SPTH 4080 - Clinical Practice

Course Outline

Course Coordinator

**Semester 1**
Nicole Byrne
Room GPG 28
Phone: 49215159, Fax: 49217386
Email: to be advised

**Semester 2**
Sally Hewat
Room GPG 28
Phone: 49215159, Fax: 49217386
Email: Sally.Hewat@newcastle.edu.au

Semester
Semester 1 & 2 - 2005

Unit Weighting
20

Teaching Methods
Field Study
Tutorial

Brief Course Description
Students undertake supervised face-to-face clinical experience with the full range of speech and language disordered caseloads, i.e. across the range indicators of speech, language, voice, fluency and swallowing, with both child and adult populations. The clinical placements are on a block basis, involving full day attendance (8.30am - 5pm), Monday to Friday, over a period of 10 weeks. This extended block program allows for as many placements as possible to be in rural NSW and metropolitan Sydney locations in order to provide experience in the models of service delivery appropriate to these settings. Additional individual tutorial support is provided by telephone to students in remote locations.

Contact Hours
Clinical for 40 Hours per week for 10 weeks
Weeks to be advised for individual students

Learning Materials/Texts
Information enclosed

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

1. Demonstrate levels of clinical competence as required to meet the Competency Based Occupational Standards for Speech Pathologists - Entry Level (May, 1994, Australian Association of Speech & Hearing, now The Speech Pathology Association of Australia, Melbourne, Victoria).
2. Experience (directly or indirectly) clinical management of the range of speech, language, voice, fluency, or swallowing disorders in children and adults.

3. Communicate their clinical experience and competence verbally and in writing in a professional and ethical manner.

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

**Course Content**
This course provides clinical practice experience with paediatric, adult and mixed caseloads. The student is supervised by a qualified speech pathologist. The student has the opportunity to observe and work directly with caseloads comprising a range of communication and swallowing impairments. Students will be involved with the planning and delivery of services for assessment and treatment of individual cases, as well as having the opportunity to participate in a range of service delivery/caseload management models.

**Assessment Items**

<table>
<thead>
<tr>
<th>Other: (please specify)</th>
<th>1. Progress Indicators (Competency-based performance assessment) Pass/Fail Mid- and end of each 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) (when SPTH4080 is the final placement undertaken in the degree, then students are required to have recorded hours for child and adult experience across all range indicator in order to pass the course) Ungraded requirement End of each placement</td>
</tr>
<tr>
<td></td>
<td>3. Statement of Experience &amp; Competence - 1,500 words Application for employment (including cover letter, address to the selection criteria and curriculum vitae) (15%)</td>
</tr>
<tr>
<td></td>
<td>4. Portfolio - 3,500 words Recordings and written critical evaluation of clinical experience and learning 60%</td>
</tr>
<tr>
<td></td>
<td>5. Viva examination - 20 minutes Verbal examination by panel of three examiners (including one external examiner) following case observation (25%)</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**
SPTH1110, SPTH1120, SPTH2080, SPTH2210, SPTH2220, SPTH3110, SPTH3120, SPTH3020, SPTH3080
Students need to note that there is a specific requirement for English performance to be clearly adequate for professional needs in order to successfully complete SPTH4080.
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Fieldwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>08:30 - 17:00</td>
<td>TBA, approx 10 wks concurrently or sequentially with</td>
</tr>
<tr>
<td>Tuesday</td>
<td>08:30 - 17:00</td>
<td>TBA, approx 10 wks concurrently or sequentially with</td>
</tr>
<tr>
<td>Wednesday</td>
<td>08:30 - 17:00</td>
<td>TBA, approx 10 wks concurrently or sequentially with</td>
</tr>
<tr>
<td>Thursday</td>
<td>08:30 - 17:00</td>
<td>TBA, approx 10 wks concurrently or sequentially with</td>
</tr>
<tr>
<td>Friday</td>
<td>08:30 - 17:00</td>
<td>TBA, approx 10 wks concurrently or sequentially with</td>
</tr>
</tbody>
</table>

**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 2005

For semester 2 courses: 31 August 2005

For Trimester 1 courses: 18 February 2005

For Trimester 2 courses: 10 June 2005

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

School of Language & Media
Office, Room MC127, 1st Floor McMullin Building
Phone: 02 4921 5175, 4921 5172, 4921 5360, 4921 5155
Email: Language-Media@newcastle.edu.au

