



THE UNIVERSITY OF
MELBOURNE

Faculty of Medicine,
Dentistry and Health
Sciences

Master of Speech Pathology Clinical Education Handbook 2018



Note to Clinical Educators

Thank you for your partnership in the clinical education of our Master of Speech Pathology students.

This Handbook is a guide to the Master of Speech Pathology course at The University of Melbourne and the Clinical Education Program. The handbook also contains information pertaining to clinical placements and the development of students' clinical and professional competency throughout the program. You may find this handbook helpful in preparation for the student placement, and for ongoing reference during the placement.

A copy of this Handbook is provided to all Clinical Educators and Master of Speech Pathology students at The University of Melbourne.

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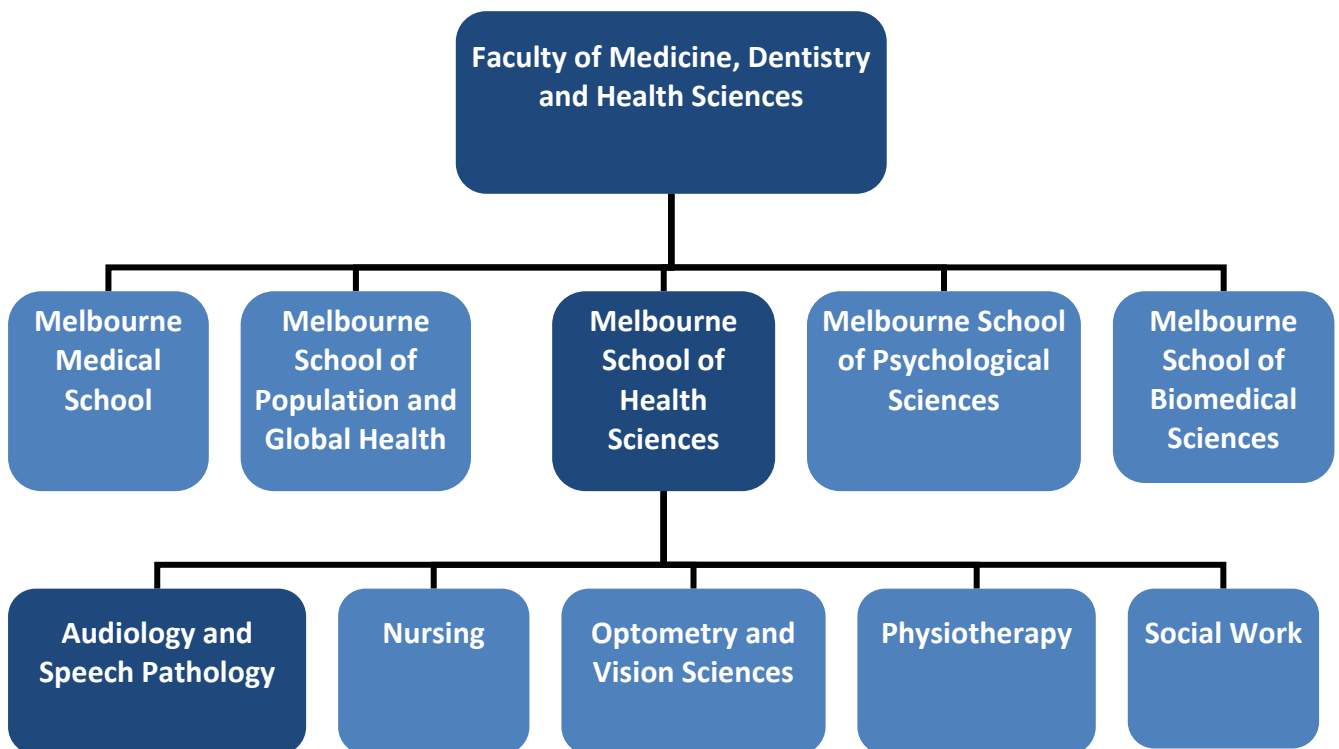
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1 Introduction to The University of Melbourne

The University of Melbourne is Victoria's most established tertiary institution and is known for excellence in teaching and research. Independently-published world rankings consistently place us as a leader in higher education in Australia, the Asia Pacific and around the globe (Times Higher Education World University Rankings 2015-2016).

