



SPED910

Critical Reflection and Professional Experience in Sensory Disability

S1 Online 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor and lecturer

Alison Hawkins-Bond

alison.hawkins-bond@mq.edu.au

Contact via (02) 98720321

Renwick Centre, RIDBC

8.30-4.30 Monday to Thursday

Kathleen Tait

kathleen.tait@mq.edu.au

Lena Karam

lena.karam@mq.edu.au

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 observation, practice 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

General Assessment information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty/ Renwick Centre assignment cover sheet **IS** required

ePortfolios:

- Please type all assignments using 12-point font (single line spacing)
- All assessments must be submitted through Turnitin in .doc or .pdf format

Essay

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Students should allow sufficient time to submit ePortfolios and digital sessions as they can take time to upload due to their size

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice from Claire.farrington@ridbc.org.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree. Any withdrawal needs to occur prior to the census date, to avoid financial penalties.

Assessment Tasks

Name	Weighting	Hurdle	Due
ePortfolio (Block 1)	35%	Yes	on completion of Block 1
ePortfolio (Block 2/FINAL)	35%	Yes	09/06/2019
Critical Reflection Essay	30%	Yes	09/06/2019

ePortfolio (Block 1)

Due: **on completion of Block 1**

Weighting: **35%**

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

Professional Experience ePortfolio (details of tasks to be completed and documents to submit are outlined in the Professional Experience Handbooks (Teachers or Allied Health) available on iLearn)

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
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- 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: **09/06/2019**

Weighting: **35%**

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 Handbooks (Teachers or Allied Health) 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
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- 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: **09/06/2019**

Weighting: **30%**

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. To demonstrate a critical level of reflection consideration should be given to your previously held assumptions and beliefs that underpin your practice and why these remain the same or have changed in light of your research and experiences. A summary of your selected Focus Areas for improvement and your refined individual SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**imely) learning goals is to be provided in an appendix which is in addition to the 1500 words.

On successful completion you will be able to:

- Demonstrate an in-depth understanding of research in the field of sensory disability
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advanced knowledge and professional practice

- Critically evaluate own professional practice and implement change

Delivery and Resources

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important information will be posted here, as will other relevant unit notices.

Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Students can use the Dialogue feature on iLearn to communicate with the unit convenor directly.

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, setting of individual SMART learning goals and outline of literature review (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	25 Feb	Activity 1 Completion of Critical Reflection Tool Activity 2 Completion of Focus Area planning, setting of individual SMART learning goals (based on Focus Areas to improve) and outline of proposed initial literature review/research	Task 1 and 2 due midnight 3 March

Week	Week Begins	Activities and Assessments	Due Dates
2	4 Mar	Ongoing Focus Area planning and reading of identified literature. Initial references submitted are to be added to throughout the Prof Exp. as you deepen your understanding or your chosen Focus Areas for improving.	
3	11 Mar	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	18 Mar	Practicum/ Practical	
5	25 Mar	Practicum/ Practical	ensure Block 1 dates have been authorised/ signed approval given by Professional Experience Coordinator
6	1 Apr	Practicum/ Practical submission of Block 1 ePortfolio	midnight 7 April as a <u>guide only</u> BLOCK 1 MUST BE SUBMITTED FOR MARKING BEFORE STARTING BLOCK 2.
7	8 Apr	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 15 April
		University Recess	starts Monday 22 April
8	29 Apr	Practicum/ Practical	ensure Block 2 dates have been authorised/ signed approval given by Professional Experience Coordinator
9	6 May	Practicum/ Practical	
10	13 May	Practicum/ Practical	
11	20 May	Practicum/ Practical	
12	27 May	Practicum/ Practical	
13	3 Jun	Assessment 1 Submission of Block 2/FINAL ePortfolio Assessment 2 Submission of Critical Reflection Essay	As stated in the handbook all coursework needs to be completed and submitted for marking in week 13 of the Session in which you enroll in the course. Final date for submission of Essay and ePortfolio is midnight 9 June . General Assessment Information Students requesting an extension for the final assignment should submit a this at https://ask.mq.edu.au/ . The Professional Experience Coordinator should be notified prior to the submission is made.

