. In such cases, The Course Coordinator will be guided by the SACO advice regarding provisions for resubmission.

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

Clinical documentation is not returned. Portfolios can be returned by mail if you provide pre-paid self-addressed envelopes. In other cases, Portfolios can be collected in person from the Course Coordinator.

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 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 is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)
SPTH3080 Specific Course Information

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>X</td>
<td></td>
</tr>
<tr>
<td>2 Record of Experience</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Portfolio</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4 Viva</td>
<td>X</td>
<td>X</td>
<td>X</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: V108
Semester 2, Tuesday 10:00am - 11:00pm Room: GP130

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 Reading


### 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 weeks 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 weeks of placement completion</td>
</tr>
<tr>
<td>3. Record of Additional Clinical Experience***</td>
<td>Students are required to complete a 3 day Specialist Experience Placement (SEP) at John Hunter Hospital</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 weeks after completion of placement.</td>
</tr>
<tr>
<td>5. Viva examination</td>
<td>Verbal examination following case observation</td>
<td>25%</td>
<td>University exam period (from 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 SPTH4080 blackboard site. During 2010 we will move to using COMPASS® Online. You will be advised by your clinical educator when this applies to you.
** A copy of the Record of Range of Experience (Clinical Procedures 2), 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.

### 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 requirements: (1) 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.

(2) An Additional Clinical Experience form must be completed, signed and submitted to the course co-ordinator within 1 weeks of completing an observation visit. 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.

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. Refer - [http://www.newcastle.edu.au/policylibrary/000648.html](http://www.newcastle.edu.au/policylibrary/000648.html)

### Additional Clinical Experience

**John Hunter Hospital Specialist Experience Placement (JHH SEP)**

All students are required to attend a 3 day Specialist Experience Placement at John Hunter Hospital. The experience is held over 3 consecutive Wednesdays and will cover dysphagia & modified barium swallows
Students are required to be allocated to a placement. All students must contact the organizing clinician at JHH at least 2 weeks prior to their allocated SEP to confirm their attendance. While on placements students must complete workbooks and required readings. These are available on the SPTH3080 Blackboard site. If students are unable to attend on any one of the days they must contact the organizing clinician at John Hunter Hospital and the Clinical Education Coordinator so a make-up day can be arranged. Students must be aware that clinics are full and possible makeup days may not be available until the end of the year or early the following year.

For all clinical placements students are required to carry their Clinical Passports (NSW Health Placement Authority, Vaccination Card and First Aid Certificate) with them at all times whilst on the visit.

The record of additional clinical experience form MUST be completed and signed by the organizing clinician at John Hunter Hospital. Completed and signed forms are to be submitted to the Clinical Education Coordinator within a week of completing the visit. A copy of the form is attached to this course outline. Additional copies are available on the SPTH3080 Blackboard site.

SPTH3080 Portfolio

Criteria/Weighting for Marking

The clinical portfolio is comprised of 5 sections: (1) Assessment case study and critique, (2) Treatment case study and critique, (3) Clinical reports, (4) Community service report, and (5) Self-evaluation and goals. All sections of the portfolio must be submitted. The criteria for marking relate to the Competency Based Occupational Standards for Entry-Level Speech Pathologists (CBOS), published by Speech Pathology Australia in 2001.

Two case studies are to be presented. One assessment case study and one treatment case study are to be submitted, each with a case history, summary of clinical processes, and critique. The assessment case study and the treatment case study must be based on different clients. Note that the treatment case study may present an individual or group intervention.

Case History
In order to contextualise your critique of your case studies you are required to provide a succinct and informative case history for the clients. The case history must include:
- description of the setting (e.g. community, rehabilitation, acute hospital etc)
- age of client and family background (if known)
- relevant medical, social and educational history
- summary of previous interventions (if known and by which discipline).

Summary of Clinical Processes
The following information is required in order to provide a description of the context for assessment or treatment. Note that goals should be expressed with reference to the targeted outcomes for the client, not for the clinician, e.g. “By (end session/end period of intervention), the client will………” Information about the clinician’s aims and objectives can be provided as additional information where appropriate.
- long term goals for the client
- short term goals for the client
- rationales for all goals
- session plan(s)
- selected relevant data and analyses

Critique
The critique involves a reflective critical analysis of the assessment or treatment in which the student was involved. The critique needs to identify and describe successful and unsuccessful aspects of the assessment for all relevant parties (e.g. client, family/medical professionals if involved, you as the student clinician) and to explain the clinical decision-making processes (i.e. describe the assessment tools/treatment approach you took and why). The critique needs to describe the outcomes of the session(s) and reviews/re-considers original hypotheses regarding client performance (i.e. did your thoughts about the client’s disorder change as a result of your intervention? Relate this information to the evidence-base for the disorder). The critique should discuss appropriate alternative strategies for subsequent sessions, consistent with the development of longer term goals. The critique needs to integrate relevant theoretical background and empirical evidence-based practice.
Confidentiality must be observed for all work submitted. Students will fail the Portfolio if client confidentiality is breached. Any consent forms identify the client and therefore should NOT be placed in the Portfolio. Any copies of assessment forms or therapy data collection forms used to support your critique must be de-identified before including in your portfolio. **Please note: No audio or video-recorded data is to be submitted as part of your portfolio.**

All data for the Portfolio must be collected while on placement for SPTH3080; 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 SPTH3080, the student is required to consult with the Speech Pathology Clinical Co-ordinator regarding directions for assisting English performance.

1. **Assessment Case Study and Critique** 18 marks

In addition to the case history and summary of clinical processes, a written critique of the Assessment is to be submitted (CBOS Units/Elements 1.1, 1.4, 1.2, 2.1, 2.2, 2.3, 2.4, 5.7, 6.4, 7.1, 7.2).

