

**SPTH4090: Professional Practice 2**

Callaghan

Semester 1 - 2024



## OVERVIEW

<b>Course Description</b>	Students undertake supervised clinical experiences with children and adults with communication and swallowing needs (e.g., voice, fluency and feeding and swallowing). Clinical placements are usually in the University Speech Pathology clinic and involve full day attendance (8.00am - 5pm), as allocated for up to 25 days (and may include attendance outside the semester).
<b>Academic Progress Requirements</b>	<p>This course is a compulsory program requirement and is monitored for academic progress purposes. The course must be completed to progress in the program or meet other program requirements.</p> <p>Failure or withdrawal from this course will result in students being considered under the Student Academic Progress Procedure.</p>
<b>Requisites</b>	Students must be active in the Bachelor of Speech Pathology (Honours) [12318] program to enrol in this course.
<b>Assumed Knowledge</b>	SPTH2001, SPTH3004, SPTH3080
<b>Contact Hours</b>	<b>Callaghan Clinical</b> Face to Face Off Campus 160 hour(s) per term starting Week 1
<b>Unit Weighting Workload</b>	10 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Ms Joanne Walters Joanne.Walters@newcastle.edu.au 02 49217350 Consultation: Email or Face to face meeting during the week.
<b>Teaching Staff</b>	<b>University of Newcastle Stuttering Clinic:</b> Julie MacFarlane, Monica Anderson, Jessica Hassett and Emilia Sedgwick. <b>JHH Children's Hospital:</b> Brodie Hughes and Jana Carr <b>University of Newcastle Voice and Intelligibility Clinic:</b> Kate Griffin and Monica Anderson.
<b>School Office</b>	<b>School of Health Sciences</b> Room 302, ICT Building Callaghan SchoolHealthSciences@newcastle.edu.au +61 2 4921 7053

# SYLLABUS

<b>Course Content</b>	This course provides clinical practice experience with voice, fluency and paediatric feeding and swallowing caseloads. The student is supervised by a qualified speech pathologist. Students will be engaged in the planning and delivery of ethical and evidence-based services for assessment and intervention of individual cases, as well as having the opportunity to participate in a range of service delivery/caseload management models.
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Demonstrate competency appropriate for entry to the profession.</li><li>2. Provision of clinical management to individuals with voice, fluency and paediatric feeding and swallowing needs using evidence based, culturally responsive and ethical practice.</li><li>3. Use professional verbal and written communication.</li><li>4. Demonstrate professional and ethical behaviour appropriate to the clinical placement setting.</li><li>5. Demonstrate appropriate reflective practice and critical thinking.</li></ol>
<b>Course Materials</b>	<b>Required Reading:</b> <ul style="list-style-type: none"><li>- <a href="https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_Speech_Pathologists/CBOS/Professional_Standards.aspx">https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_Speech_Pathologists/CBOS/Professional_Standards.aspx</a></li><li>- <a href="#">COMPASS: COMPASS Resources (speechpathologyaustralia.org.au)</a></li></ul>

# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

## Contact Hour Requirements:

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## Course Assessment Requirements:

- Assessment 1 - Students must demonstrate competency in all placements: Demonstrate competency - Must demonstrate competency in all required professional skills.

## Compulsory Placement and WHS Requirements:

- NSW Health Verification Requirements - Mandatory NSW Health Verification Requirements must be met.

# SCHEDULE

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Students must demonstrate competency in all placements*	Mid and End Placement	Individual	100% (UP)	1, 2, 3, 4, 5
2	Submission of assessment forms for all placements.	All assessment forms to be submitted within 2 weeks of finishing clinical placement via Canvas site	Individual	Formative	1, 2, 3, 4, 5
3	Range of Practice	Record of Range of Experience Forms to be submitted within 2 weeks of finishing clinical placement via Canvas site	Individual	Formative	1, 2, 3, 4, 5

\* This assessment has a compulsory requirement.