Faculty Student Service Offices
Faculty of Science and Information Technology
Room V19 (Mathematics Building) Phone: 0249 215 562

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone 02 4921 5314, fax 02 4921 6997, email education-arts@newcastle.edu.au
Phone: 0249 215 314

The Faculty of Engineering and Built Environment
Room: EF101 (EF Building)
Phone: 0249 216 065

Architecture and Built Environment
Room: A106 (Architecture Building)
Phone: 0249 215 782

The Faculty of Health
Level 1 (Bowman Building)
Phone: 0249 215 682

The Faculty of Business and Law
Room: SRS130 (Social Sciences Building)
Phone: 0249 215 983
The Dean of Students
Dr Jennifer Archer
phone 492 16723;
fax: 492 16895;
Dean-of-Students@newcastle.edu.au
Jennifer.Archer@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
**Semester Dates**

**Semester 1**
- Semester 1 commences: Monday 21 February to Friday 8 April 2005
- Semester 1 recess: Monday 11 April - Monday 25 April 2005
- Semester 1 resumes: Tuesday 26 April 2005
- Semester 1 concludes: Friday 10 June 2005
- Mid Year Examinations: Tuesday 14 June - Friday 1 July 2005

**Semester 2**
- Semester 2 commences: Monday 18 July to Friday 23 September 2005
- Semester 2 recess: Monday 26 September - Friday 7 October 2005
- Semester 2 resumes: Monday 10 October 2005
- Semester 2 concludes: Friday 4 November 2005
- End of Year Examinations: Monday 7 November - Friday 25 November 2005

**Mailing Address**
School of Language and Media  
The University of Newcastle  
Callaghan NSW 2308

Phone: 4921 5175  
Email: Language-Media@newcastle.edu.au  

**Changing your Enrolment**

HECS Census Dates (last dates to withdraw without financial or academic penalty): First Semester, 31 March; Second Semester, 31 August. Last Dates to withdraw without academic penalty: First Semester, 10 June; Second Semester, 4 November.

To change your enrolment online, please refer to [http://www.newcastle.edu.au/study/enrolment/change-enrol.html](http://www.newcastle.edu.au/study/enrolment/change-enrol.html)

**Frequently Asked Questions**

**PENALTIES FOR LATE ESSAYS**
In courses offered by the School of Language and Media, penalties for late essays will be 2% of the maximum mark per working day, with the weekend to be counted as a single day. Applications for extensions should go to the Course Coordinator.

**WHEN DO MY CLASSES START?**
Seminars and Lecturers normally start in week one of semester. (Check timetable.) Tutorials commence week 2 of semester. Film screenings start week 2 of semester.
WHERE AND HOW DO I HAND IN ASSIGNMENTS?
All essays are to be placed in the assignment box outside school office, and will be returned in class by the lecturer. Remaining essays will be left in the office for collection.

Please attach a cover sheet with the correct colour for your discipline, available from the School Office. Plagiarism declaration must be signed at bottom of cover sheet. Fasten pages with a single staple in the upper left-hand corner.

Assignments may be sent by ordinary mail or express envelope, but are not to be faxed or emailed. Please address your assignments to School of Language and Media, The University of Newcastle, Callaghan 2308. We will accept the essay from the date it was mailed, so make sure that the envelope is clearly postmarked. If the postmark is illegible, we will assume it was sent the previous day.

WHAT SHOULD I DO IF I CAN'T SUBMIT AN ASSIGNMENT ON TIME?
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:
http://www.newcastle.edu.au/policy/academic/adm_prog/special_consid.htm

WHAT HAPPENS TO ESSAYS FROM PAST SEMESTERS?
All essays not collected by twelve months will be destroyed.

HOW AND WHEN CAN I COLLECT THE END-OF-SEMESTER ESSAYS?
Final Semester one essays will be available from the office AFTER 11 JULY 2005 (or can be mailed to you by leaving a stamped, self-addressed envelope at the School Office).

WHAT HAPPENS IF I CANNOT ATTEND A SEMINAR?
Information for students will be specified in individual Course Outlines.

