SPTH4080 - Clinical Practice
Course Outline

Semester 1 - 2010
Unit Weighting 20
Teaching Methods Field Study

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 (or equivalent period if part-time placement is undertaken). 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
Recommended text

Recommended learning resource
Membership of Speech Pathology Australia - $93.50
Course Objectives
Upon successful completion of this course, students will:

1. Demonstrate entry levels of clinical competence as required to meet the Competency Based Occupational Standards for Speech Pathologists.

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 (see later for Further Information about Assessment Requirements)

<table>
<thead>
<tr>
<th>Other: (please specify)</th>
<th>1. Progress Indicators (COMPASS® Competency-based performance assessment) Satisfactory/Unsatisfactory</th>
<th>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</td>
<td>End of each placement</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Viva examination - 30 minutes Verbal examination by panel of at least two examiners (40%)</td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td>Portfolio - Critical evaluation of therapy session and Statement of Experience &amp; Competence (60%)</td>
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</table>

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.

Assumed Knowledge
SPTH1110, SPTH1120, SPTH2080, SPTH2210, SPTH2220, SPTH3110, SPTH3120, SPTH3020, SPTH3080

Callaghan Campus Timetable
SPTH4080
Clinical Practice 1
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Field Study Monday 8:30 - 17:00 TBA, approx 10 wks concurrently or sequentially with
or Tuesday 8:30 - 17:00 TBA, approx 10 wks concurrently or sequentially with
or Wednesday 8:30 - 17:00 TBA, approx 10 wks concurrently or sequentially with
or Thursday 8:30 - 17:00 TBA, approx 10 wks concurrently or sequentially with
or Friday 8:30 - 17:00 TBA, approx 10 wks concurrently or sequentially with

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](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.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

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)**
Student Hub: Opposite the Main Cafeteria

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Rules Governing Undergraduate Academic Awards</th>
<th>University Complaints Managers Office</th>
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<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.newcastle.edu.au/service/complaints/">http://www.newcastle.edu.au/service/complaints/</a></td>
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</tbody>
</table>

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<thead>
<tr>
<th>General enquiries</th>
<th>Campus Care</th>
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<tbody>
<tr>
<td>Callaghan, City and Port Macquarie</td>
<td>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.</td>
</tr>
<tr>
<td>Phone: 02 4921 5000</td>
<td><a href="http://www.newcastle.edu.au/service/campus-care/">http://www.newcastle.edu.au/service/campus-care/</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>Phone:02 4921 8600</td>
</tr>
<tr>
<td>Ourimbah</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Phone: 02 4348 4030</td>
<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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</tr>
</tbody>
</table>

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 after one week prior to the commencement of that placement.

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).

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

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
We are very interested in your feedback and suggestions for improvement. Your third year student representative is the channel of communication between students and the Speech Pathology Program Convenor and with the School of Humanities and Social Science Board. Contact details of Speech Pathology Student Representatives can be found on the Speech Pathology Blackboard site.

Student Communication
Students should discuss any course related matters with the Lecturer/Course Coordinator (Assoc Prof Alison Ferguson) in the first instance and then the relevant Discipline Convenor (Dr Sally Hewat) or Program Convenor (Assoc Prof Alison Ferguson). If this proves unsatisfactory, they should then contact the Head of School of Humanities and Social Science if required. Contact details can be found on the School website.

Submission and return of Assignments
  • 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.
  • For SPTH4080, since students are frequently off-campus and at a distance when assignments are due, for this course, students may submit Portfolios, COMPASS hard copy, and Record of Range of Experience by mail. Please use secure mailing methods, and always keep a copy. Address the package directly to the Course Co-ordinator, i.e. Associate Professor Alison Ferguson
Speech Pathology, School of Humanities and Social Science
1st Floor, McMullin Building, University of Newcastle, University Drive, Callaghan NSW 2308
Contact person/phone: Alison Ferguson, 02 4921 5716

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.
Assignment Resubmission
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 of 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 SACO advice regarding provisions for resubmission.

