SPTH8834

Speech Pathology Clinical Practice 4

Session 2, In person-scheduled-weekday, North Ryde 2023

Department of Linguistics

Contents

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General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
SPTH8833 or SPHL833

Corequisites
SPTH8839 or SPHL839

Co-badged status

Unit description
This unit is offered on a pass/fail basis. This unit is the fourth and final clinical placement unit in the MSLP. In it, students continue to build knowledge, skills, and competencies from the three previous clinical placement units (SPTH8831, SPTH8832, SPTH8833) enabling to achieve the professional entry-level competencies required for speech pathology practice in Australia. These competencies, set out in the Competency Based Occupational Standards-Entry level (2011) by the Speech Pathology Association of Australia (SPA), are the basis of the MSLP's professional accreditation by SPA. Students will attend placements and engage in clinical service delivery. Student will also engage in case discussions with clients, families and relevant professionals. Placements will provide learning experiences with a range of child and adult communication and swallowing disorders. Students will attend on campus classes that support their experiential learning.

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 on COMPASS Entry-level Behaviours on: i) all Professional Competencies (Reasoning, Communication, Learning, Professionalism); ii) CBOS

Competencies 1 - 7 (Assessment; Analysis and interpretation; Planning evidence-based speech pathology practice; Implementation of speech pathology practice; Planning, providing and managing speech pathology services; Professional and supervisory practice; and Lifelong learning and reflective practice).

General Assessment Information

- SPTH8834 is subject to the Fitness to Practice Procedure. Please refer to the Academic Progression Policy for information about Fitness to Practice or click the relevant link in the "Policies and Procedures" section below.

- To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and pass each of the assessments, all of which are hurdle tasks.

- SPTH8834 is ungraded. Students will receive an "S" grade upon satisfactory completion.

- The assessment weightings entered above are a function of this Unit Guides system's requirements. Please consult the SPTH8834 iLearn site and MSLP Placement Handbook for full assessment information, rules, and requirements.

- Absences from SPTH8834 placement days are subject to the Special Consideration Policy. Please refer to the MSLP Placement Handbook, SPTH8834 iLearn site, or contact the unit convenor for more information about absences from SPTH8834 placement.

- SPTH8834 requires students to engage in placement outside of the standard teaching weeks of Session 2. Please refer to the MSLP Placement Handbook, SPTH8834 iLearn site, or contact the unit convenor for more information about placement requirements and timing.

Assessment Tasks

Name	Weighting	Hurdle	Due
COMPASS assessment 1	0%	Yes	Week 8-15
Portfolio of evidence and viva	0%	Yes	Portfolio Week 10; Viva from Week 11
COMPASS assessment 2	100%	Yes	After Week 14

COMPASS assessment 1

Assessment Type [1]: Clinical performance evaluation
Indicative Time on Task [2]: 3 hours
Due: **Week 8-15**
Weighting: **0%**

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

Students will complete a clinical placement in a speech pathology workplace. Students will be assessed using the COMPASS competency-based assessment tool. COMPASS includes two assessment points: one at the mid-point of the placement and one at the endpoint of the placement. Students complete self-assessments of competency alongside clinical educator assessments of competency. This assessment is unweighted.

On successful completion you will be able to:

- Demonstrate on COMPASS Entry-level Behaviours on: i) all Professional Competencies (Reasoning, Communication, Learning, Professionalism); ii) CBOS Competencies 1 - 7 (Assessment; Analysis and interpretation; Planning evidence-based speech pathology practice; Implementation of speech pathology practice; Planning, providing and managing speech pathology services; Professional and supervisory practice; and Lifelong learning and reflective practice).

Portfolio of evidence and viva

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 38 hours
Due: **Portfolio Week 10; Viva from Week 11**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

In this assessment task, students will compile a portfolio of evidence from clinical placement experiences demonstrating entry-level competency with reference to the Competency-based Occupational Standards for Speech Pathologists (CBOS) and the Range of Practice for speech pathologists. Students will justify how their evidence demonstrates entry-level competency, and discuss how these competencies can be transferred to additional professional tasks and populations. Students will then participate in a viva focused on their evidence of entry-level competency presented in the portfolio, and discuss avenues for professional development in the workplace. This assessment is unweighted.

On successful completion you will be able to:

- Demonstrate on COMPASS Entry-level Behaviours on: i) all Professional Competencies (Reasoning, Communication, Learning, Professionalism); ii) CBOS Competencies 1 - 7

(Assessment; Analysis and interpretation; Planning evidence-based speech pathology practice; Implementation of speech pathology practice; Planning, providing and managing speech pathology services; Professional and supervisory practice; and Lifelong learning and reflective practice).

COMPASS assessment 2

Assessment Type [1]: Clinical performance evaluation
Indicative Time on Task [2]: 3 hours
Due: **After Week 14**
Weighting: **100%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students will complete a clinical placement in a speech pathology workplace. Students will be assessed using the COMPASS competency-based assessment tool. COMPASS includes two assessment points: one at the mid-point of the placement and one at the endpoint of the placement. Students complete self-assessments of competency alongside clinical educator assessments of competency. This assessment is unweighted.

On successful completion you will be able to:

- Demonstrate on COMPASS Entry-level Behaviours on: i) all Professional Competencies (Reasoning, Communication, Learning, Professionalism); ii) CBOS Competencies 1 - 7 (Assessment; Analysis and interpretation; Planning evidence-based speech pathology practice; Implementation of speech pathology practice; Planning, providing and managing speech pathology services; Professional and supervisory practice; and Lifelong learning and reflective practice).

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[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

As a student enrolled in this unit, you will engage in a range of independent and

collaborative learning activities. In particular, students will participate in 2 hour seminar classes blending teaching-fronted delivery with small group activities. Students will be expected to engage with learning materials and activities before attending and participating in weekly classes, and then to complete learning activities following class. All scheduled learning activities will take place over the standard 13 weeks of the session, with the exception of placement. Classes will be oriented towards supporting learning in clinical placement. Full details can be found on the iLearn site for this unit.

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 an d maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all

As part of developing professionalism, students are expected to attend all small group interactive sessions in
integrated learning (e.g., PACE placements), and team-
based learning activities. Some learning activities are recorded (e.g., face-to-
face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn
related activities, you are asked to close down all other applications to avoid distraction to you and others. Pl