

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Case Studies in Speech Pathology
<b>Unit ID:</b>	HEASP2022
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(HEASP2012)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(HEASP5024)
<b>ASCED:</b>	061707

## Description of the Unit:

In this unit, students will consolidate and extend learning through the use of case studies. With the support of lectures and workshops, students will explore assessment, analysis, interpretation, planning, and implementation of intervention of various speech pathology related conditions. Inquiry-based learning is a student-centred learning approach that promotes self-directed independent and interdependent lifelong learning. Students will have the opportunity to work through a vast range of practice areas in both developmental and acquired conditions. Students will be required to draw on their various knowledge bases, evaluate, integrate, and reason in order to provide evidence based, client centred assessment and intervention. Students will also have to consider the social model of health, as well as cultural, moral, ethical, legal, occupational, social/emotional and/or service delivery challenges. The case studies will provide a platform for reflection, discussion, problem solving and decision making.

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

## Work Experience:

No work experience

**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:**
**Knowledge:**

- K1.** Identify clinical and theoretical gaps in knowledge, and establish a plan to improve current knowledge base about a case.
- K2.** Apply evidence based methods for differentially diagnosing, planning and implementing intervention

**Skills:**

- S1.** Integrate knowledge acquired from a variety of sources to make decisions about client care
- S2.** Work collaboratively with other students to apply clinical reasoning to case problem-solving

**Application of knowledge and skills:**

- A1.** Demonstrate knowledge of the Speech Pathology Professional Standards.
- A2.** Demonstrate the role of a speech pathologist in a range of settings and how working in a multidisciplinary team may improve client outcomes for particular cases.

**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:

Practice Areas in communication and swallowing

Speech Pathology Australia Professional Standards

Speech Pathology Australia Code of Ethics Evidence-Based Practice

International Classification of Disability, Functioning and Health

Culturally responsive service provision

Awareness of the influence of culture, cultural practices, and the importance of cultural safety when engaging with individuals, families, and communities

Investigation of complexity in clinical context, taking into consideration medical diagnoses speech pathology and other co-occurring diagnosis environmental factors (e.g. family situation, resources, educational, social or physical environmental factors)

Consideration of ethical issues related to clients with complexity and their families (e.g. vulnerable children, end of life/palliative care, advocacy and self-advocacy)

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1, A2	Case Study 1	Group Presentation	20-30%
K1, K2, S1, S2, A1, A2	Case Study 2	Group written assignment	20-30%
K1, K2, S1, A1, A2	Case Study 3	Individual Presentation	20-30%
K1, S1, A1, A2	Reflective learning	Individual written assignment	20-30%

**Adopted Reference Style:**

APA ()

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

Fed Cite - [referencing tool](#)