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 Reading


Further information about assessment requirements

Summary

<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 (COMPASS®)</td>
<td>Pass/Fail</td>
<td>Mid- and end of placement To be submitted within 2 wks of placement completion. <strong>Students must keep a copy.</strong></td>
</tr>
<tr>
<td>2. Record of Range of Experience**</td>
<td>Record of supervised direct and indirect clinical hours across the range indicators</td>
<td>Ungraded requirement</td>
<td>End of placement To be submitted within 2 wks of placement completion. <strong>Students must keep a copy.</strong></td>
</tr>
<tr>
<td>3. Portfolio</td>
<td>Critical evaluation of therapy session and Statement of Experience &amp; Competence</td>
<td>60%</td>
<td>To be submitted within 2 wks of FINAL placement completion</td>
</tr>
<tr>
<td>5. Viva examination</td>
<td>Viva case presentation</td>
<td>40%</td>
<td>Week 14 or 15 – semester 1 or 2 Date to be advised.</td>
</tr>
</tbody>
</table>

Total 100%

* 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.

Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS (see under Assessment Items, and in more detail later).


1. Progress Indicators (COMPASS®) – ENTRY-LEVEL competence must be demonstrated in BOTH your adult and child placements.

2. Record of Range of Experience – You must have (cumulative) recorded hours for child and adult experience across all range indicators (i.e. Speech, Language, Voice, Fluency, Swallowing) obtained at any time during the program, in order to pass this course.

3. Portfolio – The Portfolio contributes 60% to the grade for this course. It must be passed to pass the course. It consists of a critical evaluation of therapy session (40%) and a Statement of Experience & Competence (20%). The Statement of Experience and Competence is marked out of 20, with 10 marks allocated to the provision of evidence in relation to the demonstration of entry-level competence, and 10 marks allocated to the quality of evidence provided. However, students need to note that it is essential that the Statement provides evidence of ENTRY-LEVEL competence for child and adult populations across all range indicators (i.e. Speech, Language, Voice, Fluency, Swallowing) obtained at any time during the program, in order to pass this course.

4. Viva – The Viva examination contributes 40% to the grade for this course. It must be passed to pass the course.

Additionally, 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.
**Viva examination: Unseen case**

Worth 40%

The viva must be passed in order to pass SPTH4080.

Students to be provided with 3 brief case histories prior to the viva (4 weeks prior). The will be made available on the SPTH4080 Blackboard site. There will be five areas of questioning to allow preparation.

- **Diagnosis** e.g. what is/are the client’s main problem area(s)?
- **Theory** e.g. what current research tells you about the disorder(s)
- **Goal** e.g. what appeared to be the goals of the session
- **Outcome** e.g. what did the client and significant others get out of the session?
- **Forward plan** e.g. What would be your plan for the next session? What management decisions do you think you’d need to address? If you had on-going management of a client like this, what factors would you need to take into consideration? Why?

**Marking Criteria:**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Clarity of verbal presentation e.g. Succinct and informative</th>
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<tbody>
<tr>
<td>5</td>
<td>Professionalism and presentation e.g. Eye contact, posture, professional appearance &amp; manner of dealing with challenge</td>
</tr>
<tr>
<td>10</td>
<td>Communicates case details explicitly/logically and provides rationales for assessment/intervention to date</td>
</tr>
<tr>
<td>10</td>
<td>Reports sound and detailed clinical observations</td>
</tr>
<tr>
<td>10</td>
<td>Exploration of theoretical complexities related to case including knowledge of current evidence base and literature about the disorder</td>
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</table>

**Total mark** /40

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

**Portfolio:**

Worth 60%

The portfolio must be passed in order to pass SPTH4080.

**Part 1: Critique of a therapy session (40 marks i.e. 40% of total mark for SPTH4080)**

All students must present ONE video/dvd recording of a therapy session (paediatric or adult) from their paediatric or adult SPTH4080 placement. Audio recordings may be used on request after consulting with the Clinical Education Coordinator.

