



# SPHL839

## Integrated Case Management

S2 Day 2019

*Dept of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

Corequisites

SPHL834

Co-badged status

Unit description

In this unit students integrate and synthesise discipline-specific knowledge and experiences from across the full range of child and adult speech pathology. Using scenario based learning, the unit will assist students to critically evaluate professional practices, creatively solve clinical problems, and work in a collaborative, client-centered model of care.

## 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:

- Apply advanced knowledge of disorders across the range of speech pathology practice, integrating intervention plans with a client-centred, evidence-based, and interprofessional approach to service delivery. (CBOS 1 – 2, 3.1, 3.2, 3.5, 4.5)
- Identify, analyse, and describe signs of complex and low incidence disorders across the range of speech pathology practice, and their implications for communication, health, and social participation. (CBOS 1 - 3)
- Interpret and apply relevant legislation, workplace policies, and professional standards to reasoning about dilemmas in clinical services. (CBOS 4.5, 5.1, 5.5, 5.6, 6.1, 7.2, 7.4)
- Select and implement successfully a repertoire of interpersonal communication skills,

demonstrating ethical values of dignity, respect for client rights, objectivity, and the precedence of professional over personal interests. (GPC 1- 4; CBOS 5.5, 7.3, 7.4))

## General Assessment Information

### Word limits

Assessment submissions with excessive word counts will receive a penalty commensurate with the amount the submission has exceeded the word limit stated in the assessment description.

Excessive word counts will result in the following penalties:

- From 11 to 20% over the word limit = reduction by one grading band.
- More than 20% over the word limit = reduction by **at least** two grading bands, with further penalties applied at the discretion of the unit convenor.

For example: Word limit = 2000 words; Submission word count = 2240, i.e., 12% over the limit, and therefore a penalty is applied as follows:

- Initial grade = D
- Penalty = reduction of one grading band
- Final grade = C

### Penalty for late submission

Late submission of assessments will result in the following penalties:

- 1 day late = reduction by **no more than** one grading band, at the discretion of the unit convenor
- 2 days late = reduction by **no more than** two grading bands, at the discretion of the unit convenor
- 3 or more days late = reduction by **at least** two grading bands, with further reductions at the discretion of the unit convenor

For example: A submission is two days late, and therefore a penalty is applied as follows:

- Initial grade = HD
- Maximum penalty = reduction of two grading bands
- Final grade = C

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">SPHL839.1</a>	40%	Yes	Week 9
<a href="#">SPHL839.2</a>	60%	Yes	Week 12-13

### SPHL839.1

Due: **Week 9**

Weighting: **40%**

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

In this assessment, students will develop community education materials aligned with their SPHL834 placement. Students are then required to prepare high quality education material appropriate for the disorder(s), audience(s), and placement. Students will be afforded significant flexibility for the content and modality used in the materials

On successful completion you will be able to:

- Apply advanced knowledge of disorders across the range of speech pathology practice, integrating intervention plans with a client-centred, evidence-based, and interprofessional approach to service delivery. (CBOS 1 – 2, 3.1, 3.2, 3.5, 4.5)
- Identify, analyse, and describe signs of complex and low incidence disorders across the range of speech pathology practice, and their implications for communication, health, and social participation. (CBOS 1 - 3)
- Interpret and apply relevant legislation, workplace policies, and professional standards to reasoning about dilemmas in clinical services. (CBOS 4.5, 5.1, 5.5, 5.6, 6.1, 7.2, 7.4)
- Select and implement successfully a repertoire of interpersonal communication skills, demonstrating ethical values of dignity, respect for client rights, objectivity, and the precedence of professional over personal interests. (GPC 1- 4; CBOS 5.5, 7.3, 7.4))

### SPHL839.2

Due: **Week 12-13**

Weighting: **60%**

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

In this assessment, students will participate in a simulated case conference. Case conference members will be given a specific role scenario to maintain. MSLP students will be required to carry out pre-specified objectives in the case conference, e.g., educate a family member,

advocate for a client, advocate for the profession, deliver challenging information.

On successful completion you will be able to:

- Apply advanced knowledge of disorders across the range of speech pathology practice, integrating intervention plans with a client-centred, evidence-based, and interprofessional approach to service delivery. (CBOS 1 – 2, 3.1, 3.2, 3.5, 4.5)
- Identify, analyse, and describe signs of complex and low incidence disorders across the range of speech pathology practice, and their implications for communication, health, and social participation. (CBOS 1 - 3)
- Interpret and apply relevant legislation, workplace policies, and professional standards to reasoning about dilemmas in clinical services. (CBOS 4.5, 5.1, 5.5, 5.6, 6.1, 7.2, 7.4)
- Select and implement successfully a repertoire of interpersonal communication skills, demonstrating ethical values of dignity, respect for client rights, objectivity, and the precedence of professional over personal interests. (GPC 1- 4; CBOS 5.5, 7.3, 7.4))

## Delivery and Resources

Students will participate in 2 hour seminar-based classes, focusing on specific cases and issues. All learning and teaching activities will occur over the standard 13 teaching weeks of the session.

## 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](#)

[s://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)).