WHAT HAPPENS IF I CAN'T MAKE IT TO A SEMINAR ON TIME OR HAVE TO LEAVE EARLY?
Information for students will be specified in individual Course Outlines.

HOW CAN I APPLY FOR SPECIAL CONSIDERATION?
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:
http://www.newcastle.edu.au/policy/academic/adm_prog/special_consid.htm
### Relationship between course objectives & CBOS

<table>
<thead>
<tr>
<th>Subject Objective(s)</th>
<th>Clinical Skills</th>
<th>Clinical Skills</th>
<th>Empiric/Analytic Skills</th>
<th>Interpretative/Synthesis Skills</th>
<th>Critical Thinking Skills</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBOS* Unit/Element</td>
<td>Range Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Comp. All</td>
<td>Full</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Exp. All</td>
<td>Full</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Comm 2.4, 2.5, 3.7, 4.4, 5.2, 5.3</td>
<td>Full</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4 Prof. 1.4, 4.5, 5.1, 5.7, 5.9, 7</td>
<td>Full</td>
<td></td>
<td></td>
<td></td>
<td>X X</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Obj 1 Comp.</th>
<th>Obj 2 Exp.</th>
<th>Obj 3 Comm.</th>
<th>Obj 4 Prof.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Progress Indicators</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 Record of Experience</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Statement (Letter &amp; CV)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4 Portfolio</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5 Viva</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Lecturer:**
- **Semester 1**
  Nicole Byrne
  Room GPG 28, Phone: 49215159, Fax: 49217386
  Email: to be advised

- **Semester 2**
  Sally Hewat
  Room GPG 28, Phone: 49215159, Fax: 49217386
  Email: Sally.Hewat@newcastle.edu.au

**Clinic Placements:**
- Up to 5 days per week, as allocated*
- Hours as required by individual clinics, usually between 8.00am and 5pm
  *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).

The site of delivery will vary depending on the sites of available clinical placements.
For SPTH4080, clinical placements are usually situated in rural NSW or the Sydney metropolitan area, or within speech pathology services provided by other agencies (e.g. NSW Department of Health, Department of Ageing, Disability & Home Care). Students who have specific needs which preclude such placements need to discuss this with the Clinical Education Coordinator prior to enrolling in the course.

Tutorial support is provided by telephone, email and via discussion forums on the SPTH4080 Blackboard website. Any relevant information and additional support material for the assessments will be posted on the SPTH4080 Blackboard website.

**Expectations**
The objective of the fourth year clinical program is to enable students to develop and consolidate their clinical competence through an intensive clinical experience, and to gain a realistic view of a speech pathologist’s workload and responsibilities.

By fourth year, undergraduates will have had experience with both adult and paediatric caseloads, and with disorders of varying aetiology and complexity. The actual range of experience and clinical competence brought to this extended placement will however vary among students. We expect students to be working with increasing independence and interdependence in their ability to manage their allotted cases and caseload.

**Caseload**
The size of a student’s caseload will of course vary according to the availability of clients and complexity of cases, as well as their own level of clinical competence. It is anticipated that fourth year students will be capable of taking responsibility gradually over the course of the placement for a full caseload (after a period of initial orientation).

**Level of supervision**
As fourth year students undertake an extended clinical placement, their level of independence and clinical competence will be expected to increase significantly as part of the consolidating experience. Regardless of their increasing level of competence, they will require ongoing supervision in particular situations, e.g. bedside evaluation of dysphagia. The actual giving of food/fluids should be supervised and recommendations for management should be checked to ensure compliance with medico-legal responsibilities as stated in CBOS.