- Students must critically appraise their session in detail considering how their clinical decision making, therapeutic processes, choice of materials etc impacted on the success for the client in the session, short term goals and with reference to long term goals and the evidence-base for intervention for this client. A detailed case history of the client must be provided including: description of the setting (e.g. community health clinic, school 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).
- **Confidentiality must be maintained.** Breaches of confidentiality will result in a fail for this assignment.
A copy of a detailed session plan must be included including rationales for goals, rationales, contingencies, materials etc.

You will be marked on the following:

• Your clinical skills observed in the recorded session,
• your critical appraisal of the session and
• overall management plan for the client,
• your session planning and rationales for your decision making in relation to client management and
• discussion of evidence in relation to your management of the client (current knowledge about the disorder/s, choice of therapy approach and alternative therapy approaches).

**Video: 8 marks**

- Case history – succinct and informative 2
- Appropriate professional presentation with client e.g. eye contact, posture, professional appearance and manner of dealing with challenge 2
- Therapeutic rapport demonstrated 2
- Evidence of flexibility and adaptability 2

**Session plan: 8 marks**

- Appropriateness of short- and long-term goals to client 3
- Appropriateness of activities and materials to client 2
- Demonstrates advanced clinical reasoning and rationales for assessment/intervention in a coherent manner. 3

**Critique: 24 marks**

- Communicates problem solving process explicitly/logically and provides rationales 8
- Describes the outcomes of the session and reviews/re-considers original hypothesis regarding client performance 4
- Proposes appropriate alternative strategies for subsequent sessions, consistent with the development of longer term goals 4
- Preceding discussion integrates relevant theoretical background and evidence-based practice 10

**Total: 40 marks**

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**Part 2: Statement of competence (20 marks i.e. 20% of total mark for SPTH4080).**

You must provide a detailed statement of competence with supporting evidence to indicate that you have achieved entry level on all elements of the CBOS for both paediatric and adult caseloads.

List each CBOS unit and indicate whether you have achieved entry level competence as per your final COMPASS assessments (i.e. your COMPASS® from your final paediatric and adult SPTH4080 placements). You must provide a brief description of the activities you undertook on the placement to support your statement for each element. You MUST include both your final COMPASS® Assessment booklets as evidence.

If you have any units in which you haven’t reached competency for EITHER paediatric or adult practice, then you must discuss each element with reference to other placements to demonstrate how you might be considered to have reached entry level competence.
Example

Unit 4: Implementation of client speech pathology management
I achieved entry level competence in both my paediatric and adult placements for SPTH4080. Refer to COMPASS Assessment booklet for my adult and paediatric placements.

Service Delivery
5.9 Participates in evaluation of speech pathology service
In my final adult placement there was not an opportunity to participate in this aspect because xxxxx (explain). However, in my paediatric SPTH4080 placement I undertook a quality review project which involved .......... A copy of the project signed by my CE is attached. By completing this project including the evaluation of the surveys and dissemination of the collated survey results to department staff, I believe I have demonstrated skills that are readily transferable to any speech pathology context.

The Statement of Experience and Competence is marked out of 20, with 10 marks allocated to the provision of evidence in relation to the demonstration of entry-level competence, and 10 marks allocated to the quality of evidence provided.

However, students need to note that it is essential that the Statement provides evidence of ENTRY-LEVEL competence for child and adult populations across all range indicators (i.e. Speech, Language, Voice, Fluency, Swallowing) obtained at any time during the program, in order to pass this course.
## OCCUPATIONAL COMPETENCIES (CBOS, Revised 2001)

<table>
<thead>
<tr>
<th>Achieved Entry Level</th>
<th>Yes</th>
<th>Yes</th>
<th>No</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td><strong>ASSESSMENT (Refer Unit 1)</strong></td>
<td></td>
<td></td>
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<tr>
<td>1.1 Establishes &amp; documents presenting condition/issues; identifies significant others; collates information on client</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>1.2 Identifies areas for investigation; and most suitable manner for investigation.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>1.3 Administers relevant assessment.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>1.4 Undertakes assessment within ethical guidelines, and medico-legal responsibilities</td>
<td>Yes</td>
<td>No</td>
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</table>