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

- Apply advanced knowledge of disorders across the range of speech pathology practice, integrating intervention plans with a client-centred, evidence-based, and interprofessional approach to service delivery. (CBOS 1 – 2, 3.1, 3.2, 3.5, 4.5)
- Identify, analyse, and describe signs of complex and low incidence disorders across the range of speech pathology practice, and their implications for communication, health, and social participation. (CBOS 1 - 3)
- Interpret and apply relevant legislation, workplace policies, and professional standards to reasoning about dilemmas in clinical services. (CBOS 4.5, 5.1, 5.5, 5.6, 6.1, 7.2, 7.4)
- Select and implement successfully a repertoire of interpersonal communication skills, demonstrating ethical values of dignity, respect for client rights, objectivity, and the precedence of professional over personal interests. (GPC 1- 4; CBOS 5.5, 7.3, 7.4))

#### Assessment tasks

- SPHL839.1
- SPHL839.2

### 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

- Apply advanced knowledge of disorders across the range of speech pathology practice, integrating intervention plans with a client-centred, evidence-based, and interprofessional approach to service delivery. (CBOS 1 – 2, 3.1, 3.2, 3.5, 4.5)
- Identify, analyse, and describe signs of complex and low incidence disorders across the range of speech pathology practice, and their implications for communication, health,

and social participation. (CBOS 1 - 3)

- Interpret and apply relevant legislation, workplace policies, and professional standards to reasoning about dilemmas in clinical services. (CBOS 4.5, 5.1, 5.5, 5.6, 6.1, 7.2, 7.4)
- Select and implement successfully a repertoire of interpersonal communication skills, demonstrating ethical values of dignity, respect for client rights, objectivity, and the precedence of professional over personal interests. (GPC 1- 4; CBOS 5.5, 7.3, 7.4))

## **Assessment tasks**

- SPHL839.1
- SPHL839.2

## **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**

- Apply advanced knowledge of disorders across the range of speech pathology practice, integrating intervention plans with a client-centred, evidence-based, and interprofessional approach to service delivery. (CBOS 1 – 2, 3.1, 3.2, 3.5, 4.5)
- Identify, analyse, and describe signs of complex and low incidence disorders across the range of speech pathology practice, and their implications for communication, health, and social participation. (CBOS 1 - 3)
- Interpret and apply relevant legislation, workplace policies, and professional standards to reasoning about dilemmas in clinical services. (CBOS 4.5, 5.1, 5.5, 5.6, 6.1, 7.2, 7.4)
- Select and implement successfully a repertoire of interpersonal communication skills, demonstrating ethical values of dignity, respect for client rights, objectivity, and the precedence of professional over personal interests. (GPC 1- 4; CBOS 5.5, 7.3, 7.4))

## **Assessment tasks**

- SPHL839.1
- SPHL839.2

## **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**

- Apply advanced knowledge of disorders across the range of speech pathology practice, integrating intervention plans with a client-centred, evidence-based, and interprofessional approach to service delivery. (CBOS 1 – 2, 3.1, 3.2, 3.5, 4.5)
- Identify, analyse, and describe signs of complex and low incidence disorders across the range of speech pathology practice, and their implications for communication, health, and social participation. (CBOS 1 - 3)
- Interpret and apply relevant legislation, workplace policies, and professional standards to reasoning about dilemmas in clinical services. (CBOS 4.5, 5.1, 5.5, 5.6, 6.1, 7.2, 7.4)
- Select and implement successfully a repertoire of interpersonal communication skills, demonstrating ethical values of dignity, respect for client rights, objectivity, and the precedence of professional over personal interests. (GPC 1- 4; CBOS 5.5, 7.3, 7.4))

## **Assessment tasks**

- SPHL839.1
- SPHL839.2

## **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**

- Apply advanced knowledge of disorders across the range of speech pathology practice, integrating intervention plans with a client-centred, evidence-based, and interprofessional approach to service delivery. (CBOS 1 – 2, 3.1, 3.2, 3.5, 4.5)
- Identify, analyse, and describe signs of complex and low incidence disorders across the range of speech pathology practice, and their implications for communication, health, and social participation. (CBOS 1 - 3)
- Interpret and apply relevant legislation, workplace policies, and professional standards to reasoning about dilemmas in clinical services. (CBOS 4.5, 5.1, 5.5, 5.6, 6.1, 7.2, 7.4)
- Select and implement successfully a repertoire of interpersonal communication skills,

demonstrating ethical values of dignity, respect for client rights, objectivity, and the precedence of professional over personal interests. (GPC 1- 4; CBOS 5.5, 7.3, 7.4))

## **Assessment tasks**

- SPHL839.1
- SPHL839.2

## **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**

- • Apply advanced knowledge of disorders across the range of speech pathology practice, integrating intervention plans with a client-centred, evidence-based, and interprofessional approach to service delivery. (CBOS 1 – 2, 3.1, 3.2, 3.5, 4.5)
- • Identify, analyse, and describe signs of complex and low incidence disorders across the range of speech pathology practice, and their implications for communication, health, and social participation. (CBOS 1 - 3)
- • Interpret and apply relevant legislation, workplace policies, and professional standards to reasoning about dilemmas in clinical services. (CBOS 4.5, 5.1, 5.5, 5.6, 6.1, 7.2, 7.4)
- • Select and implement successfully a repertoire of interpersonal communication skills, demonstrating ethical values of dignity, respect for client rights, objectivity, and the precedence of professional over personal interests. (GPC 1- 4; CBOS 5.5, 7.3, 7.4))

## **Assessment task**

- SPHL839.1