The Master of Speech Pathology course sits within the Department of Audiology and Speech Pathology, in the Melbourne School of Health Sciences, a school within the Faculty of Medicine, Dentistry and Health Sciences (Figure 1). The Faculty of Medicine, Dentistry and Health Sciences is considered to be one of the best environments to study medicine and the health sciences in Australia. It is internationally recognised for its leadership in teaching and practice education, health research, policy and practice, and it is considered to be the preeminent Faculty for health sciences in Australia.

Figure 1 - Organisational structure of the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne



2 Overview of the Master of Speech Pathology Program

The Master of Speech Pathology Program at The University of Melbourne aims to graduate engaged, competent and creative speech-language pathologists who will be valuable contributors to the profession. Entry into the program is highly competitive and students come from a diverse range of professional backgrounds.

The Master of Speech Pathology course is designed to provide comprehensive training in all aspects of Speech Pathology. Over the course of the degree students complete a range of theoretical and practical subjects (*Figure 2*).

Figure 2 – Structure of the Master of Speech Pathology Program at The University of Melbourne

Year 1				
Semester 1				
Determinants of Good Health POPH90233	Anatomy and Physiology ANAT90011	Linguistics and Phonetics LING90033	Communication across the Lifespan AUDI90025	Clinical Processes A** AUDI90027
Semester 2				
Speech Disorders across the Lifespan AUDI90031	Language Disorders across the Lifespan AUDI90030	Swallowing & Voice across the Lifespan AUDI90028	Speech Pathology Practice 1* AUDI90032	Clinical Processes B** AUDI90029
Year 2				
Semester 1				
Disorders of Fluency AUDI90036	Speech and Language Disorders – Advanced AUDI90035	Planning and integrating intervention** AUDI90034	Speech Pathology Practice 2* AUDI90033	Research for Hearing and Speech Sciences AUDI90002
Semester 2				
Complex Case Models in Speech Pathology AUDI90041	Professional issues and Practice ** AUDI90038	Speech Pathology Practice 3* AUDI90039	Independent Studies in Speech Pathology AUDI90040	

*Clinical placement subject

**Clinical readiness subjects

The first year of the course provides the scientific background in anatomy and physiology, articulatory and acoustic phonetics, linguistics, speech and language disorders, swallowing disorders, clinical practice and processes. Students also learn about the role of Speech Pathology in the community and across the lifespan including infancy, early childhood, adolescence, adulthood and aging.

The second year of the course builds on the specialised knowledge acquired in first year. Students undertake targeted subjects focusing on communication impairment, including assessment and management. Clinical reasoning and competency are further developed, including planning, organising and managing clinical practice. In the final semester of second year, students work through complex clinical cases using a problem-based model of learning.

In the final year of the course, students are supervised to undertake a substantial research project. Students attend lectures in statistics and research design and produce a thesis of honours equivalence. Completion of a clinically-relevant research thesis means our students are well placed to pursue future research, whether academically or in their workplace.

Further information can be found at our website:

<http://mdhs-study.unimelb.edu.au/degrees/master-of-speech-pathology/overview>



3 The Master of Speech Pathology Clinical Education Program

3.1 The team

Sarah Foster

Clinical Education Coordinator

sarah.foster@unimelb.edu.au

(03) 8344 3378

Sarah is responsible for the academic coordination of all the clinical education subjects ([Speech Pathology Practice 1](#), [2](#) and [3](#)) and ensuring all professional competency requirements are met for accreditation by Speech Pathology Australia. Sarah's duties include allocating clinical placements, monitoring and reviewing student progress on clinical placement and range of clinical learning experiences against CBOS (2011), and coordinating student assessment. Please contact Sarah with any questions or concerns relating to student performance, progress or well-being.

Tanya Brain

Clinical Placement Officer

sp-clined@unimelb.edu.au

(03) 8344 1895

Tanya is responsible for the professional administration of the Clinical Education Program, including maintaining contact with the Clinical Educators. Tanya's duties include circulating placement requests and collation of offers (including maintenance of placement request data in Placeright), set-up of COMPASS® online, monitoring clinical placement requirements, and providing administrative support for clinical education workshops. Please contact Tanya with any questions or concerns relating to placement offers, placement agreements, student rostering, Clinical Educator training or any other administrative matters.

