

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	SPEECH PATHOLOGY CLINICAL PRACTICE 1
Unit ID:	HEASP5013
Credit Points:	15.00
Prerequisite(s):	(HEASP5011) and (HEASP5015) and (HEASP5014) and (EDMST6010)
Co-requisite(s):	Nil
Exclusion(s):	(HEASP2013)
ASCED:	061707

Description of the Unit:

This is first of three professional experience practice (PEP) units in the Master of Speech Pathology course that introduces students to foundational speech pathology professional practice through learning activities in a range of practice areas and settings.

Students will be introduced to the professional experience practice component of the course, the practice requirements and the Professional Standards for Speech Pathologists in Australia (2020) with the key principles underlying these professional standards domains including COMPASS practice assessment tool. Introductory level skills of assessment, analysis and interpretation of assessment findings, diagnosing and reporting on client assessment will be presented. Students will develop planning, implementation and evaluation of evidence-based client-centered interventions and services. Students' professional competencies of clinical reasoning, communication, lifelong learning and professionalism will 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:

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: Yes

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:

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

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;
- K3.** Assess communication and swallowing needs including interpreting, diagnosing and reporting on client assessment;
- K4.** Plan, implement and evaluate assessment and interventions using the ICF framework, and evidence-based practice principles at a beginning level.

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;
- S3.** Demonstrate clinical reasoning and learning and client-centered evidence-based practice in professional practice;

Application of knowledge and skills:

- A1.** Utilise clinical reasoning and learning to the International Classification of Functioning, Disability, and Health (ICF) framework in speech pathology practice;
- A2.** Apply 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;
- A3.** Evaluate practice interventions and services established for clients, families and communities;
- A4.** Reflect on own preferences in communication, learning and personal cultural perspectives as they relate to professional practice;
- A5.** Develop own learning goals and facilitate individual client's 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), FedUni STRETCH Reconciliation Action Plan (2019-2022), 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:

- Professional Conduct
 - Introduction to ethical and evidence-based practice
 - Introduction to legislation, standards, policies and protocols
 - Scope of Practice for Speech Pathologists in Australia
 - Professional Standards of Practice for Speech Pathologists
 - Code of Ethics
 - National Laws governing health professions
 - Responsibilities as a student member to Speech Pathology Australia
 - University work integrated learning policy and procedures
 - Introduction to providing safe and quality services
 - National Safety Quality Health Services Standards
 - Aged care Quality Safety Standards
 - International Classification of Functioning, Disability and Health –Child and Youth version (ICF-CY; WHO, 2007)
- 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
 - Reporting assessment and treatment data (oral and written)
 - Building safe and supportive environments working with specific vulnerable populations

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

- Introduction to Clinical reasoning
 - Clinical reasoning in speech pathology
 - Linking clinical reasoning with Evidence-based practice
 - Reflective practice
 - Lifelong learning
- 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
 - Planning for evidence based, client- centered Speech Pathology practice
 - Application of the ICF framework and collaborative goal setting in partnership with clients;
 - Communication and swallowing needs including interpreting, diagnosing and reporting on client

- assessment
 - Long-term, short-term, session goals and Goal Attainment Scaling
- 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
 - NDIS Services
- Speech Pathologists in the school system
 - Overview of school systems (state, catholic, private)
 - Introduction to the school community
 - Classroom dynamics and management
 - Classroom acoustics
- 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
 - 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
- Community Engagement
 - Respect, mutuality and reciprocity
 - Forging partnerships in client care
 - Framework for critical reflection on:
 - professional and ethical behaviour that acknowledges the dignity, culture, values, beliefs and rights of people being supported by community organisations
 - the values underpinning the relationships, roles and functions of staff and clients within a community organisation/s
 - the degree of transformation that students experience via community engagement experiences
- 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

Learning Task and Assessment:

Professional Standards for Speech Pathologist in Australia (2020).

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

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
1. S2, A4, A5	Write a introductory letter to practice supervising therapist	Written Task	Satisfactory/Unsatisfactory HURDLE
2. K1, K2, S1, S2, S3, A4, A5	Develop professional experience practice learning goals for placement	Written Task	Satisfactory/Unsatisfactory HURDLE
3. K1, K2, K3, K4, S1, S2, S3, A1, A2, A3, A4, A5	Present a case study encountered during any area of professional practice experience	Case Study discussion	Satisfactory/Unsatisfactory HURDLE
4. K1, K2, K3, K4, S1, S2, S3, A1, A2, A3, A4, A5	Satisfactory achievement of identified professional standards for speech pathologist during professional experience practice placement.	Professional Practice Assessment a) Preparation for practice b) COMPASS online Clinical assessment tool c) Practice skills portfolio/ log	Satisfactory/Unsatisfactory HURDLE
5. K1, K2, K3, K4, S1, S2, S3, A1, A2, A3, A4, A5	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](#)