

# Unit Outline (Higher Education)

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|----------------------------|-----------------------------------|
| <b>Institute / School:</b> | Institute of Health and Wellbeing |
| <b>Unit Title:</b>         | INTRODUCTION TO SPEECH PATHOLOGY  |
| <b>Unit ID:</b>            | HEASP1012                         |
| <b>Credit Points:</b>      | 15.00                             |
| <b>Prerequisite(s):</b>    | Nil                               |
| <b>Co-requisite(s):</b>    | Nil                               |
| <b>Exclusion(s):</b>       | Nil                               |
| <b>ASCED:</b>              | 061707                            |

## Description of the Unit:

The aim of this unit is to provide students with an introduction to the foundational clinical skills of speech pathology, and to the range of practice areas and settings that speech pathologists work within; including vulnerable population groups. The unit will present an overview of the history of the speech pathology profession, along with the importance of evidence-based practice and reflection cycles. Students will learn about how the profession links to and draws on a range of other disciplines. The unit introduces the professional frameworks that guide speech pathology practice in Australia; these include Professional Standards for Speech Pathologists in Australia, International Classification of Functioning, Disability and Health (ICF) Framework, Competency Based Occupational Standards (CBOS), Speech Pathology Australia Code of Ethics and National Disability Insurance Scheme (NDIS). Students will begin to apply these frameworks and linkages whilst developing the relevant academic and communication skills associated with assignments, class presentations, professional portfolio development and reflective learning activities.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

| Level of Unit in Course | AQF Level of Course |   |   |   |   |    |
|-------------------------|---------------------|---|---|---|---|----|
|                         | 5                   | 6 | 7 | 8 | 9 | 10 |
| Introductory            |                     |   |   | ✓ |   |    |
| Intermediate            |                     |   |   |   |   |    |
| Advanced                |                     |   |   |   |   |    |

**Learning Outcomes:**

On successful completion of the unit the students are expected to be able to:

**Knowledge:**

- K1.** Describe the scope of speech pathology practice, interprofessional practice, and the professional role of Speech Pathologists.
- K2.** Explain the speech pathology professional frameworks and its relevance to speech pathology practice

**Skills:**

- S1.** Reflect on and analyse one's own and others contributions to a team activity and provide constructive feedback.
- S2.** Demonstrate understanding and application of professional standards to clinical practice scenarios and demonstrate effective teamwork skills.

**Application of knowledge and skills:**

- A1.** Demonstrate effective communication in oral and written English language and visual media.
- A2.** Apply research and literature to speech evidence-based scholarly practice.
- A3.** Demonstrate values, knowledge, skills and attitudes appropriate to speech pathology.

**Unit Content:**

Professional Standards for Speech Pathologist in Australia (2020), Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018), National Quality and Safeguarding Framework (NQS, 2018), National Safety and Quality Health Service (NSQHS) Standards (2017-2019) and National Aged Care Quality Standards (2019) have substantially informed the syllabus/content of this unit.

Topics may include:

- 1. The role of a speech pathologist
  - What is a speech pathologist?
  - Service delivery and the role of speech pathologists across the range of practice areas including; speech, language, voice, fluency, swallowing disorders and multi-modal communication.
  - Communication as a basic human right
  - Culture and speech pathology practice
- 2. Professional frameworks
  - Professional Standards for Speech Pathologists in Australia
  - International Classification of Functioning, Disability and Health (ICF) Framework
  - Competency Based Occupational Standards (CBOS)
  - Speech Pathology Australia Code of Ethics
- 3. Professional practice
  - Introduction to professional communication

- Inter-professional practice
- Evidence-based practice
- Client centred/family centred practice
- National Disability Insurance Scheme (NDIS)
- Vulnerable population groups
- 4. Professional skills
  - Clinical reasoning
  - Developing skills for lifelong learning and professional practice
  - Frameworks for reflection
  - Self evaluation

### Learning Task and Assessment:

Professional Standards for Speech Pathologist in Australia (2020).

Students must complete all assessment tasks and achieve a minimum overall grade of 50% to pass this unit

| Learning Outcomes Assessed | Assessment Tasks  | Assessment Type               | Weighting |
|----------------------------|---|-------------------------------|-----------|
| 1. K1, S2                  | Quizzes to test knowledge throughout semester   | Online Quizzes                | 10-20%    |
| 2. K2, S1, S2, A2, A3      | Presentation of speech pathology professional frameworks and its relevance to a specific speech pathology practice. | Individual Written Assignment | 15-35%    |
| 3. S1, A1, A3              | Essay demonstrating reflective cycles and life long learning.   | Reflective written assignment | 20-30%    |
| 4. K1, K2, S2              | Examination on unit content   | Written Examination           | 30-40%    |

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

**Professional Standards / Competencies:**
**Professional Standards for Speech Pathologists in Australia: 2020 Version**

| Attribute   | Assessed | Level  |
|---|----------|--------|
| Professional Standards for Speech Pathologists in Australia 2020                                |          |        |
| 1. Professional Conduct   |          |        |
| 1.1. Provide ethical and evidence-based practice  | No       | Low    |
| 1.2. Comply with legislation, standards, policies and protocols                                 | No       | Medium |
| 1.3. Provide safe and quality services  | No       | Low    |
| 1.4. Collaborate with individuals, their supports, our colleagues and the community             | No       | Medium |
| 1.5. Maintain high standards of communication, information sharing and record keeping           | No       | Low    |
| 1.6. Consider the needs of individuals and communities in clinical decision-making and practice | No       | Medium |
| 1.7. Advocate for optimal communication and swallowing  | No       | Low    |
| 2. Reflective practice and life-long learning   |          |        |
| 2.1. Demonstrate self-awareness   | Yes      | High   |
| 2.2. Use critical reflection to guide professional development and practice                     | No       | Medium |
| 2.3. Plan personal development goals  | No       | Low    |
| 2.4. Participate in professional development  | No       | Medium |
| 2.5. Acquire, critique and integrate knowledge from a range of sources                          | No       | Medium |
| 2.6. Engage in learning with colleagues, students and the community                             | Yes      | High   |
| 2.7. Contribute to the speech pathology evidence base   | No       | Low    |
| 3. Speech pathology practice  |          |        |
| 3.1. Develop shared understanding of speech pathology   | Yes      | High   |
| 3.2. Assess communication and swallowing needs  | No       | Low    |

|  |    |     |
|--|----|-----|
| 3.3. Interpret, diagnose and report on assessments           | No | Low |
| 3.4. Plan speech pathology intervention or service response  | No | Low |
| 3.5. Implement and evaluate intervention or service response | No | Low |
| 3.6. Support development of the profession                   | No | Low |