SPTH4080 Semester 1 & 2 - Clinical Practice
Course Outline

Course Co-ordinator: Dr Liz Spencer
Room: GP1.15
Ph:    4921 5161
Fax:    4921 6933
Email: Elizabeth.Spencer@newcastle.edu.au
Consultation hours: Monday – Friday by appointment

Semester 1 & 2 - 2009
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 (or equivalent)

Learning Materials/Texts
Recommended text

Course Objectives
Course Outline Issued and Correct as at: Week 1, Semester 1 - 2009

CTS Download Date: 5 February 2009
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**

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

**Callaghan Campus Timetable**

**SPTH4080**

**CLINICAL PRACTICE**

Enquiries: School of Humanities and Social Science

Semester 1 - 2009

<table>
<thead>
<tr>
<th>Field Study</th>
<th>Monday</th>
<th>8:30 - 17:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>Tuesday</td>
<td>8:30 - 17:00</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>8:30 - 17:00</td>
</tr>
</tbody>
</table>

TBA, approx 10 wks concurrently or sequentially with SPTH4090

TBA, approx 10 wks concurrently or sequentially with SPTH4090

TBA, approx 10 wks concurrently or sequentially
or Thursday 8:30 - 17:00 with SPTH4090 TBA, approx 10 wks concurrently or sequentially with SPTH4090

or Friday 8:30 - 17:00 TBA, approx 10 wks concurrently or sequentially with SPTH4090

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 Student Academic Integrity 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 uses an electronic text matching 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 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

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Marks and Grades Released During Term

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

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](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 no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

**Changing your Enrolment**

If students are enrolled after the census dates listed below they are liable for the full cost of their student contribution or fees for that term.

For semester 1 courses: 31 March 2009

For semester 2 courses: 31 August 2009

For Trimester 1 courses: 18 February 2009

For Trimester 2 courses: 9 June 2009

For Trimester 3 courses: 22 September 2009

**Singapore Census Dates**

For Trimester 1 Singapore courses: 27 January 2009

For Trimester 2 Singapore courses: 26 May 2009

For Trimester 3 Singapore courses: 22 September 2009.

**Block Census Dates**

Block 1: 16 January 2009

Block 2: 13 March 2009
Block 3: 15 May 2009
Block 4: 10 July 2009
Block 5: 11 September 2009
Block 6: 16 November 2009

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, 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 studying in Australia.

The four Student Hubs are located at:

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

City Precinct
• City Hub and Information Common: Ground Floor, University House

Central Coast Campus (Ourimbah)
• Student Hub: Opposite the Main Cafeteria

For Port Macquarie students, contact your program officer or EnquiryCentre@newcastle.edu.au, phone 4921 5000

For Singapore students, your first point of contact is your PSB Program Executive

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
Withdrawal from a Course Containing a Placement

This course contains a professional experience placement, so the official withdrawal policy is different to other University courses. In this course, students may withdraw without academic penalty one week or more before the placement is due to begin. In other words, the official final date for withdrawal is one week prior to commencement of the placement. This will allow prior notice to be given to the institution offering the placement of any student's intention to withdraw from the placement, and may allow the place to be re-allocated.

Withdrawal after the official date will usually result in an "F" grade. If there are special circumstances, students may apply to the Head of School for permission to withdraw from the course, after the official final date, without academic penalty. Permission to withdraw will not normally be given to students who have begun the placement and been placed "at risk" or advised that they are likely to fail.

Mandatory Program Component
This course is a mandatory program component. Refer - http://www.newcastle.edu.au/policylibrary/000647.html (section 2).

This course is a Mandatory Program Component.

Before commencing the professional experience placement, students in this course must hold a current child protection certificate; have signed a Prohibited Employment Declaration; and a Confidentiality statement.

Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS.

Pass/Fail Requirement: A completed competency-based assessment booklet (COMPASS™) must be submitted to the course co-ordinator within 2 weeks of completing a professional experience placement. A photocopy of the assessment should be kept by the student and placed in their Passport to Clinical Experience folder. The assessment must indicate that the student’s overall performance at the end of the placement is satisfactory to pass.

Ungraded requirements: (1) A record of supervised direct and indirect clinical hours across the range indicators (Record of Range of Experience form) must be submitted to the Course Co-ordinator within 2 weeks of completing a professional experience placement. A photocopy of the form should be kept by the student and placed in their Passport to Clinical Experience folder.

(2) An Additional Clinical Experience form must be completed, signed and submitted to the course co-ordinator within 1 weeks of completing an observation visit. A photocopy of the form should be kept by the student and placed in their Passport to Clinical Experience folder.

See end of this course outline for further information.
Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](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/](http://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/](http://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
Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be 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.

**NB: Not all of these services may apply to the Port Macquarie Campus.**

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

Portfolio assignments are not required to be submitted through Turnitin.