**ANALYSIS & INTERPRETATION (Refer Unit 2)**

<table>
<thead>
<tr>
<th>Achieved Entry Level</th>
<th>Yes</th>
<th>Yes</th>
<th>No</th>
<th>No</th>
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<tbody>
<tr>
<td>2.1 Analyses &amp; interprets assessment data.</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tr>
<tr>
<td>2.2 Identifies gaps in information required to understand issues, and seeks information to fill those gaps.</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>2.3 Determines basis or diagnosis of communication/swallowing issues or condition, and projects possible outcomes.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Reports on analysis and interpretation.</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>2.5 Provides feedback on results of interpreted assessments to client/significant others and referral sources and discusses management.</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</table>

**PLANNING OF SPEECH PATHOLOGY INTERVENTION (Refer Unit 3)**

<table>
<thead>
<tr>
<th>Achieved Entry Level</th>
<th>Yes</th>
<th>Yes</th>
<th>No</th>
<th>No</th>
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<tbody>
<tr>
<td>3.1 Uses integrated &amp; interpreted information (from Unit 2) and/or service provider’s goals, to plan speech pathology intervention.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>3.2 Seeks additional information for planning intervention.</td>
<td>Yes</td>
<td>No</td>
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<td>3.4 Selects speech pathology program or intervention in conjunction with client and significant other.</td>
<td>Yes</td>
<td>No</td>
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<td>3.5 Establishes goals for intervention.</td>
<td>Yes</td>
<td>No</td>
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<td>3.6 Defines roles and responsibilities for client management.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>3.7 Documents intervention plans, goals, outcomes, decisions and discharge.</td>
<td>Yes</td>
<td>No</td>
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**IMPLEMENTATION OF CLIENT SPEECH PATHOLOGY MANAGEMENT (Refer Unit 4)**

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<tr>
<th>Achieved Entry Level</th>
<th>Yes</th>
<th>Yes</th>
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<tbody>
<tr>
<td>4.1 Establishes rapport and facilitates participation in therapy.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>4.2 Implements management program based on assessment, interpretation &amp; planning.</td>
<td>Yes</td>
<td>No</td>
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<td>4.3 Undertakes continuing evaluation of intervention and modification of program as necessary.</td>
<td>Yes</td>
<td>No</td>
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<td>4.4 Documents progress and changes in intervention.</td>
<td>Yes</td>
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<td>4.5 Works within the ethical guidelines of the profession, and legal constraints &amp; responsibilities.</td>
<td>Yes</td>
<td>No</td>
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<td>Achieved Entry Level</td>
<td>Yes paed</td>
<td>Yes adult</td>
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<td>SERVICE DELIVERY (Refer Unit 5)</td>
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<td>5.1 Responds to service provider's policies.</td>
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<td>5.2 Uses and maintains an efficient information management system.</td>
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<td>5.3 Uses service provider’s electronic system.</td>
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<td>5.4 Manages caseloads.</td>
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<td>5.5 Updates, acquires and/or develops resources.</td>
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<td>5.6 Consults and co-ordinates with professional groups and services.</td>
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<td>5.7 Demonstrates adherence to scientific principles in work practices.</td>
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<td>5.8 Collaborates in research initiated and/or supported by others.</td>
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<td>5.9 Participates in evaluation of speech pathology services.</td>
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<tr>
<td>PROFESSIONAL, GROUP &amp; COMMUNITY EDUCATION (Refer to Unit 6)</td>
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<td>6.1 Identifies the practice of speech pathology in a range of community contexts.</td>
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<td>6.2 Develops, contributes to, maintains professional &amp; team-based relationships in practice contexts.</td>
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<td>6.3 Undertakes preventative, educational and/or promotional projects or programs as part of a team with other professionals.</td>
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<td>6.4 Demonstrates understanding of principles and practices of clinical education.</td>
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<td>PROFESSIONAL DEVELOPMENT (Refer Unit 7)</td>
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<td>7.1 Upholds the Speech Pathology Australia Code of Ethics</td>
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<td>7.2 Continued professional development.</td>
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<td>7.3 Demonstrates awareness of networks for professional support and a capacity to develop them.</td>
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<td>7.4 Develops personal growth and professional identity.</td>
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