

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	Speech Pathology Clinical Practice 2
Unit ID:	HEASP2023
Credit Points:	15.00
Prerequisite(s):	(EDBSP2014 and HEASP2012 and HEASP2013)
Co-requisite(s):	Nil
Exclusion(s):	(HEASP5013)
ASCED:	061707

Description of the Unit:

This is second of the six professional practice units in the Bachelor of Speech Pathology (Honours) course. This unit further develops assessment of communication and swallowing needs including interpreting, diagnosing and reporting on client assessment. It provides students with an increased focus on the provision of speech pathology intervention. Students will consolidate their prior knowledge of speech pathology assessment, analysis, and interpretation and develop their knowledge of planning, implementation and evaluation of evidence based interventions as outlined in the Professional Standards of Practice for Speech Pathologists. Students' professional competencies of clinical reasoning, communication, lifelong learning and professionalism will continue to be developed along with reflective practice.

Students will also complete community engagement activities, working collaboratively with community groups and organisations to achieve mutually agreed goals that build capacity, especially with those who are marginalised and disadvantaged. 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.** Plan, implement and evaluate assessment and intervention using the ICF framework, and evidence-based practice principles at a beginning level
- K2.** Assess Communication and swallowing needs including interpreting, diagnosing and reporting on client assessment

Skills:

- S1.** Communicate effectively with clients, groups and/or communities
- S2.** Demonstrate clinical reasoning and learning in professional practice

Application of knowledge and skills:

- A1.** Reflect critically on the professional and ethical behaviours that underpin the relationships, roles, and functions of staff and clients within community organisations and on how these are integrated into your developing professional identity as a Speech Pathologist
- A2.** Facilitate individuals' communication and swallowing goals

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. 1. Planning for evidence based, client- centered Speech Pathology practice
 - Application of the ICF framework and collaborative goal setting in partnership with clients;
 - Clinical reasoning and evidence-based practice
 - Sourcing, integrating and interpreting information
 - Communication and swallowing needs including interpreting, diagnosing and reporting on client assessment
 - Long-term, short-term, session goals and Goal Attainment Scaling
2. 2. Documenting Speech Pathology planning and practice
 - Electronic Medical Records (EMR)
 - Session Plans for Intervention
 - Evidence-based client/family centered goals and rationales;
 - Resources and Procedures for intervention;
 - Contingency development;
 - Outcome measurement and data collection.
 - Group Intervention

- Gathering Portfolio evidence in Speech Pathology planning and implementation

3. 3. Implementation of Speech Pathology Practice

- Progress notes, file management, and Medico-legal considerations
- Discharge planning and documentation
- Behavioural Goals and managing challenging behaviour in practice
- Health Informatics and telehealth
- National Safety and Quality Health Service Standards
- Aged care Quality Standards
- NDIS Services

4. 4. Effective interpersonal skills for Professional Practice

- Teamwork: Giving and Receiving Feedback
- Clinical reflection for advancing your practice
- Communicating with empathy: Talking to parents, carers and older children
- ISBAR – interprofessional communication

5. 5. Community Engagement

- Respect, mutuality and reciprocity
- Forging partnerships in client care
- Framework for critical reflection on:
 - o professional and ethical behaviour that acknowledges the dignity, culture, values, beliefs and rights of people being supported by community organisations
 - o the values underpinning the relationships, roles and functions of staff and clients within a community organisation/s
 - o the degree of transformation that students experience via community engagement experiences

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, S2	Write an introductory letter to practice supervising therapist stating your practice learning focus	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 intermediate level	Professional Practice Portfolio Assessment	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

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