SPTH4010 - Speech Pathology IV
Course Outline

Course Co-ordinator: Dr Sally Hewat
Room: GPG.28
Ph: 4921 5159
Fax: 4921 7386
Email: Sally.Hewat@newcastle.edu.au
Consultation hours: Monday 11-2 or by appointment

Semester: Semester 1 - 2008
Unit Weighting: 10
Teaching Methods: Lecture, Seminar

Brief Course Description
Discusses the professional issues involved in clinical speech pathology, including ethics, medico-legal issues, and management issues involved in caseload & service delivery. Job seeking skills and career development will also be covered.

Contact Hours
Seminar for 2 Hours per Week for 7 Weeks
Lecture for 2 Hours per Week for 7 Weeks

Learning Materials/Texts (Recommended only)


Resources: See links to legislation and information provided at:
http://www.austlii.edu.au

Course Objectives
Upon successful completion of this subject, students will be able to:
1. Demonstrate ability to use interactive teaching methods suitable for use in community education, health promotion, clinical education, and professional development.
2. Demonstrate independence in identifying and researching issues of current relevance to the profession.
3. Demonstrate clear verbal presentation skills.
5. Select key information regarding ethical issues, and identify other useful resources for ethical/professional issues.
6. Demonstrate the ability to work effectively in a group.

Course Content
Job seeking skills
Stress management
Counselling
Mentoring
Medico-legal issues
Professional negligence
Ethics
Private Practice
Rural and remote practice
Marketing
Occupational Health & Safety
Equal Employment Opportunity
Management issues
Quality Improvement
Professional development

Assessment Items
| Examination: Oral Mock job interview, 10 minutes, 10% |
| Essays / Written Assignments Curriculum vitae & cover letter, 10% |
| Essays / Written Assignments 1,000 words, 30% |
| Presentations - Group 30 minutes, 50% |
Assumed Knowledge
All prior speech pathology courses in prescribed sequence. Success in the course will be facilitated by undertaking this course not longer than 12 months prior to degree completion.

Callaghan Campus Timetable
SPTH4010
SPEECH PATHOLOGY IV
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Lecture Friday 13:00 - 15:00 [GP3-20]

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 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 due 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 received in the Student Hub no later than ten working days prior to the first date of the examination period

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 2008
For semester 2 courses: 31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 2008

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 check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

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
Fax: 02 4348 4145
Email: 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  

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 ---------------------------------------------------------------------
SPTH4010 – Professional Issues

Important Additional Information

Group Work

The assessment in this course involves group work. Refer - http://www.newcastle.edu.au/policylibrary/000650.html

<table>
<thead>
<tr>
<th>Presentations</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes, 50%</td>
<td></td>
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</tbody>
</table>

Groupwork will be allocated by the course co-ordinator with regard to the nature of available and suitable projects for presentation. It is expected that all students within a group will receive the same mark for groupwork assessment tasks, but in situations where it can be established that this would be inequitable, marking will be moderated in light of the Groupwork Statement(s) received and in discussion with the students involved (see Important Additional Information).

Online Tutorial Registration:

Students are required to enrol in the Lecture for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

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
### Relationship of Course Objectives to Graduate Attributes, Professional & Occupational Competencies

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Clinical populations</th>
<th>CBOS Unit, Element</th>
<th>Professionalism</th>
<th>Reasoning</th>
<th>Lifelong Learning</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Use tchg methods suitable for community &amp; other ed'n</td>
<td>Range</td>
<td>6.1, 6.3, 6.4</td>
<td>GPC 4.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Demonstrate independent research</td>
<td>Range</td>
<td>7.2</td>
<td>GPC 1.2, 1.3</td>
<td>GPC 3.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Present clearly (verbally)</td>
<td>Range</td>
<td>6.3</td>
<td></td>
<td></td>
<td></td>
<td>GPC 2.2</td>
</tr>
<tr>
<td>4 Document in accessible &amp; approp way</td>
<td>Range</td>
<td>6.3</td>
<td></td>
<td></td>
<td></td>
<td>GPC 2.2</td>
</tr>
<tr>
<td>5 Select, ID ethical &amp; professional issues &amp; resources</td>
<td>Range</td>
<td>7.1</td>
<td>GPC 4.5</td>
<td>GPC 1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Work in a group</td>
<td>Range</td>
<td>6.2, 7.3</td>
<td>GPC 4</td>
<td></td>
<td></td>
<td>GPC 2.1, 2.3</td>
</tr>
</tbody>
</table>

1. The University of Newcastle Graduate Attribute Policy (under development May 2007)
2. Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001, Speech Pathology Australia)
Relationship of course objectives and assessment tasks

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Mock job Interview 10 min individual 10%</th>
<th>CV &amp; cover letter 4 pages individual 10%</th>
<th>Written Assignment 1,000 words individual 30%</th>
<th>Presentation 30 min group 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Use tchg methods suitable for community &amp; other ed’n</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>2 Demonstrate independent research</td>
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<td>X</td>
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<tr>
<td>3 Present clearly (verbally)</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>4 Document in accessible &amp; approp way</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5 Select, ID ethical &amp; professional issues &amp; resources</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6 Work in a group</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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 should be submitted to 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.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.
Online copy submission to Turnitin

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

| Essays / Written Assignments | 1,000 words, 30% |

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.