**Academic Integrity**

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

1. **Academic Fraud**, in which a false representation is made to gain an unjust advantage by, for example,
• the falsification of data

• reusing one’s own work that has been submitted previously and counted towards another course (without permission)

• misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

• copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement

• failure to identify direct quotation through the use of quotation marks

• working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


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

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html
No Assignment Re-submission

Students who have failed an assignment are required to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and 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

**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.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

**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

---

**Important Additional Information- SPTH4080**

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

<table>
<thead>
<tr>
<th>University of Newcastle Graduate Attributes(^1)</th>
<th>Community Responsiveness</th>
<th>Professionalism</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Competencies(^2)</td>
<td>CBOS Unit, Element</td>
<td>Professionalism</td>
<td>Reasoning</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Clinical population</td>
<td>(COMPASS(^3) Unit, Element)</td>
<td></td>
</tr>
<tr>
<td>1 Competence</td>
<td>Paed &amp; Adult</td>
<td>all</td>
<td>all</td>
</tr>
<tr>
<td>2 Experience</td>
<td>Speech, language, fluency, voice &amp;/or swallowing</td>
<td>2.4, 2.5, 3.7, 4.4, 5.2, 5.3</td>
<td>1.4, 4.5, 5.1, 5.7, 5.9, 7</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)

\(^3\) COMPASS\(^{TM}\): Competency Assessment in Speech Pathology. Melbourne: Speech Pathology Australia (2006)
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></td>
</tr>
<tr>
<td>2 Record of Experience</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Statement of competence</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></td>
<td>X</td>
</tr>
<tr>
<td>5 Viva</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**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:**


**Leith, W.** (1993). *Clinical methods in communication disorders.* Austin, TX: Pro-Ed.

Further information about assessment requirements

Summary of assessment items
(see following pages for details of requirements and criteria for marking)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Weighting</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Progress Indicators*</td>
<td>Competency-based performance assessment</td>
<td>Pass/Fail</td>
<td>Mid- and end of placement To be submitted <strong>within 2 wks</strong> 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 <strong>within 2 wks</strong> 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 <strong>within 2 wks</strong> 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>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

* You will be provided with a copy of the assessment booklet to be completed at your placement. A PDF copy of the COMPASS™ Assessment booklet is located on SPTH4080 blackboard site.

** 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.
**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?

**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.**

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

************************************************

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.

Note: Both the viva and portfolio must be passed in order to pass SPTH4080.
## GENERIC PROFESSIONAL COMPETENCIES (COMPASS™, 2006)

<table>
<thead>
<tr>
<th>Achieved Entry Level</th>
<th>Yes Paed</th>
<th>Yes Adult</th>
<th>No Paed</th>
<th>No Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REASONING (Refer Unit 1)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Uses effective thinking skills to ensure quality speech pathology practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Integrates collaborative and holistic viewpoints into professional reasoning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Uses sound professional reasoning strategies to assist planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNICATION (Refer Unit 2)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Uses interpersonal communication skills to facilitate the effective practice of speech pathology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Uses oral and written reporting and presentation skills to successfully meet speech pathology objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Communicates effectively with work teams.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIFELONG LEARNING (Refer Unit 3)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Reflects on own performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Structures own learning/professional development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Demonstrates an appropriate attitude to learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Able to change performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONALISM (Refer Unit 4)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Displays effective organisational skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Conducts self in a professional manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Discharges administrative responsibilities appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Possesses a professional attitude/orientation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 Demonstrates ethical behaviour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieved Entry Level</td>
<td>Yes paed</td>
<td>Yes adult</td>
<td>No paed</td>
<td>No adult</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
<td>-----------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>ASSESSMENT (Refer Unit 1)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Establishes &amp; documents presenting condition/issues; identifies significant others; collates information on client</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Identifies areas for investigation; and most suitable manner for investigation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Administers relevant assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Undertakes assessment within ethical guidelines, and medico-legal responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANALYSIS &amp; INTERPRETATION (Refer Unit 2)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Analyses &amp; interprets assessment data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Identifies gaps in information required to understand issues, and seeks information to fill those gaps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Determines basis or diagnosis of communication/swallowing issues or condition, and projects possible outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Reports on analysis and interpretation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Provides feedback on results of interpreted assessments to client/significant others and referral sources and discusses management.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLANNING OF SPEECH PATHOLOGY INTERVENTION (Refer Unit 3)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Seeks additional information for planning intervention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Selects speech pathology program or intervention in conjunction with client and significant other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 Establishes goals for intervention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6 Defines roles and responsibilities for client management.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7 Documents intervention plans, goals, outcomes, decisions and discharge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IMPLEMENTATION OF CLIENT SPEECH PATHOLOGY MANAGEMENT (Refer Unit 4)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Establishes rapport and facilitates participation in therapy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Implements management program based on assessment, interpretation &amp; planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Undertakes continuing evaluation of intervention and modification of program as necessary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Documents progress and changes in intervention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 Works within the ethical guidelines of the profession, and legal constraints &amp; responsibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieved Entry Level</td>
<td>Yes paed</td>
<td>Yes adult</td>
<td>No paed</td>
<td>No adult</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>SERVICE DELIVERY (Refer Unit 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Responds to service provider's policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Uses and maintains an efficient information management system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Uses service provider’s electronic system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 Manages caseloads.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5 Updates, acquires and/or develops resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.6 Consults and co-ordinates with professional groups and services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.7 Demonstrates adherence to scientific principles in work practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.8 Collaborates in research initiated and/or supported by others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.9 Participates in evaluation of speech pathology services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL, GROUP &amp; COMMUNITY EDUCATION (Refer to Unit 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Identifies the practice of speech pathology in a range of community contexts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Develops, contributes to, maintains professional &amp; team-based relationships in practice contexts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3 Undertakes preventative, educational and/or promotional projects or programs as part of a team with other professionals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.4 Demonstrates understanding of principles and practices of clinical education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL DEVELOPMENT (Refer Unit 7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 Upholds the Speech Pathology Australia Code of Ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Continued professional development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3 Demonstrates awareness of networks for professional support and a capacity to develop them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4 Develops personal growth and professional identity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example of responses for Statement of Competence

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.

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