



SPED910

Critical Reflection and Professional Experience in Sensory Disability

S2 Online 2018

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor and lecturer

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Contact via (02) 98720321

Renwick Centre, RIDBC

8.30-4.30 Monday to Thursday

Kathleen Tait

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Credit points

4

Prerequisites

Admission to MDisabilityStud and 16cp from SPED units at 900 level and permission of the Professional Experience Coordinator

Corequisites

Co-badged status

Unit description

This unit provides students with the opportunity to prepare for, and then undertake 16 days of professional experiences in practice, in management and evaluation. Central to this professional experience is a critical reflection model that guides and highlights the student's awareness regarding the role that research plays in strengthening their professional skills and knowledge. Using critical reflection students will demonstrate professional practice that optimises outcomes for people with sensory disability.

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:

Demonstrate an in-depth understanding of research in the field of sensory disability

Plan, analyse, present and implement complex activities in their field of practice

Ensure improved outcomes for clients with sensory disability, by demonstrating

advanced knowledge and professional practice

Demonstrate effective interdisciplinary team collaboration to best support the needs of clients with sensory disability

Critically evaluate own professional practice and implement change

General Assessment Information

Assessment Tasks

Name	Weighting	Hurdle	Due
ePortfolio (Block 1)	25%	Yes	on completion of Block 1
ePortfolio (Block 2/FINAL)	25%	Yes	11/11/2018
Critical Reflection Essay	50%	Yes	11/11/2018

ePortfolio (Block 1)

Due: **on completion of Block 1**

Weighting: **25%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Professional Experience ePortfolio

This assessment must be completed and submitted for marking before commencing Block 2.

This assessment asks you to complete a series of practical experiences in the field of sensory impairment and submit a record of your observations and experiences.

Students who are teachers need to demonstrate skills in planning, implementing, managing and evaluating programs for people with a sensory disability.

Students who are Allied Health professionals need to demonstrate professional development in their identified focus areas through completion of a series of observations and reflection in the field of sensory disability.

Your assessment, where appropriate should be presented in the APA referencing style (both in the body of text and reference list). There is no set word count for this assessment.

On successful completion you will be able to:

- Demonstrate an in-depth understanding of research in the field of sensory disability
- Plan, analyse, present and implement complex activities in their field of practice
- Ensure improved outcomes for clients with sensory disability, by demonstrating advanced knowledge and professional practice
- Demonstrate effective interdisciplinary team collaboration to best support the needs of clients with sensory disability
- Critically evaluate own professional practice and implement change

ePortfolio (Block 2/FINAL)

Due: **11/11/2018**

Weighting: **25%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Requirements are the same as Block 1 ePortfolio (details outlined in Professional Experience practicum/ practical Handbook available on iLearn).

This assessment must be completed and submitted for marking prior to submitting the Critical Reflection Essay.

On successful completion you will be able to:

- Demonstrate an in-depth understanding of research in the field of sensory disability
- Plan, analyse, present and implement complex activities in their field of practice
- Ensure improved outcomes for clients with sensory disability, by demonstrating advanced knowledge and professional practice
- Demonstrate effective interdisciplinary team collaboration to best support the needs of clients with sensory disability
- Critically evaluate own professional practice and implement change

Critical Reflection Essay

Due: **11/11/2018**

Weighting: **50%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

The essay of 1500 words is your opportunity to reflect on what you read as part of your literature review and your experiences during your two Professional Experience practicum/practical, and summarise your refined knowledge of your chosen focus areas in relation to improving the outcomes of people with a sensory impairment.

On successful completion you will be able to:

- Demonstrate an in-depth understanding of research in the field of sensory disability
- Ensure improved outcomes for clients with sensory disability, by demonstrating advanced knowledge and professional practice
- Critically evaluate own professional practice and implement change

Delivery and Resources

This unit is delivered online and organised in external mode only, in a flexible delivery format. All learning materials will be available for download in the iLearn site. Students are required to frequently access the iLearn site, and to participate in online discussion forums. The unit convenor will moderate the online discussion as required.

Unit Schedule

The unit is divided into a series of topics; the materials are open for the entirety of the session:

- Completion of Critical Reflection Tool (prior to starting Professional Experience)
- Completion of Focus Area planning (prior to starting Prof Experience)
- Practical (teachers)/ Practicum (Allied Health professionals) in 2 blocks of 8 days
- Submission of block 1 ePortfolio and block 2/ FINAL ePortfolio
- Submission of Critical Reflection Essay

Week	Week Begins	Activities and Assessments	Due Dates
1		Activity 1 Completion of Critical Reflection Tool Activity 2 Completion of Focus Area planning and proposed literature review/ research	Task 1 and 2 due midnight 5 August
2		Ongoing Focus Area planning and reading of identified literature. Initial references to be submitted and added to throughout the Prof Exp.	
3		Assessment 1 Start Practicum or Practical Block 1	The practicum/practical dates outlined here are only a guide to assist you in ensuring that you will finish by the end of Semester.
4		Practicum/ Practical	
5		Practicum/ Practical	ensure Block 1 dates have been authorised
6		Practicum/ Practical submission of Block 1 ePortfolio	midnight 9 September as a <u>guide only</u> BLOCK 1 MUST BE SUBMITTED FOR MARKING BEFORE STARTING BLOCK 2.