<table>
<thead>
<tr>
<th>Assessment Study background – Criteria for Marking</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Case history – succinct &amp; informative</td>
<td>2</td>
</tr>
<tr>
<td>1.2 Evidence of planned session structure including long term goals, short term goals, rationales for goals and session plan</td>
<td>3</td>
</tr>
</tbody>
</table>

**Critique**

| Mark |
| 1.3 Identifies and describes successful and unsuccessful aspects of the assessment for all relevant parties and explains decisions (i.e. client/patient, family etc, you as a student clinician) | 3 |
| 1.4 Describes the outcomes of the session and reviews/reconsiders original hypothesis regarding client performance (e.g. does the client performance fit what is known about the disorder?) | 2 |
| 1.5 Proposes appropriate alternative strategies for subsequent assessment sessions, consistent with the development of longer term goals | 3 |
| 1.6 **Preceding discussion integrates relevant theoretical background and empirical evidence-based practice** | 5 |

2. **Treatment Case Study and Critique** 18 marks

In addition to the case history and summary of clinical processes, a written critique of the treatment is to be submitted (CBOS Units/Elements 1.1, 3.1, 3.5, 3.6, 3.7, 4.2, 4.3, 4.4, 5.7, 6.4, 7.1, 7.2). Note: This case MUST NOT be the same client/patient used in the Assessment Case Study.

<table>
<thead>
<tr>
<th>Treatment study background – Criteria for Marking</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Case history – succinct and informative</td>
<td>2</td>
</tr>
<tr>
<td>2.2 Evidence of planned session structure including long term goals, short term goals, rationales for goals and session plan</td>
<td>3</td>
</tr>
</tbody>
</table>

**Critique**

| Mark |
| 2.3 Identifies and describes successful and unsuccessful aspects of the treatment for all relevant parties and explains decisions (i.e. client/patient, family etc, you as a student clinician) | 3 |
| 2.4 Describes the outcomes of the session and reviews/reconsiders original hypothesis regarding client performance (e.g. does the client performance fit what is known about the disorder?) | 2 |
| 2.5 Proposes appropriate alternative strategies for subsequent sessions, consistent with the development of longer term goals | 3 |
| 2.6 **Preceding discussion integrates relevant theoretical background and empirical evidence-based practice** | 5 |

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 client, partner or referring agents (5 marks). While a standard report format or a letter format IS suitable, 'progress notes’ are NOT sufficient, i.e. the report must be suitable for sending to a third party. Include a statement indicating the audience for the report, the purpose of the report, and any style/format requirements to which the report conforms. The reports can relate to the cases presented in the Assessment or Treatment Case Study sections. (CBOS Units/Elements 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></th>
<th>Assmt</th>
<th>Other</th>
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<tbody>
<tr>
<td>3.1 Appropriate content, length and style for the person or institution</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.2 Correct spelling, grammar and acceptable level of proof-reading</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.3 Provide appropriate summary and recommendations</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.4 Adequate description of test and assessment procedures (including referencing where appropriate)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.5 Logical &amp; coherent expression of information</td>
<td>1</td>
<td>1</td>
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</table>

4. Community Service 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 Units/Elements 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 may be as a primary participant. The activity may involve a number of students but the report on the activity MUST 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. Confidentiality requirements must be maintained.

Criteria for Marking

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<th>Mark</th>
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<tbody>
<tr>
<td>4.1 Describes purpose of activity, incl. specific objectives, in relation to overall service delivery</td>
<td>2</td>
</tr>
<tr>
<td>4.2 Provides detailed description of activity and describes immediate outcomes or proposed evaluation procedure</td>
<td>4</td>
</tr>
<tr>
<td>4.3 Discusses own ideas regarding alternative strategies for undertaking a similar activity</td>
<td>2</td>
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</table>

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 Units/Elements 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 Units/Elements 6.4, 7.2, 7.3, 7.4).

Criteria for marking

<table>
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<tr>
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<th>Mark</th>
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<tbody>
<tr>
<td>5.1 - Outlines previous specific learning goals (CBOS-based and Generic Professional Competencies). Provide a brief explanation to indicate why you chose these goals. - identifies and reflects on own areas of achievement in clinical work including areas for further development</td>
<td>5</td>
</tr>
<tr>
<td>5.2 - Identifies areas requiring development in order to progress further, - discusses areas which present barriers to own clinical work - outlines potential solutions</td>
<td>4</td>
</tr>
<tr>
<td>5.3 Identifies and explains areas of particular interest in clinical work and outlines a plan to further develop knowledge in these areas</td>
<td>3</td>
</tr>
<tr>
<td>5.4 Outlines specific learning goals for next placement and relates goals to self-evaluation and critiques.</td>
<td>3</td>
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</table>

5. Overall Impression 6 marks
Examiner's determination based on consistency and quality of Portfolio as a whole.

Total Mark /75 marks

(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 within the clinic only. 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.

Audio, video, DVD or CD-rom recordings of sessions MUST NOT leave the clinic.

PROCEDURE FOR MANAGING WRITTEN CLINICAL DATA
In order to ensure that client confidentiality is maintained, students need to take great care to ensure the security of any data collected while on placement and clinical reports. All information about the client (i.e. name, address, date of birth, names of significant others, other professional involved in the case) must be removed before leaving the clinic. DEIDENTIFIED MATERIAL ONLY can be submitted with your portfolio. 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 Units/Elements 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:

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

Total Mark /25

(Contributes 25% to total grade for SPTH3080)

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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.

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