SPED8909

Critical Reflection and Professional Experience for Practitioners in Sensory Disability

Session 2, In person-placement, On location 2023

Macquarie School of Education

Contents

General Information

Unit convenor and teaching staff
Lecturer
Sheridan Howell
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NextSense Institute
8.30- 4.30 Tuesday and Thursday

Administration
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NextSense Institute, Macquarie University
8.30-4.30 Monday- Friday

Master Disability Studies Course Director
Susan Silveira
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NextSense Institute
9.00-5.00 Monday to Friday

Graduate Studies Coordinator
Tanya Kysa
student.enquiries@nextsense.org.au
Contact via 0484 913641
NextSense Institute
9-4 Monday, Tuesday, Thursday and Friday

Credit points
10

Prerequisites
40cp from SPED8900 - SPED8999

Corequisites

Co-badged status

Unit description

This unit provides students with the opportunity to prepare for and then undertake the equivalent of 14 days of professional experiences in the field of sensory disability. As a means of understanding both diverse roles and a team approach, students complete a professional experience including both observation of professionals supporting people with sensory disability and online learning experiences relating to the student's chosen areas of interest. 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 in the ePortfolio knowledge of 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:

ULO1: Analyse research in sensory disability and synthesise findings to make evidence based improvements in identified focus areas for improvement.

ULO2: Critically reflect on level of professional practice in order to formulate a plan for improvement of service delivery to clients with a sensory disability

ULO3: Using ePortfolio reflections evaluate the features of effective interdisciplinary team collaboration to support the needs of clients with a sensory disability.

ULO4: Apply professional experience scenarios to support translation from a professional role grounded within health model, to a role that reflects person-centred approaches within the field of disability

General Assessment Information

Academic honesty

- At all times, students should be aware of and apply the Macquarie University policy on academic honesty (https://policies.mq.edu.au/document/view.php?id=3)
- Information on the acceptable and permitted use of generative artificial intelligence tools (GAIT) is outlined in the instructions for each unit assessment task

Assessment Presentation Guidelines

- The assignment title page should include the student's name, student number, unit code, title of the assessment and submitted word count.
- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using a minimum of Arial, 12-point font and 1.5 spacing.
- Faculty assignment cover sheets are **NOT** required.
- Students should regularly save a copy of all assignments before submission.
- Students must use the Turnitin Similarity Report as a learning tool to improve their academic writing and, in consideration of the report outcome, attend to any potential academic integrity issues, prior to submission of the final version of the assignment.
- Students are strongly encouraged to upload a draft copy of each assignment to Turnitin at least one week prior to the due date to obtain a Turnitin Similarity Report. The Turnitin Similarity 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.
- For written assignments in SPED8909 a **Turnitin Similarity Report** should be reviewed but **is NOT required** to be submitted.

Assessment submission guidelines

- All assignments must be submitted through Turnitin as an accessible word document **– do not submit as a pdf.**
- It is the responsibility of the student to ensure that all assignments are successfully submitted through Turnitin - students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

Application for Special Consideration – extensions

- Applications for Special Consideration - extensions must be made via AskMQ (https://ask.mq.edu.au/).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. It is the student's responsibility to contact the unit convenor when assessments are missed.

Assessment marking

- Word limits are not applied to SPED8909 assignments.
- All assessments are marked using a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Turnitin plagiarism detection software is used to check all written assessments.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded a grade according to guidelines set out in the University's Grading Policy. SPED8909 is a pass/ fail unit. Students who demonstrate a 'Graduate' level of competency in their Professional Experience will be awarded an Ungraded Pass.

Descriptive criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at <u>all</u> assessment tasks. The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *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.*

Withdrawing from this unit

If you are considering withdrawing from this unit, please contact the Graduate Studies Coordinator Tanya Kysa on 0484913641 or student.enquiries@nextsense.org.au, prior to withdrawing, for advice related to your progression. You can also seek academic advice via https://ask.mq.edu.au before withdrawing 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.