3.2 Support for Clinical Educators and Students

If you have any questions or concerns about a clinical placement or a student's performance during their placement, please contact Sarah as soon as possible so that appropriate arrangements and support can be planned and implemented for both the Clinical Educator and the student, to ensure that the student's clinical learning and competency development is adequately supported.

4 Components of the Clinical Education Program

The Clinical Education Program comprises two different components:

Three Speech Pathology Practice subjects (in which clinical placements are embedded), including [Speech Pathology Practice 1](#), [Speech Pathology Practice 2](#) and [Speech Pathology Practice 3](#).

Three clinical readiness subjects, including [Clinical Processes A](#), [Clinical Processes B](#) and [Planning and Integrating Intervention](#).

4.1 Clinical readiness subjects

4.1.1 Clinical Processes A and Clinical Processes B

These subjects target the students' knowledge, understanding and skills in clinical practice. *Clinical Processes A* and *B* are structured around workshops and lectures, and include group discussions/activities, videos and role plays. Topics covered include professionalism, ethics, case history taking, self-reflection and clinical communication skills including listening skills, empathy, giving feedback and informational and affective counselling. To support the students' learning during their placement, case based discussions accompany the clinical experiences.

4.1.2 Planning and Integrating Intervention

This subject introduces students to a range of different approaches to Speech Pathology intervention and includes discussion of a broad range of barriers and facilitators. Topics include levels of prevention, advocacy and education as well as client and family focussed intervention programs. The specific focus of the subject is on translating evidence into practice.

Clinical Placement Subjects: Speech Pathology Practice 1, 2 & 3

As part of the degree students undertake a range of clinical placements which provide rich learning environments for them to develop and demonstrate clinical competence. Clinical placements are embedded into three academic subjects: [Speech Pathology Practice 1](#), [Speech Pathology Practice 2](#) and [Speech Pathology Practice 3](#).

4.2 Clinical Placement Subjects

4.2.1 Speech Pathology Practice 1 (AUDI90032)

Timing: Year 1 Semester 2

Clinical Placement: Placement 1: 1 day per week for 9 weeks (9 full days)

Subject Coordinator: Sarah Foster (Sarah.foster@unimelb.edu.au)

Subject Description This first clinical practice subject introduces students to the speech pathology clinical setting including the management of clients and patients presenting for assessment and/or intervention. Clinical placement settings may include hospitals, community clinics, early intervention and specialist centres, schools, private practices, university clinics, residential aged care facilities and other relevant settings.

A variety of clinical experiences will be offered including initial observation, followed by increasingly 'hands-on' experiences with infants, children, young people and/or adults throughout the clinical placement. In particular, this subject covers establishing rapport with clients, developing observational skills, interviewing, case history taking, and listening and recording information accurately.

To support student learning, students also attend workshops held at the University during semester. Topics include introduction to CBOS (2011) and COMPASS®, adult learning, peer learning, supervisory styles, reflective practice, clinical reasoning and case-based discussions.

Subject Intended Learning Outcomes On completion of this subject, students will demonstrate an understanding of the speech pathology clinical setting and will have acquired the following competency-based clinical skills:

An ability to gather case history information

An ability to conduct clinical observation and assessment

An ability to discuss relevant variables affecting clients, caregivers, & significant others

An ability to listen and record information accurately

Generic skills At the completion of this subject, students will demonstrate:

Critical thinking, analytical and problem solving skills.

The ability to integrate theory and practice and to apply this in novel situations.

Openness to new ideas.

Planning and time management skills.

The ability to communicate knowledge effectively in both oral and written form.

The ability to behave in an ethical and professionally appropriate manner.