**Required Reading:**

**Recommended Texts:**


### Assessment Summary:
(see the 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 each placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due 2 wks after 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 (see note below)</td>
<td>End of each placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due 2 wks after placement completion</td>
</tr>
<tr>
<td>3. Statement of Experience &amp; Competence</td>
<td>Application (including cover letter and address to the selection criteria) and curriculum vitae for employment</td>
<td>15%</td>
<td>Semester 1 - Due 11th June 2004</td>
</tr>
<tr>
<td>(1,500 words)</td>
<td></td>
<td></td>
<td>Semester 2 - Due 5th Nov 2004</td>
</tr>
<tr>
<td>4. Portfolio</td>
<td>Recordings and written critical evaluation of clinical experience and learning</td>
<td>60%</td>
<td>Due 2 wks after placement completion</td>
</tr>
<tr>
<td>(3,500 words)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Viva examination</td>
<td>Verbal examination by panel of three examiners (including one external examiner) following case observation</td>
<td>25%</td>
<td>S1 – Week 14</td>
</tr>
<tr>
<td>(20 minutes)</td>
<td></td>
<td></td>
<td>S2 – Week 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Date to be advised</td>
</tr>
</tbody>
</table>

* A copy of the Progress Indicator form is located within the Clinical Program Information

** A copy of the Record of Range of Experience, and guidelines for calculating hours is located within the Clinical Program Information

**Note:** The minimum requirement for students to pass their final clinical practice subject in the Bachelor of Speech Pathology (i.e. either SPTH4080 or SPTH4090) is that their cumulative Record of Range of Experience over the degree documents indirect and/or direct experience for each range indicator in all units of expected competency (CBOS, Units 1 to 4), and for at least one range indicator for all units where supervision may still be required upon graduation (CBOS, Units 5 to 7). Students who have not attained the full range of experience by the end of the semester will need additional placements.

Students should check their Range of Experience requirements and discuss these as soon as possible with the Clinical Education Co-ordinator.
SPTH4080 Application for Employment and Curriculum Vitae

Students respond to a mock job advertisement suitable for a newly graduated speech pathologist with a formal Application and Curriculum Vitae. The Application should include a cover letter and response to selection criteria. It should be a maximum of 5 pages, and state why the student is interested in the position, and how the student meets the requirements of the position and specifically the selection criteria outlined in the job advertisement. The Curriculum Vitae should be a maximum of 5 pages (single-sided) and comprise the following:

- Personal information: name, contact information.
- Educational background: academic attainment prior to Bachelor of Speech Pathology, academic attainment in Bachelor of Speech Pathology (to-date).
- Relevant work experience: other employment or volunteer work experience.
- Clinical experience: description of clinical experience and attainment (to-date).
- Professional development (given/received), including publications/presentations.

Criteria for marking

<table>
<thead>
<tr>
<th>Application (including cover letter and address to selection criteria)</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation: readability, writing style coherent</td>
<td>1</td>
</tr>
<tr>
<td>2. Cover letter – response to advertisement, why interested</td>
<td>2</td>
</tr>
<tr>
<td>3. Address to selection criteria - accurate, relevant</td>
<td>2</td>
</tr>
<tr>
<td>4. Content – succinct, sufficient</td>
<td>2</td>
</tr>
<tr>
<td>5. Overall impression – length (max. 5 pages)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Vitae</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation - readability, formatting</td>
<td>1</td>
</tr>
<tr>
<td>2. Writing Style - coherence</td>
<td>2</td>
</tr>
<tr>
<td>3. Content – Personal details, Educ. background, Work History, Clinical Experience, professional development Criteria – accurate, relevant, succinct, sufficient</td>
<td>3</td>
</tr>
<tr>
<td>5. Overall impression – length (max. 5 pages)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Mark /15

(Contributes 15% to total grade for SPTH4080)
SPTH4080 Portfolio
Criteria/weighting for Marking

The clinical portfolio is comprised of 4 sections: (1) Recorded assessment OR treatment session, (2) Critique of recorded assessment OR treatment session, (3) Clinical report related to the recorded session, and (4) Self-evaluation. All sections of the portfolio must be submitted.

One audio or video-recordings* of one assessment session OR one treatment session is to be submitted, 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 SPTH4080; no retrospective data collection is permitted.

All students are required to demonstrate a standard of English performance clearly adequate for professional needs in order to pass SPTH4080.