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Students must demonstrate competency in all placements

### Assessment Type Description

Demonstrated competency

Your **clinical stuttering placement** is assessed by your Practice Educator using COMPASS® to evaluate your performance. This is a competency-based assessment tool designed to validly assess student's performance on clinical placements. The judgement of competency is recorded by placing a mark on a rating line using the online web-based system (COMPASS® online) for eleven competencies. The eleven competencies assessed by the COMPASS® are a combination of two closely interrelated sets of competencies. The first set of four competencies rated are Generic Professional Competencies. These competencies underpin the performance of the second set of seven occupational competencies related to Speech Pathology Australia Professional Standards. You must be at Entry-level competency. Your **clinical voice placement** is assessed by your Practice Educator as being at an appropriate level for entry to the profession.

Your **clinical paediatric feeding placement** is assessed by your Practice Educator as being at an appropriate level for entry to the profession.

### Weighting Compulsory Requirements

100% (UP)

Demonstrate competency - Must demonstrate competency in all required professional skills.

### Due Date Submission Method

Mid and End placements

Online COMPASS® mid and end placement is submitted online through the COMPASS system, all other forms are submitted via the Canvas site

### Assessment Criteria Feedback Provided Opportunity to Reattempt

COMPASS® and Readiness to practice Forms (on Canvas)

In person with Practice Educator

Students WILL NOT be given the opportunity to reattempt this assessment.

## Assessment 2 - Submission of assessment forms for all placements.

### Assessment Type

Professional Task

<b>Description</b>	<b>Record of Readiness to Practice Form for voice placement.</b> <b>Record of Readiness to Practice Form for JHH day (paediatric feeding)</b> <b>Community Engagement Experience Form</b>
<b>Weighting</b>	All forms must be submitted to pass the course
<b>Due Date</b>	To be submitted within 2 weeks of finishing clinical placement via Canvas site
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	See Canvas site for forms
<b>Feedback Provided</b>	Online
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

### Assessment 3 - Range of Practice

<b>Assessment Type</b>	Professional Task
<b>Description</b>	<b>Record of range of experiences</b> <ul style="list-style-type: none"> <li>• <b>Record of clinical hours for stuttering placement.</b></li> <li>• <b>Record of clinical hours for voice placement.</b></li> </ul>
<b>Weighting</b>	All forms must be submitted to pass the course
<b>Due Date</b>	To be submitted within 2 weeks of finishing clinical placement via Canvas site
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	See Canvas site for forms
<b>Feedback Provided</b>	Online
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Grade	Description
Ungraded Pass (UP)	There are no marks associated with this result and you have met the level requirements to pass the course.
Fail (FF)	Failure to satisfactorily achieve assessment objectives or compulsory course requirements. A fail grade may also be awarded following disciplinary action.

### Withdrawal from Placement Course

Students must notify the Course Coordinator and the Professional Experience Unit immediately of intention to withdraw.

The latest date to withdraw is four weeks prior to the scheduled date of commencement of the clinical placement.

Refer - <http://www.newcastle.edu.au/policy/000768.html>

Note: A fail grade will be recorded for a student who has withdrawn from a course containing a placement after the prescribed date (4 weeks prior to the scheduled commencement of the clinical placement).

A fail grade will be recorded for a student who withdrawn from a course containing a placement after the prescribed date (4 weeks prior to the scheduled commencement of the clinical placement) and prior to the census date for the term.

If there are special (adverse) circumstances, students may apply to the Practice Education Coordinator for permission to withdraw from the course without academic penalty.

### Communication Methods

Communication methods used in this course include:

Canvas Course Site: Students will receive communications via the posting of content announcements on the Canvas course site.

Email: Students will receive communications via their student email account.