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

Students who have failed an assignment which is required to establish clinical competency may be required to revise and resubmit it in this course. 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 ‘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](http://www.newcastle.edu.au/policylibrary/000769.html)

**Return of Assignments**

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


**Preferred Referencing Style**

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

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


For further information on referencing and general study skills refer - ‘Infoskills’ available @ [www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)

Students are also encouraged to make use of ‘Endnote’ software – a reference data base which allows you to select your referencing format style – and which is available at no charge via the library – see:


**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

Description of Assessment Items (listed in order of due date)

1. **SPTH4010 – Written Assignment** – 1,000 words (30%) - Due Friday, Week 6 (March 30, 2008), 4pm. Assignments must be submitted electronically through turnitin (available through Blackboard site for this course), as well as in a hard copy (with cover sheet) through the Shortland HUB.

   **Topic:** With reference to one piece of current legislation which affects the practice of speech pathology, describe its main features and the ways in which it affects both speech pathologists and their clients. Provide an example hypothetical scenario which illustrates the application of the legislation to a particular situation. Support your points with reference to the literature where available.

   **Criteria for marking:**
   - Appropriateness of legislation selected: 2
   - Demonstrates understanding of purpose & scope of legislation: 8
   - Demonstrates understanding of its relevance to practice through both explanation & example: 7
   - Overall coherence: 3
   - Referencing (support, relevance, format): 3
   - **Total:** 30

2. **SPTH4010 – Curriculum vitae & cover letter** (10%) - due Friday of Week 14 – to be handed in at the same time as mock job interview (June 6, 2008 - interview times to be confirmed). Details of the Job Advertisement will be provided during the lecture in Week 3.

   Your curriculum vitae and cover letter should be prepared as for an application for the following job. Your cover letter needs to indicate the reasons for your interest in the position, why you are a suitable candidate, and your availability for interview. You can develop your own preferred format for your curriculum vitae, but you are advised to include the following information: Personal contact information, qualifications/awards, relevant experience, employment history, professional development activities, and referees (clinical).

   **Criteria for marking:**
   - Presentation (readability, formatting): 2
   - Writing style (coherence): 2
   - Content (accuracy, relevance): 2
   - Criteria (accuracy, relevance): 2
   - Overall impression (incl. correct length): 2
   - **TOTAL:** 10

3. **SPTH4010 Presentations - Group**

   Students will form into topic groups of 6-8 students, and will be allocated a topic on a professional issue relevant to speech-language pathology practice within the first two weeks of the semester. Each topic group will then split into two (3-4 students in each sub-group), with one group to be responsible for taking the role...
of presenting a ‘position statement’ with regard to the issue, and the other group to take the role of the ‘discussant’ in relation to that position statement. Both sub-groups are required to provide support for the points of views raised, and to demonstrate high standards of scientific reasoning, professionalism and collegiality. The sub-group responsible for the ‘position statement’ are required to produce a summary of no more than one page of their central line of argument by Friday of Week 11, and place this in the digital drop box set up for the group, in order to allow sufficient time for the ‘discussant’ group to prepare their presentation. The one page position statement should be distributed to the audience as a handout on the day. The sub-group responsible for the ‘discussant role’ also needs to prepare a no more than one page handout of their main points to distribute to the audience on the day. Not all members of the group are required to present verbally (see Course Outline for management of group workload).

The 30 minutes presentation should be made up as follows: Each sub-group should present for between 5-10 minutes, so that the topic group’s presentation lasts for around 20 minutes, allowing an additional 5-10 minutes for audience questions and discussion.

Criteria for marking:
- Relevance of information provided to the topic 10
- Level of support provided for arguments raised 10
- Succinct and clear one page summary handout 10
- Clarity & succinctness of verbal presentation 10
- Professionalism in both formal and informal aspects of the presentation 10
TOTAL 50

4. SPTH4010 – Mock Job Interview (10%) Friday June 6, 2008. Individual interview times to be scheduled. Detail of the Job Advertisement will be provided during the lecture in Week 3.

Each student will need to prepare for a mock job interview for the following job (that is, the same as per Curriculum vitae & cover letter). By week 12, students will be allocated to an interview time scheduled on Friday 6th June, Week 14. The interview will consist of 2 panel members (discipline of speech pathology academic staff member and representative from university careers office) who will ask up to three questions directly related to the “mock job”. The responses will be assessed according to the criteria below. Students are also invited to self-assess their performance during the interview (refer to Mock Job interview marking form attached).