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

1. Recorded Assessment OR Treatment Session 15 marks
Criteria for marking:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1.1 Appropriate professional presentation</td>
</tr>
<tr>
<td>3</td>
<td>1.2 Therapeutic rapport demonstrated</td>
</tr>
<tr>
<td>2</td>
<td>1.3 Evidence of flexibility</td>
</tr>
<tr>
<td>2</td>
<td>1.4 Evidence of adaptability</td>
</tr>
<tr>
<td>2.5</td>
<td>1.5 Appropriateness of short- and long-term goals to client</td>
</tr>
<tr>
<td>2.5</td>
<td>1.6 Appropriateness of activities and materials to client</td>
</tr>
</tbody>
</table>

2. Critique of Recorded Assessment OR Treatment Session 20 marks
A written critique of the recorded session (section 1) is to be submitted (CBOS 3.6, 3.7, 4.3, 5.7, 5.9, 7.2, 7.4). A brief background to the client and to the goals of the session should introduce the critique. The purpose of the critique is to demonstrate your abilities across the dimensions of independence, complexity, efficiency, creativity, and most particularly with regard to critical thinking, for selected aspects of CBOS. The critique
should show your clinical thinking and decision-making as you integrate your theoretical knowledge with clinical applications.

Criteria for marking:

2.1 Identifies successful aspects of the session for all relevant parties and explains decisions 4
2.2 Identifies unsuccessful or ineffective aspects of the session for all relevant parties and explains decisions 4
2.3 Describes the outcomes of the session and reviews/reconsiders original hypothesis regarding client performance 4
2.4 Proposes appropriate alternative strategies for subsequent sessions, consistent with the development of longer term goals 4
2.5 Preceding discussion integrates relevant theoretical background 4

3. Clinical Report 15 marks
One written report relating to the SAME clinical case as above - an assessment, progress, or discharge report. Note: a standard report format IS suitable, however, 'progress notes' or letters are NOT sufficient. 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:

3.1 Appropriate content. Length/style for the person or institution
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
3.3 Provide appropriate summary and recommendations 3
3.4 Adequate description of test and assessment procedures (including referencing where appropriate) 3
3.5 Logical & coherent expression of information 5
4. Self Evaluation  

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).

Criteria for marking:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Outlines previous specific learning goals, i.e. CBOS based</td>
</tr>
<tr>
<td>6.2</td>
<td>Identifies own areas of achievement in clinical work</td>
</tr>
<tr>
<td>6.3</td>
<td>Identifies areas requiring development in order to progress further</td>
</tr>
<tr>
<td>6.4</td>
<td>Identifies and explains areas of particular interest in clinical work</td>
</tr>
<tr>
<td>6.5</td>
<td>Identifies areas which present barriers to own clinical work and outlines potential solutions</td>
</tr>
</tbody>
</table>

Total Mark /60

| Mark | 2 |

(Contributes 60% to total grade for SPTH4080)
PROCEDURE FOR STORAGE OF RECORDINGS

Each year, each student will be issued a blank video tape which will be returned at the end of the year along with their Portfolio (whether used or unused), and this tape remains the property of the School of Language & Media, University of Newcastle. While on placement, students may use either the University video tape or a clinic owned video tape to record sessions. With the permission of their supervising clinician, students are able to borrow the clinic owned video tape for the purposes of reviewing sessions or copying sessions on to their University video tape. All video tapes owned by a clinic must be returned to the clinic promptly, and at the latest, prior to the completion of the placement. Students are not to use their own video tapes unless given special permission by their supervising clinician, and then must demonstrate to the clinician that their own tape has been erased, in its entirety, by the end of the clinic placement.

Students are required to supply their own audiotapes for recording in the clinic, and for the Portfolio. On collection of their Portfolio, students are required to use the University’s audiotape eraser to erase these audiotapes. It is the student’s responsibility to similarly erase any other audiotapes in their possession, which contain client sessions.

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 traveling 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.
**SPTH4080 Viva Examination**

The viva examination takes the format of a mock job interview. A job advertisement and job description will be provided in Week 12. Students can expect the answer a range of questions covering the essential and desirable criteria in the job description, theory, case-related and service-related clinical practice, and professional issues. There will be three examiners (including community speech pathologists acting as external examiners depending on availability) (CBOS 2.1, 2.2, 2.3, 2.4, 3.1, 5.6, 5.7, 6.4, 7.1, 7.4).

All students are required to demonstrate a standard of English performance clearly adequate for professional needs in order to pass SPTH4080.

Criteria for Marking:

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

**Total Mark** /25

(Contributes 25% to total grade for SPTH4080)