



SPTH8840

Advanced Professional Practice

Session 2, Special circumstance 2020

Department of Linguistics

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

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|--|
| Unit convenor and teaching staff Scott Barnes scott.barnes@mq.edu.au Elisabeth Harrison elisabeth.harrison@mq.edu.au |
| Credit points 10 |
| Prerequisites SPTH8833 or SPHL833 |
| Corequisites |
| Co-badged status |
| Unit description In this unit, students will explore the relationships between healthcare policy and funding settings, ethical speech pathology service delivery and practice, and the future of the speech pathology profession. Emerging national and international topics in healthcare will be included to prepare students for future practice and leadership. |

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:

ULO1: Demonstrate understanding of current and projected legal regulations, and federal and state policies, and their potential impact on speech pathology service delivery. (GPC 1 - 4; CBOS 1 - 4, 5.1, 5.5)

ULO2: Analyse the implications of major health care funding systems for the delivery of speech pathology services in Australia and elsewhere. (CBOS 5.8, 7.4)

ULO3: Explain the ethical application of marketing, branding, and e-media promotion of professional services within speech pathology. (CBOS 7.1, 7.2)

ULO4: Critically evaluate the relationship between individual professional development

and leadership systems in healthcare, and how this impacts the development of the speech pathology profession. (CBOS 6.1, 6.2, 6.3, 7.3)

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 |
|--|-----------|--------|------------|
| <u>Critical analysis of policy</u> | 40% | Yes | 11/09/2020 |
| <u>Critical analysis of speech pathology marketing</u> | 30% | No | 16/10/2020 |

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|------------|
| Critical self-reflection and development planning | 30% | Yes | 13/11/2020 |

Critical analysis of policy

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 31 hours

Due: **11/09/2020**

Weighting: **40%**

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

In this assessment, students will be required to discuss and critically appraise current or proposed policy settings relevant to speech pathology practice. Potential sources of policies are Speech Pathology Australia, Australian or international federal and state governments, and other relevant regulatory bodies. Students must demonstrate advanced understanding of the current or possible future effects of the policy settings on speech pathology practice in Australia, and offer a coherent response to the challenges and opportunities presented.

On successful completion you will be able to:

- Demonstrate understanding of current and projected legal regulations, and federal and state policies, and their potential impact on speech pathology service delivery. (GPC 1 - 4; CBOS 1 - 4, 5.1, 5.5)
- Analyse the implications of major health care funding systems for the delivery of speech pathology services in Australia and elsewhere. (CBOS 5.8, 7.4)

Critical analysis of speech pathology marketing

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 23 hours

Due: **16/10/2020**

Weighting: **30%**

In this assessment, students will critically evaluate an example of current speech pathology marketing material that is available in Australia. Students will apply concepts derived from the Speech Pathology Australia Code of Ethics, and other relevant professional guidelines in their evaluation.

On successful completion you will be able to:

- Demonstrate understanding of current and projected legal regulations, and federal and state policies, and their potential impact on speech pathology service delivery. (GPC 1 - 4; CBOS 1 - 4, 5.1, 5.5)
- Explain the ethical application of marketing, branding, and e-media promotion of professional services within speech pathology. (CBOS 7.1, 7.2)

Critical self-reflection and development planning

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 23 hours

Due: **13/11/2020**

Weighting: **30%**

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

In this assessment, students will identify areas of professional competency requiring further development as new graduate speech pathologists, and how this contributes to the speech pathology profession more broadly. They will also identify and critically evaluate their role in a challenging clinical situation that they have experienced, and discuss what they would do differently in a similar situation in future.

On successful completion you will be able to:

- Explain the ethical application of marketing, branding, and e-media promotion of professional services within speech pathology. (CBOS 7.1, 7.2)
- Critically evaluate the relationship between individual professional development and leadership systems in healthcare, and how this impacts the development of the speech pathology profession. (CBOS 6.1, 6.2, 6.3, 7.3)

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Students will participate in 2 hour lectorial classes blending teacher-fronted delivery with small group activities. Students will be expected to engage with learning materials before attending and participating in weekly classes, and then to complete learning activities following class. 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.*)

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

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.