



SPED8909

Critical Reflection and Professional Experience for Practitioners in Sensory Disability

Session 1, In person-placement, On location 2023

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Alison Hawkins-Bond

alison.hawkins-bond@nextsense.org.au

Contact via 0419227368

NextSense Institute

8.30-4.30 Tuesday and Friday (available via email/iLearn on other days)

Graduate Studies Coordinator

Tanya Kysa

student.enquiries@nextsense.org.au

Contact via 0484913641

NextSense Institute

9.00-4.00 Monday, Tuesday, Thursday and Friday

Master Disability Studies Course Director

Susan Silveira

susan.silveira@mq.edu.au

Contact via 0477202129

NextSense Institute

9.00-5.00 Monday to 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>)

Assessment preparation guidelines

- Allow a left and right-hand margin of at least 2cm in all assignments.
- All assignments should be typed using a minimum of Arial, 12-point font

and **SINGLE** spacing for ePortfolio.

- A complete ePortfolio checklist must be included.
- 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.

Assessment submission guidelines

- The assignment title page should include the student's name, student number, unit code, title of the assessment and correct submitted word count.
- All assignments must be submitted electronically through Turnitin as a 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.
- For written assignments in SPED8909 a **Turnitin Similarity Report is NOT required** to be submitted.

Application for Special Consideration – extensions

- Applications for Special Consideration - extensions must be made via AskMQ (<https://ask.mq.edu.au/>).

Late submission of assessments

- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends).
- After the 7th day, a mark of zero (0) will be awarded even if the assessment is submitted.

Submission time for all written assessments is set at 11.55pm. A 1 hour grace period is provided to students who experience a technical issue.

- This late penalty will apply to non-timed sensitive assessment (including essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

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 all 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 Course Director Sue Silveira on 0477202129 or susan.silveira@mq.edu.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.

Assessment Tasks

Name	Weighting	Hurdle	Due
ePortfolio (block 1)	50%	No	Uni recess 2nd week- 20/4/2023
ePortfolio (block 2)	50%	No	Week 13- 4/6/2023

ePortfolio (block 1)

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 33 hours

Due: **Uni recess 2nd week- 20/4/2023**

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: **Week 13- 4/6/2023**

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. The iLearn site is available ahead of Session 1 to facilitate the completion and uploading of all Mandatory Check Forms. All other requirements for this unit begin Session 1 Week 1, 2023. Students are expected to access the iLearn site and engage with unit materials regularly during Session 1. Students are responsible for the organisation and completion of Professional Experience placements/ online learning to ensure block 1 is completed before the online tutorial 1 presentation and block 2 is completed by week 13 of the session.

Structure

This unit includes 2 online tutorial days. In the tutorials students will present their learning from their Professional Experiences in relation to the Unit Learning Outcomes and their chosen Focus

Areas. There will be a supporting information on the iLearn site.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

Unit Schedule

Unit Schedule for SPED8909

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 block 1)
- Completion of Focus Area planning, setting of individual SMART learning goals and outline of literature review (**prior** to starting Professional Experience)
- Professional Experience placements (online/ observations) in 2 blocks of 6 days plus 2 online tutorial presentation at the end of block 1 and block 2
- Submission of block 1 ePortfolio with mid-term reflection post and block 2/ FINAL ePortfolio with end-session reflection post

Week	Week Begins	Activities and Assessments	Due Dates
SPED8909			
1	20 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	Mandatory checks and Task 1 and 2 due 23:55 on 26/02/2023
2	27 Feb	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	6 Mar	Assessment 1 Start Block 1 Placements Online/ Observations	The placement dates outlined here are only a guide to assist you in ensuring that you will finish by the end of the Session.

Week	Week Begins	Activities and Assessments	Due Dates
4	13 Mar	Placements Online/ Observations	Ensure Block 1 dates have been authorised/ signed approval given by Professional Experience Coordinator 23:55 on 27/03/2023
5	20 Mar	Placements Online/ Observations	
6	27 Mar	Placements submission of Block 1 ePortfolio, 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	3 Apr	Placements Online/ Observations Complete mid-session online reflection (as part of block 1 ePortfolio) 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 10 Apr
		University Recess	starts Monday 17 Apr Block 1 ePortfolio due 20/04/2023
8	24 Apr	Block 1 online Tutorial presentation Placements Online/ Observations	Tuesday 25 April- morning session
9	1 May	Placements Online/ Observations	
10	8 May	Placements Online/ Observations	
11	15 May	Placements Online/ Observations	
12	22 May	Block 2 online Tutorial presentation	Tuesday 23 May- morning session
13	29 May	Assessment 2 Submission of Block 2/FINAL ePortfolio. Complete end-session online reflection (as part of block 2 ePortfolio) 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 ePortfolio is 23:55 on 04/06/2023 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://policy) (<https://policy>)

[s.mq.edu.au](https://www.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) (<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) (<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](#).

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](#).

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.

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.

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
- Evidence of COVID-19 vaccination - see SONIA for where you must submit your immunization evidence.

Passing a Professional Experience Unit

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in 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.

Professional Experience Unit Placement Expectations

- Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block 1 placement.
- Students who are completing other units are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met.
- Feedback from the Supervisors 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 and/or the ePortfolio, the School of Education's '**Additional Support**' procedure will be activated and they will not be able to withdraw themselves from this Unit.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- 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.

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>

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

5 Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout this unit. 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.	<p>The individualised learning content encourages students to be responsive to clients, organisations and critical issues faced in the disability sector.</p> <p>Students are expected to be responsive to the ideas of peers and provide meaningful and supportive feedback.</p>	<p>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.</p> <p>Students take responsibility for learning independently as well as fostering collaborative learning in other students.</p>	Students engage with literature and base their practice on evidence. Students practice academic integrity as they learn to explore contemporary and relevant literature.