

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):	(HEASP5011 and HEASP5014)
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:

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.** 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 (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:

- Health/Health Care
 - o Understanding health in Australia
 - o Health and various population groups
 - o Environmental health
 - o Practice areas of communication and swallowing
- 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
 - o 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
 - o medical diagnoses
 - o speech pathology and other co-occurring diagnosis
 - o environmental factors (e.g. family situation, resources, educational, social or physical environmental factors)
 - o 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)

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations. 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2, A3	Case Study 1	Group presentation	20-30%
K1, K2, K3, S1, S2, A1, A2, A3	Case Study 2	Individual written assignment	20-30%
K1, K2, K3, S1, S2, A1, A2, A3	Case Study 3	Individual presentation	20-30%
K1, K2, A1, A2	Reflective learning	Individual written assignment	20-30%
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](#)