



SPH 823

Clinical Practicum II

FY1 Day 2016

Dept of Linguistics

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General Information

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Credit points

8

Prerequisites

Admission to MSpchLngPath and SPH822(S)

Corequisites

Co-badged status

Unit description

In this full-year unit, students will attend clinical placements (on campus and/or off campus) in which they will engage in assessment, intervention planning, implementation of treatment under supervision, and case discussions with clients, their families and relevant professionals. Placements will provide experience with the full range of speech pathology practice areas, with child and adult clients. 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:

- assess, evaluate and diagnose child and adult clients across the range of speech pathology practice at the ICF levels of impairment, activity, and participation, and use this information to plan and implement efficacious speech pathology services with a level of competence graded as entry-level on the COMPASS™
- apply a social perspective on health when evaluating individuals' functioning and

- participation in their family, education, employment, and other social activities
- engage with clinical educators, peers and other professionals while planning, implementing, and improving speech pathology practices
 - develop creative and innovative solutions to clinical problems in various settings, utilising counselling skills and reflective techniques to deal with client emotions, including grief and anger, and to work effectively in a variety of service delivery teams
 - integrate knowledge of community needs in relation to communication and swallowing disorders to promote community health, utilising the speech pathology service's information systems and databases
 - critically reflect on speech pathology practices with individuals, groups, and services to communities, identifying areas for further personal and professional development, implementing effective self-directed learning, and enhancing professional practices

General Assessment Information

The evaluation of SPH823 is with either a 'Satisfactory' or 'Unsatisfactory' grade. A 'Satisfactory' grade requires the successful completion of the COMPASS[®]; 'Hours and Range of Experience' forms; case presentations and viva examinations; portfolio, and; self-evaluation/reflection statement.

COMPASS[®] -competency-based performance assessment and clinical educators' recommendations. This will be conducted at the middle and end of each 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 each semester.

Portfolio - sampling and documentation of clinical work undertaken over the two-year course. To be handed in after the final placement.

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
2. 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
SPH 823.1/SPH 823.2	100%	End Semester 1/2

SPH 823.1/SPH 823.2

Due: **End Semester 1/2**

Weighting: **100%**

Students will present an assessment and treatment of a paediatric case (SPH 823.1) then an adult case (SPH 823.2) or vice versa, including interaction with a carer where appropriate (CBOS units 1, 2, 3,4). The presentation should include the following:

- background details of the case including the assessment protocol, and a summary of results (CBOS 1.1, 1.2)
- therapy goals, how they were established and rationales (CBOS 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7)
- video-recording (CBOS 4.1, 4.2, 4.5)
- outcome of treatment (CBOS 2.1, 2.3, 2.5, 3.7, 4.4)
- critique of the treatment (CBOS 7.4)

Students will then be questioned about their self-selected case by two examiners. Questions will address the following areas:

- client diagnosis and related theories
- assessment including factors which informed the student clinician's choice of protocol, additional assessment options and other relevant areas and methods of investigation
- factors which informed the selection of treatment goals
- factors relating to measurement of client's progress
- the student clinician's clinical decision-making process
- prognostic factors relevant to the case presented and related cases
- students are also given brief details (in writing) of a hypothetical case scenario and related question, and asked to address this

Additionally, students will provide an oral report incorporating reflection and self-evaluation of their clinical learning and performance over the past year (CBOS 7)

Students should refer to the appropriate rubric for marking criteria.

On successful completion you will be able to:

- assess, evaluate and diagnose child and adult clients across the range of speech

pathology practice at the ICF levels of impairment, activity, and participation, and use this information to plan and implement efficacious speech pathology services with a level of competence graded as entry-level on the COMPASS™

- • apply a social perspective on health when evaluating individuals' functioning and participation in their family, education, employment, and other social activities
- • engage with clinical educators, peers and other professionals while planning, implementing, and improving speech pathology practices
- • develop creative and innovative solutions to clinical problems in various settings, utilising counselling skills and reflective techniques to deal with client emotions, including grief and anger, and to work effectively in a variety of service delivery teams
- • integrate knowledge of community needs in relation to communication and swallowing disorders to promote community health, utilising the speech pathology service's information systems and databases
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Delivery and Resources

Clinical placements and weekly tutorials

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

New Assessment Policy in effect from Session 2 2016 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/

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

Disruption to Studies Policy 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/

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>) 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>

IT Help

For help with University computer systems and technology, visit 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

- • assess, evaluate and diagnose child and adult clients across the range of speech pathology practice at the ICF levels of impairment, activity, and participation, and use this information to plan and implement efficacious speech pathology services with a level of competence graded as entry-level on the COMPASS™
- • apply a social perspective on health when evaluating individuals' functioning and participation in their family, education, employment, and other social activities
- • engage with clinical educators, peers and other professionals while planning, implementing, and improving speech pathology practices
- • develop creative and innovative solutions to clinical problems in various settings, utilising counselling skills and reflective techniques to deal with client emotions, including grief and anger, and to work effectively in a variety of service delivery teams
- • integrate knowledge of community needs in relation to communication and swallowing disorders to promote community health, utilising the speech pathology service's information systems and databases
- • critically reflect on speech pathology practices with individuals, groups, and services to communities, identifying areas for further personal and professional development, implementing effective self-directed learning, and enhancing professional practices

Assessment task

- SPH 823.1/SPH 823.2

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

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Assessment task

- SPH 823.1/SPH 823.2

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

- assess, evaluate and diagnose child and adult clients across the range of speech pathology practice at the ICF levels of impairment, activity, and participation, and use this information to plan and implement efficacious speech pathology services with a level of competence graded as entry-level on the COMPASS™
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Assessment task

- SPH 823.1/SPH 823.2

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

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Assessment task

- SPH 823.1/SPH 823.2

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

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Assessment task

- SPH 823.1/SPH 823.2

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

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Assessment task

- SPH 823.1/SPH 823.2