Criteria for marking:
- Quality (soundness of information or ideas in terms of clinical/theoretical matters) 2
- Quantity (amount of talk and information) 2
- Relevance (to the question or topic under discussion) 2
- Manner (professionally appropriate for interview) 2
- Overall impression (likelihood of being short listed for position) 2
TOTAL 10
<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
<th>Fri 1 - 2 pm</th>
<th>Fri 2 - 3 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 22</td>
<td>Reflection on professional development to-date</td>
<td>Overview of SPTH4010 &amp; ass’t tasks</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>February 29</td>
<td>Identification of professional issues &amp; methods of professional debate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>March 7</td>
<td>Ethical issues in professional practice</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>March 14</td>
<td>Child Protection</td>
<td>Legislation &amp; speech pathology practice (EEO, OH&amp;S)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>March 21</td>
<td>No Lectures Good Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>March 28</td>
<td>Private Practice</td>
<td>SPAA and Mentoring</td>
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</tbody>
</table>

**Written assignment Due Friday 30th March (30%)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
<th>Fri 1 - 2 pm</th>
<th>Fri 2 - 3 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>April 4</td>
<td>Working overseas &amp; in developing countries</td>
<td>Rural &amp; remote practice</td>
<td></td>
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<tr>
<td>8</td>
<td>April 1</td>
<td>Job seeking (preparing CVs &amp; for interviews)</td>
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</tbody>
</table>

**Mid-Semester Recess: Monday 14 April to Friday 25 April 2008**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
<th>Fri 1 - 2 pm</th>
<th>Fri 2 - 3 pm</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>May 2</td>
<td>Counselling</td>
<td></td>
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<tr>
<td>10</td>
<td>May 9</td>
<td>Management Issues</td>
<td>Industrial Issues</td>
<td></td>
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<tr>
<td>11</td>
<td>May 16</td>
<td>Professional education</td>
<td>IT Systems in health: A first look</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>May 23</td>
<td>Group presentations (50%)</td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>May 30</td>
<td>SPAA/NZ Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>June 6</td>
<td>Mock Interviews (10%)</td>
<td>CV &amp; cover letter Due (10%)</td>
<td></td>
</tr>
</tbody>
</table>

**Examination Period: Monday 9 June to Friday 27 June 2008**
Speech Pathology - Groupwork Statement
of roles & contributions to assessment task

Course: SPTH4010 Speech Pathology IV (Professional Issues)
Assessment task: Group Presentation, 30 minutes, 50%

This Statement is designed to be prepared & submitted by the group as a whole. Students are encouraged to negotiate the distribution of roles and contribution to the work involved. It is a good idea to work out a rough allocation of roles and expected contribution early in your groupwork. Be prepared to be flexible and to adjust these roles and levels of contribution in response to circumstances and unfolding discoveries. Whenever any group member thinks that the Statement needs to be reviewed, then the group as a whole should meet to make a new draft allocation. After the assessment task, the final Statement should be signed by each group member, and submitted to the course co-ordinator. If a particular member of the group disagrees with the final Statement, that group member should not sign the final Statement, but instead submit another Statement individually signed.

Students are encouraged to problem solve any difficulties arising in the group with regard to roles and contribution, but if facilitation is required, students need to advise the co-ordinator in a timely fashion, as making a complaint after the task has been completed reduces the possibility of equitable solutions for all students involved. It is expected that all students within a group will receive the same mark for groupwork assessment tasks, but in situations where it can be established that this would be inequitable, marking will be moderated in light of the Groupwork Statement(s) received and in discussion with the students involved.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>% contribution*</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td>100%</td>
<td></td>
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<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Signed:

* Assuming the work for each role is 100%, what percentage did each member contribute? e.g. if there are 5 in the group, an equal distribution on a particular role would be 20% each. Depending on the skills of particular group members, it would be expected that some members may contribute more to one role than another, e.g. one member might contribute more to preparatory tasks, while another member might contribute more to the actual presentation.
SPTH4010 Speech Pathology IV (Professional Issues)  
Marking form for Mock Job Interview

The following marking form will be completed by the panel after your interview, and provides your mark for this assessment task.

After the interview and before you return for feedback, we invite you to use this form to self-evaluate. We will not ask you to show us your scoring (though you may volunteer this information), nor will your scoring be used in the grading of this assignment. Your self-evaluation will be helpful when you get the feedback from the panel, as it will help you identify where your perceptions are likely to be similar or different to those of others, and help you prepare for future interviews.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Misunderstanding evident or needs to provide more support for information or ideas</td>
<td>Information or ideas while generally sound show some misunderstanding or lack of support</td>
<td>Accurate, up-to-date and well supported information or ideas</td>
<td></td>
</tr>
<tr>
<td>Quantity</td>
<td>Responses overly lengthy, or overly short</td>
<td>Responses need to be more succinctly formulated</td>
<td>Succinct &amp; informative</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td>Responses are ‘off-track’</td>
<td>Responses need to address question more specifically</td>
<td>Specifically addressing issues</td>
<td></td>
</tr>
<tr>
<td>Manner</td>
<td>Responding in ‘student’ mode, or overly casual, or very apparent nervousness</td>
<td>Some variability in manner, or ‘not quite’ appropriate in particular aspect</td>
<td>Professional and poised; able to interact as ‘colleague’</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>Unlikely to be shortlisted for this position</td>
<td>Likely to be encouraged to re-apply for other similar positions</td>
<td>Likely to be shortlisted for position</td>
<td></td>
</tr>
<tr>
<td>Total (max 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General comments:

Suggestions for preparation for future interviews: