

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	CLINICAL PROCESSES IN SPEECH PATHOLOGY B
Unit ID:	HEASP5024
Credit Points:	15.00
Prerequisite(s):	(HEASP5014, HEASP5011)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	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 develop a deep understanding of assessment, analysis, interpretation, planning, and implementation of intervention of various speech pathology related conditions. 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. This unit introduces students to the broad concepts surrounding demographic characteristics of the Australian population: Location, age, ethnicity, gender, Socio-economic status and education. Factors that impact on the health status of the population and how these factors are measured, the structure of the Australian health care system.

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, critically evaluate, integrate, and reason in order to provide evidence based, client centred assessment and intervention. The case studies will provide a platform for reflection, discussion, problem solving and decision making. During this unit students will also have the opportunity to discuss how to evaluate the effectiveness of their interventions/strategies as well as highlight potential areas for further research to be developed.

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.** Independently identify clinical and theoretical gaps in knowledge, and establish a plan to improve current knowledge base about a case.
- K2.** Critically evaluate evidence based methods for differentially diagnosing, planning and implementing intervention.
- K3.** Identify and discuss the determinants of health and describe the measures applied to determine health status

Skills:

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

Application of knowledge and skills:

- A1.** Utilise Speech Pathology Professional Standards in practice context.
- A2.** Demonstrate and explore 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.
- A3.** Categorise and interpret health and social data related to the determinants that impact upon the health of individuals, groups, communities, and populations in Australia

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 (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:

- Health/Health Care
 - Understanding health in Australia
 - Health and various population groups
 - Environmental health
- Speech Pathology Australia Range of Practice Areas of:
 - Speech
 - Language
 - Swallowing
 - Fluency
 - Voice
 - Multimodal communication
- Speech Pathology Australia Professional Standards
- Speech Pathology Australia Code of Ethics
- Evidence-Based Practice
- International Classification of Disability, Functioning and Health
- Role of the National Disability Insurance Scheme (NDIS)
- 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:

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, K2, K3, S1, S2, A1, A2, A3	Case Study 1	Group Presentation	20-30%
2. K1, K2, K3, S1, S2, A1, A2, A3	Case Study 2	Individual written assignment	20-30%
3. K1, K2, K3, S1, S2, A1, A2, A3	Case Study 3	Individual Presentation	20-30%
4. K1, S1, A1, A2	Reflective learning	Individual written assignment	20-30%
5. K1, K2, K3, S1, S2, A1, A2 A3	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions (Problem Based Learning)	Satisfactory/Unsatisfactory HURDLE

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)