Week	Week Begins	Activities and Assessments	Due Dates
7		Start Practicum/ Practical Block 2	NOTE: Ensure 2 week gap between submission of Block 1 ePortfolio and starting of block 2, to allow sufficient time for marking and feedback.
		University Recess	starts Monday 17 September
		University Recess	starts Monday 24 September
8		Practicum/ Practical	ensure Block 2 dates have been authorised
9		Practicum/ Practical	
10		Practicum/ Practical	
11		Practicum/ Practical	
12		Practicum/ Practical	
13		Assessment 1 Submission of Block 2/ FINAL ePortfolio Assessment 2 Submission of Critical Reflection Essay	As stated in the handbook all ePortfolios need to be completed and submitted for marking in week 13 of the Session in which you enroll in the course. Final date for submission is midnight 11 November .

Learning and Teaching Activities

Initial Critical Reflection on Professional Competencies tool

A self evaluation of current professional skills prior to commencing the Professional Experience practicum/ practical.

Focus Areas and literature review

Complete a literature review of chosen Focus Areas for Professional Experience practicum/ practical based on areas for improvement, identified in self evaluation tool.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)

- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Demonstrate an in-depth understanding of research in the field of sensory disability
- Plan, analyse, present and implement complex activities in their field of practice
- Ensure improved outcomes for clients with sensory disability, by demonstrating advanced knowledge and professional practice
- Demonstrate effective interdisciplinary team collaboration to best support the needs of clients with sensory disability
- Critically evaluate own professional practice and implement change

Assessment tasks

- ePortfolio (Block 1)
- ePortfolio (Block 2/FINAL)
- Critical Reflection Essay

Learning and teaching activities

- A self evaluation of current professional skills prior to commencing the Professional Experience practicum/ practical.
- Complete a literature review of chosen Focus Areas for Professional Experience practicum/practical based on areas for improvement, identified in self evaluation tool.

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

- Demonstrate an in-depth understanding of research in the field of sensory disability
- Plan, analyse, present and implement complex activities in their field of practice
- Ensure improved outcomes for clients with sensory disability, by demonstrating advanced knowledge and professional practice
- Demonstrate effective interdisciplinary team collaboration to best support the needs of clients with sensory disability
- Critically evaluate own professional practice and implement change

Assessment tasks

- ePortfolio (Block 1)
- ePortfolio (Block 2/FINAL)
- Critical Reflection Essay

Learning and teaching activities

- A self evaluation of current professional skills prior to commencing the Professional Experience practicum/ practical.
- Complete a literature review of chosen Focus Areas for Professional Experience practicum/practical based on areas for improvement, identified in self evaluation tool.

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

- Demonstrate an in-depth understanding of research in the field of sensory disability
- Plan, analyse, present and implement complex activities in their field of practice
- Ensure improved outcomes for clients with sensory disability, by demonstrating advanced knowledge and professional practice
- Demonstrate effective interdisciplinary team collaboration to best support the needs of clients with sensory disability
- Critically evaluate own professional practice and implement change

Assessment tasks

- ePortfolio (Block 1)
- ePortfolio (Block 2/FINAL)
- Critical Reflection Essay

Learning and teaching activities

- A self evaluation of current professional skills prior to commencing the Professional Experience practicum/ practical.
- Complete a literature review of chosen Focus Areas for Professional Experience practicum/practical based on areas for improvement, identified in self evaluation tool.

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

- Demonstrate an in-depth understanding of research in the field of sensory disability
- Plan, analyse, present and implement complex activities in their field of practice
- Ensure improved outcomes for clients with sensory disability, by demonstrating advanced knowledge and professional practice
- Critically evaluate own professional practice and implement change

Assessment tasks

- ePortfolio (Block 1)
- ePortfolio (Block 2/FINAL)
- Critical Reflection Essay

Learning and teaching activities

- Complete a literature review of chosen Focus Areas for Professional Experience practicum/practical based on areas for improvement, identified in self evaluation tool.

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

- Demonstrate an in-depth understanding of research in the field of sensory disability
- Plan, analyse, present and implement complex activities in their field of practice
- Ensure improved outcomes for clients with sensory disability, by demonstrating advanced knowledge and professional practice
- Demonstrate effective interdisciplinary team collaboration to best support the needs of clients with sensory disability

Assessment tasks

- ePortfolio (Block 1)
- ePortfolio (Block 2/FINAL)

Learning and teaching activities

- Complete a literature review of chosen Focus Areas for Professional Experience practicum/practical based on areas for improvement, identified in self evaluation tool.

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

- Demonstrate an in-depth understanding of research in the field of sensory disability
- Plan, analyse, present and implement complex activities in their field of practice
- Demonstrate effective interdisciplinary team collaboration to best support the needs of clients with sensory disability
- Critically evaluate own professional practice and implement change

Assessment tasks

- ePortfolio (Block 1)
- ePortfolio (Block 2/FINAL)

Learning and teaching activities

- Complete a literature review of chosen Focus Areas for Professional Experience practicum/practical based on areas for improvement, identified in self evaluation tool.

Fitness to Practice requirements

Please note that Unit SPED 910 has **Fitness to Practice requirements** that students must familiarise themselves with prior to completing their Professional Experience placements. Details are available on the Macquaire University website and any changes will also be available on the iLearn site.

Changes since First Published

Date	Description
25/07/2018	Final date of submission for all assessments in midnight 11th November