

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Speech Pathology Clinical Practice 3
<b>Unit ID:</b>	HEASP6033
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(HEASP6012 and HEASP6023)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(HEASP3033)
<b>ASCED:</b>	061707

## Description of the Unit:

This is the third and final of three professional practice units in the Master of Speech Pathology course that consolidates practice and provides direct evidence of achievement of Professional Standards required by Speech Pathology Australia for entry into the profession.

This unit provides students with an extended period of professional practice experience across one or more of the Speech Pathology Australia range of practice areas of communication and swallowing. Students are expected to demonstrate independent ability to manage complexity, and skills in assessing, interpreting, diagnosing, planning and implementing interventions and services and evaluating professional practice at advanced level competencies during placement. Entry level skills for beginning speech pathologist, knowledge and attitudes are fostered throughout the unit, as students prepare for transition to the workforce. Additionally, students must demonstrate theoretical knowledge at entry-level for these same range of practice areas in standardised simulated experiences in accordance with all domains of the Professional Standards of Practice for Speech Pathologists. Students will participate in supervised practice education based placement at entry level competency for approximately and not less than 36 days, with flexible support from the university.

**Grade Scheme:** Ungraded (S, UN)

## Work Experience:

No work experience

**Placement Component:** Yes - 36 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**

**Knowledge:**

- K1.** Evaluate achievement of domains of Professional Standards including professional conduct, reflective practice and life-long learning, and speech pathology practice to achieve entry level of professional practice;
- K2.** Summarise assessment, analysis, planning, implementation and evaluation in the delivery of person-centered, evidence based contemporary speech pathology practice at advanced level, utilising the International Classification of Functioning, Disability and Health (ICF) framework;

**Skills:**

- S1.** Demonstrate practice skills in assessment; analysis and interpretation; planning, implementation, and evaluation of person-centered evidence-based speech pathology practices defined in the Professional Standards of Practice for Speech Pathologists in Australia to entry level standard;
- S2.** Demonstrate effective communication and collaboration with stakeholders (including consumers, families, groups, communities, other professionals and/or support staff) at advanced level;
- S3.** Demonstrate ethical and culturally responsive speech pathology practice at advanced level;

**Application of knowledge and skills:**

- A1.** Apply and transfer speech pathology knowledge, skills and attributes to both workplace learning and simulated environments;
- A2.** Apply the Professional Standards of professional conduct, reflective practice and life-long learning and speech pathology practice at advanced level or as a beginning level Speech Pathologist.

**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:

1. Consolidation of Professional Conduct
  - Provide ethical and evidence-based practice
  - Comply with legislation, standards, policies and protocols
  - Provide safe and quality services
  - Collaborate with individuals, their supports, our colleagues and the community
  - Maintain high standards of communication, information sharing and record keeping
  - Consider the needs of individuals and communities in clinical decision-making and practice
  - Advocate for optimal communication and swallowing

- Reflect on, discuss and/or demonstrate the role of speech pathologists in advocating for consumers and the profession.

## 2. Consolidation of Reflective Practice and life-long learning

- Demonstrate self-awareness
- Use critical reflection to guide professional development and practice
- Plan personal development goals
- Participate in professional development
- Acquire, critique and integrate knowledge from a range of sources
- Engage in learning with colleagues, students and the community
- Contribute to the speech pathology evidence base by research
- Engaging in reflective practice and life-long learning to shape practice
- Consolidating identity as a speech pathologist, with points of difference related to individual student and Federation University unit content.

## 3. Consolidation of speech pathology practice

- Develop shared understanding of speech pathology
- Assess communication and swallowing needs
- Interpret, diagnose and report on assessments
- Plan speech pathology intervention or service response
- Implement and evaluate intervention or service response
- Support development of the profession
- Communicating effectively and respectfully with the consumer, family and support members, and other professionals in practice
- Working collaboratively and respectfully in teams
- Assimilating and applying previously learnt knowledge and skills to workplace settings.
- Provision of client/family/community-centered speech pathology services which consider and integrate:
  - o person- or family- driven care in a partnership model using the ICF
  - o Speech Pathology Australia Code of Ethics
  - o evidence based practice
  - o complex presentations
  - o Culturally and linguistically diverse populations
  - o Aboriginal and Torres Strait Islander people
  - o Allied health work policy
- Working collaboratively and respectfully with the consumer, family and support members, and other professionals in practice
- Experiences which enable demonstration of advanced level skills against the Professional Standards of Practice for Speech Pathologists in Australia.

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, S3, A1, A2	Provides enough appropriate and accurate evidence of claimed practice development knowledge, skills and its application across the range of practice areas against Professional Standards for Speech Pathologists in Australia (2020) Reflections are a mandatory inclusion	Professional Practice Portfolio:	Satisfactory/Unsatisfactory Hurdle

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, S3, A1, A2	Completion of Professional Practice including; Completion of mandatory tasks a Pass grade on COMPASS, showing overall progression towards the intermediate level, and individual COMPASS ratings consistent with the requirements of each Professional Standard rating.	COMPASS Professional practice assessment,	Satisfactory/Unsatisfactory Hurdle
K1, K2, S1, S2, S3, A1, A2	Standardised competency-based assessment Students will complete oral vivas and/or OSCEs to demonstrate entry-level knowledge and skills across the range of practice areas in a standardised setting/format.	Standardised competency-based assessment OSCE or VIVA	Satisfactory/Unsatisfactory Hurdle
K1, K2, S1, S2, S3, 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

Fed Cite - [referencing tool](#)