



# SPH 822

## Clinical Practicum I

FY1 Day 2016

*Dept of Linguistics*

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## General Information

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Credit points

8

Prerequisites

Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description

In this full-year unit, students will attend clinic placements (on campus and/or off campus) in which they will engage in observation of clinical work, assessment and intervention planning, implementation under supervision, and case discussion with clients, their families and relevant professionals. Placements will provide experience with a range of paediatric and adult communication disorders. Students will attend on campus tutorials that will support their experiential learning.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- Know the scope and context of Australian speech pathology practice, the Speech Pathology Australia Competency-Based Occupational Standards for Entry-level Speech Pathologists, and the International Classification of Functioning, Disability and Health (ICF, WHO)
- Know the principles of evidence-based practice and how they apply to the principles of

speech pathology practice regarding the assessment and treatment of individuals with communication and swallowing disorders

- Identify the ethics and values which guide speech pathology practice as set out in the Speech Pathology Australia Code of Ethics and apply them to clinical service delivery
- Apply a social perspective on health when evaluating individuals' functioning and participation in education, employment, and other social activities
- Analyse, evaluate, and diagnose impairments of speech, language, voice, fluency, multi-modal communication, and swallowing in order to plan appropriate speech pathology services to the level of competence graded as novice-intermediate on the COMPASS™
- Engage with speech pathology clinical educators, peers, and other professionals while observing, reflecting on, and planning speech pathology services
- Develop creative and innovative solutions to typical speech pathology clinical problems that are found in various simulated clinical settings including education, disability services, public and private health
- Critically reflect on speech pathology practice, identifying areas for further personal and professional development, implementing effective self-directed learning, and enhancing professional practices

## General Assessment Information

The evaluation of SPH822 is with either a 'Satisfactory' or 'Unsatisfactory' grade. A 'Satisfactory' grade requires the successful completion of the observation proforma, COMPASS®; 'Hours and Range of Experience' forms; case presentation and viva examination; self-evaluation/reflection statement.

**COMPASS®** -competency-based performance assessment and clinical educators' recommendations. This will be conducted at the middle and end of the SPH822.2 and SPH822.3 placement.

**Hours and Range of Experience** forms are found in the Clinical Handbook. The age group of each clinical population is identified for each placement, but hours are combined in the yearly summary. Students are encouraged to keep a weekly record to facilitate the final summary. The student and the CE must sign the summary record. The purpose of the record is to identify gaps in experience and to ensure that students have met the CBOS requirements by the end of the final year.

**Case Presentations and Viva Examinations** at the end of semester 2.

**Self-Evaluation/reflection statement** in which each student:

1. Documents their clinical goals on a learning agreement negotiated with the Clinical

- Educator at the beginning of each placement
- Writes a reflective statement of the goals and learning experiences on completion of each placement. Students submit a written self-evaluation of their goals as part of a personal reflection about their learning experiences. The personal reflection statement also documents student development of their personal growth and professional identity as a Speech Pathologist.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>3 clinical placements &amp;VIVA</u></a>	100%	February 2017

### 3 clinical placements &VIVA

Due: **February 2017**

Weighting: **100%**

Semester 1

During both 5-day observational placements, students will:

- **produce a case history report** based on initial information about a client gained from an initial interview/questionnaire/file report. The report is to be submitted (not to be included in the professional file) to the clinical educator who assesses accuracy and style. (Note: Observation of an initial interview by the student is the ideal stimulus for this activity, but if not possible within the five days, the other options noted above are acceptable) (CBOS 1.1, 1.2, 1.4, 2.2)
- **transcribe and describe a short speech or language sample** (one phonetic transcription is compulsory in the child placement) (CBOS 1.2, 1.3, 2.1)
- **describe/discuss observations** with clinical educator (CBOS 1.1, 1.2, 2.1, 2.2)
- **participate in an assessment** (CBOS 1.2, 1.3, 1.4, 2.1, 2.3, 2.4)
  1. student to perform one oromusculature assessment (compulsory in adult placement)
  2. student to administer one standardised test e.g., articulation test, dysarthria test (both adult and paed's placement)
- **observe and document treatment** – students are provided with a proforma treatment plan and are required to fill in goals and rationale for one observed treatment session (CBOS 3.1, 3.4, 3.5)
- **seek information related to cases observed**, from both the clinical educator and the research literature (CBOS 2.2, 3.1, 5.7)

## Semester 2

Pass in two clinical placements - Semester 2 (SPH822.2 and End of year block placement (SPH822.3)

