

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Speech Pathology Clinical Practice 1
<b>Unit ID:</b>	HEASP2013
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDBSP1013 and EDBSP1023 and HEASP1011 and HEASP1012 and HEASP1015 and HEASP1021 and HEASP1022)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(HEASP5013)
<b>ASCED:</b>	061707

## Description of the Unit:

This is first of six professional experience practice (PEP) unit in the Bachelor of Speech Pathology (Hons) course that introduces students to the speech pathology professional practice through learning activities, including exposure to clinicians in the field and guest lecturers from a range of practice settings. It presents the foundational speech pathology practice skills in a range of practice areas and settings that speech pathologists work within to provide evidence-based, safe person-centered, family-centered and community-centered practice including specific vulnerable populations.

Students will be introduced to the professional experience practice component of the unit, the practice requirements and the Professional Standards of Practice for Speech Pathologists in Australia (2020) with the key principles underlying these professional standards domains. The achievement and assessment of Professional Standards via COMPASS assessment tool will also be discussed in detail with a focus on introductory level practice skills of assessment, analysis and interpretation. Students will participate in activities and experiences that will assist with the development of all domains of Professional Standards of Practice. Students will participate in supervised practice education based placement at novice level competency for approximately and not less than 12 days, with flexible support from the university.

**Grade Scheme:** Ungraded (S, UN)

## Work Experience:

No work experience

**Placement Component:** Yes - days

**Supplementary Assessment:** No

Supplementary assessment is not available to students who gain a fail in this Unit.

**Course Level:**

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

**Learning Outcomes:**

**Knowledge:**

- K1.** Explore the scope of speech pathology practice in Australia, interprofessional practice, and the professional role of Speech Pathologists in regional, national and global contexts;
- K2.** Discuss compliance with relevant legislation, policies and procedures and Speech Pathology Australia Code of Ethics during informed person-centered, family centered community-centered professional experience practice;

**Skills:**

- S1.** Demonstrate professional conduct and ethical expectations by meeting mandatory compliance requirements for professional experience practice;
- S2.** Demonstrate effective communication with individual clients, professional and community groups;

**Application of knowledge and skills:**

- A1.** Utilise clinical reasoning and learning to interpret the International Classification of Functioning, Disability, and Health (ICF) framework in speech pathology practice
- A2.** Reflect on preferences in communication, learning and personal cultural perspectives as they relate to professional practice;

**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 (NQSF, 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. Professional Conduct
  - Introduction to ethical and evidence-based practice
  - Introduction to legislation, standards, policies and protocols
  - o Scope of Practice for Speech Pathologists in Australia
  - o Professional Standards of Practice for Speech Pathologists
  - o Code of Ethics
  - o National Laws governing health professions
  - o Responsibilities as a student member to Speech Pathology Australia

- o University work integrated learning policy and procedures
    - Introduction to providing safe and quality services
  - o National Safety Quality Health Services Standards
  - o Aged care Quality Safety Standards
    - International Classification of Functioning, Disability and Health – Child and Youth version (ICF-CY; WHO, 2007)
2. 2. Maintain high standards of communication, information sharing and record keeping
- Establishing and ending a therapeutic relationship
  - Interviewing and Questioning skills
  - Active listening and responding using verbal and non-verbal communication
  - Inter-professional communication and consultation
  - Working with team members towards a common goal
  - Responsible speech pathology practice
  - Documentation expectations and requirements
  - Reporting assessment and treatment data (oral and written)
  - Health informatics and Electronic Medical Records EMR
  - Building safe and supportive environments working with specific vulnerable populations
3. 3. Introduction to Clinical reasoning
- Clinical reasoning in speech pathology
  - Linking clinical reasoning with Evidence-based Practice
  - Reflective practice
  - Lifelong learning
4. 4. Introduction to the Speech Pathologist and practice
- Taking a case history
  - Applying the ICF to case history gathering and the assessment process
  - Understanding the case history questions
  - Assessment in speech pathology
5. 5. Speech Pathologists in the school system
- Overview of school systems (state, catholic, private)
  - Introduction to the school community
  - Classroom dynamics and management
  - Classroom acoustics
6. 6. Introduction to collaborating with individuals, their supports, our colleagues and the community
- Consider the needs of individuals and communities in clinical decision-making and practice
- o Introduction to Inter-professional practice
- Models of capacity building
  - Community engagement and working with communities
  - Principles of community engagement
  - Respect for human dignity
  - Mutuality and reciprocity
  - Forging partnerships for transformation
  - Values underpinning volunteerism experience related to
  - Relationships between staff, clients and families
  - Roles and functions of staff and clients
  - Boundaries and roles
  - Introduction to working with disadvantaged population groups
  - Introduction to working with communities to build goals and capacity

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, S2	Write a introductory letter to supervising therapist regarding placement	Written task	Satisfactory/Unsatisfactory Hurdle
K1, K2, S1, S2, A1, A2	Develop professional experience practice learning goals for placement	Written task	Satisfactory/Unsatisfactory Hurdle
K1, K2, S1, S2, A1, A2	Satisfactory achievement of identified professional standards for speech pathologist during professional experience practice placement at introductory level. a) Preparation for practice - ensure requirements for practice and introductory letter b) COMPASS online practice assessment tool - online skills assessment tool for identified skills c) Practice skills portfolio/ log achievement at introductory level	Professional Practice Assessment Portfolio	Satisfactory/Unsatisfactory Hurdle
K1, K2, S1, S2, A1, A2	Attendance at Practical Intensives	100% attendance at practical intensives	Satisfactory/Unsatisfactory HURDLE

**Adopted Reference Style:**

APA ()

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

 Fed Cite - [referencing tool](#)