Learning and Teaching Activities

Initial Critical Reflection on Professional Competencies tool

A self evaluation of students current professional skills prior to commencing the Professional Experience practicum/ practical. This activity involves students in thinking reflectively by carefully considering the units they have completed so far and their developing knowledge and understanding of their practice in relation to key competencies needed to support people with sensory impairment.

Focus Areas, Individual goal setting and literature review

Complete a literature review of the relevant theories and current research relating to the chosen Focus Areas for Professional Experience practicum/practical based on your reflection of areas for improvement, identified in completion of the self evaluation tool. This literature review will continue to develop throughout this unit as you find additional sources to explore, refine your specific focus areas of interest or through discussions with your supervisor or other professionals.

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Professional Experience Unit Placement Expectations

Detail of how to obtain the mandatory checks is available in the Student Handbook, supplied to all students upon enrolment in the Masters course and updated yearly.

Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to begin a placement for Professional Experience:

- A Working with Children Check or State/ Territory equivalent is required by the end of Week 3 to be eligible for commencing a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Anaphylaxis training (online training or in person). Please note that Anaphylaxis training is only current for 2 years.
- Child Protection online training
- National police check (if attending a Commonwealth supported facilities- which includes RIDBC)

Prior to commencing placements students are responsible for ensuring that their evidence is current and uploaded via iParticipate, dates and locations of placements have been submitted to the Professional Experience Coordinated and signed authorisation to proceed has been received.

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](#)

If a Student is identified being **in need of additional support** for Professional Practice the [Department's 'Additional Support' procedure](#) will be activated and they will not be able to withdraw themselves from this Unit.

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

If you are a Global MBA student contact 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/.

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.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions. Trial use of YouTube or Dropbox for uploading digital sessions prior to the deadline for completion. This will enable you to problem solve a different solution if these option are not successful. Submission of a USB for a digital session should be the last option, when all other options have been exhausted. These can only be returned if a prepaid self addressed envelope is provided. All content will be wiped prior to the return of the USB to maintain confidentiality.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.

- **Uploading** of assessment tasks to **iLearn**.

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 students current professional skills prior to commencing the Professional Experience practicum/ practical. This activity involves students in thinking reflectively by carefully considering the units they have completed so far and their developing knowledge and understanding of their practice in relation to key competencies needed to support people with sensory impairment.
- Complete a literature review of the relevant theories and current research relating to the chosen Focus Areas for Professional Experience practicum/practical based on your reflection of areas for improvement, identified in completion of the self evaluation tool. This literature review will continue to develop throughout this unit as you find additional sources to explore, refine your specific focus areas of interest or through discussions with your supervisor or other professionals.

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
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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
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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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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 the relevant theories and current research relating to the chosen Focus Areas for Professional Experience practicum/practical based on your reflection of areas for improvement, identified in completion of the self evaluation tool. This literature review will continue to develop throughout this unit as you find additional sources to explore, refine your specific focus areas of interest or through discussions with your supervisor or other professionals.

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
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- ePortfolio (Block 1)
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Learning and teaching activities

- Complete a literature review of the relevant theories and current research relating to the chosen Focus Areas for Professional Experience practicum/practical based on your reflection of areas for improvement, identified in completion of the self evaluation tool. This literature review will continue to develop throughout this unit as you find additional sources to explore, refine your specific focus areas of interest or through discussions with your supervisor or other professionals.

Fitness to Practice requirements

RESPONSIBILITIES AND REQUIRED ACTIONS

Fitness to practice requirements:

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment that may provide additional risk, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so.

Prior to commencing Professional Experience students are required to:

- make themselves aware of, and meet, the FTP requirements
- self-identify and seek support where there is a risk of not meeting a FTP requirement
- actively participate in intervention strategies
- use the support services offered to them when a FTP issue is identified.

Details are available on the Macquarie University website and any changes will also be available on the iLearn site. For more information

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>