- **COMPASS™**
  - competency-based performance assessment in association with clinical educators' recommendations.
- **Case presentation and viva examination-pass requirement**
- oral presentation of a self-selected clinical case i.e., one of your clients at the completion of the semester 2 weekly placement, defence of your clinical decisions regarding the client, and self-evaluation of clinical performance at the end of this semester.
- **Reflective Statement**
  - students document their clinical goals on learning agreements negotiated with their clinical educators at the beginning and mid- placement and write a reflective statement of their learning experiences on completion of each placement
- **Range of Experience**
  - documented range and quantity of clinical experience
- **Hours & Range of Experience**
  - A Range of experience summary, Student Clinical Hours form is included in the Clinical Practicum Handbook

On successful completion you will be able to:

- • Know the scope and context of Australian speech pathology practice, the Speech Pathology Australia Competency-Based Occupational Standards for Entry-level Speech Pathologists, and the International Classification of Functioning, Disability and Health (ICF, WHO)
- • Know the principles of evidence-based practice and how they apply to the principles of speech pathology practice regarding the assessment and treatment of individuals with communication and swallowing disorders
- • Identify the ethics and values which guide speech pathology practice as set out in the Speech Pathology Australia Code of Ethics and apply them to clinical service delivery
- • Apply a social perspective on health when evaluating individuals' functioning and participation in education, employment, and other social activities

- Analyse, evaluate, and diagnose impairments of speech, language, voice, fluency, multi-modal communication, and swallowing in order to plan appropriate speech pathology services to the level of competence graded as novice-intermediate on the COMPASS™
- Engage with speech pathology clinical educators, peers, and other professionals while observing, reflecting on, and planning speech pathology services
- Develop creative and innovative solutions to typical speech pathology clinical problems that are found in various simulated clinical settings including education, disability services, public and private health
- Critically reflect on speech pathology practice, identifying areas for further personal and professional development, implementing effective self-directed learning, and enhancing professional practices

## Delivery and Resources

COMPASS assessment, attendance at tutorial program, VIVA exam

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## Learning outcomes

- Know the scope and context of Australian speech pathology practice, the Speech Pathology Australia Competency-Based Occupational Standards for Entry-level Speech Pathologists, and the International Classification of Functioning, Disability and Health (ICF, WHO)
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- Critically reflect on speech pathology practice, identifying areas for further personal and professional development, implementing effective self-directed learning, and enhancing professional practices

## Assessment task

- 3 clinical placements & VIVA

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## Learning outcomes

- Know the scope and context of Australian speech pathology practice, the Speech Pathology Australia Competency-Based Occupational Standards for Entry-level Speech



Pathologists, and the International Classification of Functioning, Disability and Health (ICF, WHO)

- Know the principles of evidence-based practice and how they apply to the principles of speech pathology practice regarding the assessment and treatment of individuals with communication and swallowing disorders
- Identify the ethics and values which guide speech pathology practice as set out in the Speech Pathology Australia Code of Ethics and apply them to clinical service delivery
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## Assessment task

- 3 clinical placements & VIVA

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- Know the principles of evidence-based practice and how they apply to the principles of speech pathology practice regarding the assessment and treatment of individuals with communication and swallowing disorders
- Identify the ethics and values which guide speech pathology practice as set out in the

- Speech Pathology Australia Code of Ethics and apply them to clinical service delivery
- Apply a social perspective on health when evaluating individuals' functioning and participation in education, employment, and other social activities
  - Analyse, evaluate, and diagnose impairments of speech, language, voice, fluency, multi-modal communication, and swallowing in order to plan appropriate speech pathology services to the level of competence graded as novice-intermediate on the COMPASS™
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## Assessment task

- 3 clinical placements & VIVA

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Know the principles of evidence-based practice and how they apply to the principles of speech pathology practice regarding the assessment and treatment of individuals with communication and swallowing disorders
- Apply a social perspective on health when evaluating individuals' functioning and participation in education, employment, and other social activities
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## **Assessment task**

- 3 clinical placements &VIVA

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- • Apply a social perspective on health when evaluating individuals' functioning and participation in education, employment, and other social activities
- • Analyse, evaluate, and diagnose impairments of speech, language, voice, fluency, multi-modal communication, and swallowing in order to plan appropriate speech pathology services to the level of competence graded as novice-intermediate on the COMPASS™
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## **Assessment task**

- 3 clinical placements &VIVA

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Know the scope and context of Australian speech pathology practice, the Speech Pathology Australia Competency-Based Occupational Standards for Entry-level Speech Pathologists, and the International Classification of Functioning, Disability and Health (ICF, WHO)
- Identify the ethics and values which guide speech pathology practice as set out in the Speech Pathology Australia Code of Ethics and apply them to clinical service delivery
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### Assessment task

- 3 clinical placements &VIVA