Face to Face: Communication will be provided via face to face meetings or supervision

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

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- Oral Interviews (Vivas)** As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).
- Academic Misconduct** All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.
- Adverse Circumstances** The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1. the assessment item is a major assessment item; or
  2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
  3. you are requesting a change of placement; or
  4. the course has a compulsory attendance requirement.
- Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:  
<https://policies.newcastle.edu.au/document/view-current.php?id=236>
- Important Policy Information** The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

**RELATIONSHIP OF COURSE OBJECTIVES TO: COURSE ASSESSMENT ITEMS, UON GRADUATE ATTRIBUTES AND LEARNING OUTCOMES<sup>1</sup>, AND SPEECH PATHOLOGY AUSTRALIA'S PROFESSIONAL STANDARDS<sup>2</sup>**

1. University of Newcastle's strategic plan 2020-2025: Looking Ahead (<https://www.newcastle.edu.au/our-uni/strategic-plan/life-ready-graduates>)
2. Speech Pathology Australia (2020). Professional standards for speech pathologists in Australia ([https://www.speechpathologyaustralia.org.au/SPAweb/Resources\\_For\\_Speech\\_Pathologists/Professional\\_Standards/Professional\\_Standards/SPAweb/Resources\\_for\\_Speech\\_Pathologists/CBOS/Professional\\_Standards.aspx?hkey=583a56af-74e0-4111-95fa-656502269967](https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/Professional_Standards/Professional_Standards/SPAweb/Resources_for_Speech_Pathologists/CBOS/Professional_Standards.aspx?hkey=583a56af-74e0-4111-95fa-656502269967))

Course Learning Outcomes	University of Newcastle Graduate Attributes and Learning Outcomes				
	Attributes	Life Ready Graduates: 'Work Ready' ~ 'Healthy and Well' ~ Community Minded'			
	Learning Outcomes	SPA Professional Standards: Domains (standards, elements)			
	Assessments	Practice area Communication/ Swallowing	Domain 1: Professional Conduct	Domain 2: Reflective Practice & Life-long Learning	Domain 3: Speech Pathology Practice
1. Demonstrate approaching entry or entry level clinical competence as required across all professional and generic units of COMPASS	COMPASS Clinical Placements	Communication Swallowing	1.1 a, b, c, d, e, f, g 1.2 a, b, c 1.3 a, b, c, d, e, f, g 1.4 a, b, c, d 1.5 a, b, c, d, e, f 1.6 a, b, c 1.7 a, b, c, d, e	2.1 b 2.2 a, b, c 2.3 a 2.4 a 2.5 a, b 2.6 a	3.1 a 3.2 a, b, c, d 3.3 a, b, c 3.4 a, b, c, d 3.5 a, b, c, d 3.6 a
2. Experience clinical management of individuals with voice, fluency and paediatric feeding and swallowing disorders.		Communication Swallowing	1.1 a, b, c, d, e, f, g 1.2 a, b, c 1.3 a, b, c, d, e, f, g 1.4 a, b, c, d 1.5 a, b, c, d, e, f 1.6 a, b, c 1.7 a, b, c, d, e	2.1 b 2.2 a, b, c 2.3 a, b 2.4 a, b 2.5 a, b 2.6 a	3.1 a 3.2 a, b, c, d 3.3 a, b, c 3.4 a, b, c, d 3.5 a, b, c, d
3. Communicate their clinical experience and competence verbally and in writing in a professional and ethical manner.		Communication Swallowing	1.1 a, b, c, d, e, f, g 1.2 a, b, c 1.3 b, c, d, e, f, g 1.4 a, b, c, d 1.5 a, d, e, f 1.6 a, b, c 1.7 a, b, c, d, e	2.1 a, b 2.2 a, b, c 2.3 a, b, c 2.4 a, b 2.5 a, b 2.6 a 2.7 a, b	3.1 a 3.2 a, b, c, d 3.3 a, b, c 3.4 a, b, c, d 3.5 a, b, c, d
4. Demonstrate professional and ethical behaviour appropriate to the policies and procedures of the clinical placement setting.		Communication Swallowing	1.1 a, b, c, d, e, f, g 1.2 a, b, c 1.3 a, b, f 1.4 a, b, c, d 1.5 a, b, c, d, e, f 1.6 a, b, c 1.7 a, b, c, d, e	2.1 a, b 2.2 a 2.4 a	3.1 a 3.2 a, b, c, d 3.5 a, b, c, d