Results

Results shown in iLearn, or released directly by the Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to the student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
ePortfolio (block 1)	50%	No	23:55 on 18/09/2023
ePortfolio (block 2)	50%	No	23:55 on 05/11/2023

ePortfolio (block 1)

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 33 hours
Due: **23:55 on 18/09/2023**
Weighting: **50%**

Record of observations and learning experiences in the field of sensory disability

On successful completion you will be able to:
- Analyse research in sensory disability and synthesise findings to make evidence based improvements in identified focus areas for improvement.
- Critically reflect on level of professional practice in order to formulate a plan for improvement of service delivery to clients with a sensory disability
- Using ePortfolio reflections evaluate the features of effective interdisciplinary team collaboration to support the needs of clients with a sensory disability.
- Apply professional experience scenarios to support translation from a professional role grounded within health model, to a role that reflects person-centred approaches within the field of disability

ePortfolio (block 2)

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 33 hours
Due: **23:55 on 05/11/2023**
Weighting: **50%**

Record of observations and learning experiences in the field of sensory disability

On successful completion you will be able to:
- Analyse research in sensory disability and synthesise findings to make evidence based improvements in identified focus areas for improvement.

- Critically reflect on level of professional practice in order to formulate a plan for improvement of service delivery to clients with a sensory disability
- Using ePortfolio reflections evaluate the features of effective interdisciplinary team collaboration to support the needs of clients with a sensory disability.
- Apply professional experience scenarios to support translation from a professional role grounded within health model, to a role that reflects person-centred approaches within the field of disability

[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

SPED8909 has a full web presence through iLearn. All requirements for this unit begin Session 2 Week 1, 2023, but the iLearn site can be accessed 2 weeks before the start of the session to complete Mandatory Check requirements. All resources for this unit, inclusive of ePortfolio templates are available on iLearn. Students are expected to access the iLearn site and engage with unit materials regularly during session 2. Students are responsible for the organisation and completion of Professional Experience placements to ensure block 1 and block 2 are completed by week 13 of the session.

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services here.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://students.mq.edu.au/support/study/tools-and-resources/ilearn. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding iLearn technical help. Assistance is available from IT Helpdesk ph: 02 98504357 and 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.

Unit Schedule

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

- Completion of **Activity 1-** Critical Reflection Tool (**prior** to starting Professional Experience block 1)
- Completion of **Activity 2-** Focus Area planning, setting of individual SMART learning goals and outline of literature review (**prior** to starting Professional Experience)
- Completion of **Activity 3-** Understanding Reflection SCORM package (by end of week 3)
- Completion of 6 days Professional Experience and submission of **Assessment Task 1A** - ePortfolio (Block 1), **Assessment Task 1B-** Mid Session 500 word reflection blog and 1 day tutorial presentation (to make a total of 7 days).
- Completion of 6 days Professional Experience and submission of **Assessment Task 2A** - ePortfolio (Block 2), **Assessment Task 2B-** End of Session 500 word reflection blog and 1 day tutorial presentation (to make a total of 7 days).

Note: **reflection blogs** (mid-session and end of session) should be posted no later than **1 week after completion of placement** to enable sufficient time for students to comment on each other's blogs.

Week	Week Begins	Activities and Assessments	Due Dates
1	24 Jul	**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	Mandatory checks and Activity 1 and 2 due **23:55** on **30/07/2023**
2	1 Aug	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. **Activity 3-** Understanding Reflection SCORM package	Activity 3 due by **23:55** on **06/08/2023**

Week	Week Begins	Activities and Assessments	Due Dates
3	7 Aug	**Assessment 1A** start Placements Online/ Observations (Block 1)	The placement dates outlined here are **only a guide** to assist you in ensuring that you will finish by the end of the Session.
4	14 Aug	Placements Online/ Observations	Ensure **Block 1** dates have been authorised/ signed approval given by Professional Experience Coordinator **23:55** on **27/08/ 2023**
5	21 Aug	Placements Online/ Observations	
6	28 Aug	Placements. **Assessment Task 1A-** aim to submit **ePortfolio** (Block 1), **as a guide only**	**BLOCK 1 MUST BE SUBMITTED FOR MARKING BEFORE TUTORIAL AND BEFORE STARTING 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.
7	4 Sep	Placements Online/ Observations **Assessment Task 1B- complete** mid-session online **reflection blog** and comment on at least 2 other student's reflections.	Ensure **Block 2** dates have been authorised/ signed approval given by Professional Experience Coordinator
		University Recess	starts Monday 11 Sep
		University Recess **Assessment Task 1A-** submit **ePortfolio** (Block 1)	starts Monday 18 Sep **Assessment Task 1A** due **23:55** on **18/09/2023**
8	25 Sep	**Block 1 online Tutorial presentation** Placements Online/ Observations	Tuesday **26/09/2023 a.m.**
9	2 Oct	Placements Online/ Observations	
10	9 Oct	Placements Online/ Observations	
11	16 Oct	Placements Online/ Observations	
12	23 Oct	**Block 2 online Tutorial presentation**	Thursday **26/10/2023 a.m.**

Week	Week Begins	Activities and Assessments	Due Dates
13	30 Oct	**Assessment Task 2A-** submit **ePortfolio** (Block 2). **Assessment Task 2B- complete end of s**ession online **reflection blog** and comment on at least 2 other student's reflections.	As stated in the handbook **all coursework** needs to be completed and **submitted for marking in week 13** of the Session in which you enrol in the course. Final date for submission of **Assessment Task 2A** ePortfolio **and Assessment Task 2B** blog is **23:55** on **05/11/2023.** **General Assessment Information** Students requesting an extension for the final assignment should submit this at https://ask.mq.edu.au/. The Professional Experience Coordinator should be notified prior to the submission being made.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

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

- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with checking Announcements on at least a 2x weekly basis especially when on placement.

Professional Experience Unit Placement Expectations

Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

To be eligible to commence the placement component of this unit students must be able to present evidence of completion of the following prior to Week 2:

- A Working with Children Check or State/ Territory equivalent. For school placements this must be verified by DoE staff supervisor overseeing the placement before you visit the school.

- Anaphylaxis training (practical and online training). Please note that Anaphylaxis training is only current for 2 years so students will need to update this, if lapsed. Evidence of using an Epipen is **NOT** required.

- Mandatory Child Protection online training

- Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential prior to beginning your first placement. Students may need to withdraw from this unit if this has not been obtained in time.

Students must meet the participation requirements for the unit and must have submitted all written Activtiy tasks and/or associated unit component requirements prior to the commencement of block 1.

Feedback from supervising staff is of a general nature. It is incumbent on the student to check the requirements of any assessments prior to submission.

If a Student is identified being **in need of additional support** for Professional Practice the Additonal Support procedure outlined at: https://www.mq.edu.au/faculty-of-arts/departments-and-schools/macquarie-school-of-education/professional-experience/at-risk-process, will be activated and the student will not be able to withdraw from this unit.

The timing of placements can vary. For placements early in the session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

In order to meet the Professional Experience placement expectations of this unit, students must:

- attain a 'Graduate' level for the Unit Learning Outcomes based on their end of Session presentation of their learning, **AND**
- attain a 'Satisfactory' grade for their Professional Experience ePortfolios by achieving a 'Competent or Proficient' level on the marking rubric, **AND**
- contribute to online reflection posts in a timely manner

Compulsory Zoom Meeting

A fully accessible Zoom information session will take in week 1 of the session. Details and the link will be available on iLearn. Students are expected to attend or inform the Unit Convenor if unable to attend. A recording of the session will be made available at a later date. Two fully accessible Zoom tutorial session will take place after block 1 and block 2. All students need to attend and present in order to pass the course. The 2 tutorials will make up the final day of your block 1 and block 2 placements. Please make effective use of the online component of the unit and access iLearn regularly.

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, 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. For more information https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or

- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study

- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your course. Your use of the 5Rs Framework will help you develop the capabilities that will make your career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient	Reflexive	Responsive	Ready to learn	Research engaged
Students gain exposure to the disability sector and develop an understanding of the critical role they will play, the need for personal resilience and resilient approaches when supporting people with disability.	Students are encouraged to critically reflect in the context of themselves as a practitioner, their previous and future professional experiences and the engagement they will have with people, organisations and society in general.	The individualised learning content encourages students to be responsive to clients, organisations and critical issues faced in the disability sector. Students are expected to be responsive to the ideas of peers and provide meaningful and supportive feedback. Students are encouraged to reflect and then identify their own learning needs for their context, to pursue learning that achieves great outcomes for all people they work with now and into the future.	Students take responsibility for learning independently as well as fostering collaborative learning in other students.	Students engage with literature and base their practice on evidence. Students practice academic integrity as they learn to explore contemporary and relevant literature.