Assessment	<p>This subject is assessed as Pass/Fail. Students must pass all components of assessment to pass the subject. Assessment components are:</p> <p>Assessment by Objective Structured Clinical Examination (OSCE).</p> <p>Assessment during one clinical placement. Students' clinical performance during the placement will be assessed via the 'Competency Assessment in Speech Pathology' (COMPASS®) and the completion of a Clinical Portfolio.</p> <p>100% attendance and participation at all clinical placements</p>
Expectations	<p>Students are expected to pass the COMPASS® Units at the Novice level (at least) at the end of Placement 1.</p>



4.2.2 Speech Pathology Practice 2 (AUDI90033)

Timing: Year 2 Semester 1

Clinical Placements: Placement 2A: 20 days in total, including of 16 clinical days and 4 preparation/study days, during the summer semester break between Years 1 – 2 (mid-December – late February)

Placement 2B: 12 clinical placement days throughout Semester 1 (either 1 day/week for 12 weeks, or 2 days/week for 6 weeks)

Subject Coordinator: Sarah Foster (Sarah.foster@unimelb.edu.au)

Subject Description This subject builds on the knowledge obtained in the prerequisite subject AUDI90032 Speech Pathology Practice 1. The subject expands the student’s knowledge of speech pathology clinical settings and introduces the student to more complex cases. The clinical settings for this subject may include hospitals, community clinics, early intervention centres, specialist centres, schools, private practices, university clinics, nursing homes and others. Students will be allocated to 4 week placement during the December to February period.

The student will be expected to engage with and actively participate in assessing and managing infants, children, young people and adults. In particular, the student will be expected to independently take histories, have highly developed observational skills and to use this information to be able to select the appropriate diagnostic methods and tests as per the setting, client problem, age and any other relevant variables. In addition, the student will be able to identify and differentially diagnose problems, identify co morbidity and suggest appropriate referral options. Intervention goal setting, planning and the ability to execute intervention will be developed.

To support the student’s learning, workshops including problem-based learning case discussions, will accompany the clinical placement experiences.

Subject Intended Learning Outcomes At the completion of this subject, students will be able to:

- Formulate a diagnosis on clients of varying ages.
- Take account of and recognise co-morbid conditions.
- Adapt their behaviour, approach and techniques to suit the capabilities of clients from a diverse range of backgrounds, ages and clinical presentation.
- Interpret test results and integrate the results of the case history.
- Use the test results and client information to develop a diagnosis and prognosis.
- Utilise test results and all relevant client information to develop intervention goals and formulate appropriate management strategies.
- Demonstrate the development of professionalism and clinical communication skills and the skills necessary to relay the results of various tests to clients in a manner that can be readily understood.
- Write clear, well organised reports.

Generic skills	<p>At the completion of this subject, students should be able to demonstrate:</p> <ul style="list-style-type: none">the ability to behave in a professionally appropriate mannercritical thinking, analytical and problem solving skillsthe ability to integrate theory and practice and to apply this in novel situationsan openness to new ideasplanning and time management skillsthe ability to communicate knowledge in both oral and written form
Assessment	<p>This subject is assessed as Pass/Fail. Students must pass all components of assessment to pass the subject, including:</p> <ul style="list-style-type: none">Assessment by Objective Structured Clinical Examination (OSCE).Assessment of two clinical placements. Students' clinical performance during each placement will be assessed via the Competency Assessment in Speech Pathology (COMPASS®) and the completion of a Clinical Portfolio. The COMPASS® Assessments and the Clinical Portfolio are to be submitted one week after the final day of the clinical placement.100% attendance and participation at all clinical placements.
Expectation	<p>Students are expected to pass the COMPASS® Units at the Intermediate Level (at least) at the end of each placement. Refer to the COMPASS® Assessment Resource Manual for the Behavioural Descriptors and expectations at the Intermediate Level.</p>

4.2.3 Speech Pathology Practice 3 (AUDI90039)

Timing: Year 2 Semester 2

Clinical Placements: Placement 3A: 4-weeks full-time (4 clinical days/week, total of 16 clinical placement days) during the winter break between Semesters 1 and 2 in Year 2 (July-August)

Placement 3B: 18 clinical placement days throughout Semester 2 (generally offered as 2 days/week for 9 weeks)

Subject Coordinator: Sarah Foster (Sarah.foster@unimelb.edu.au)

Subject Description The final clinical practice subject will consolidate the knowledge in Speech Pathology Practice 1 and 2. The subject extends the student's experience of speech pathology clinical settings and prepares the student for independent clinical practice following graduation. The clinical placements for this subject may include hospitals, community clinics, early intervention centres, specialist centres, school, private practices, residential aged care facilities and other clinical settings.

The student will be expected to engage with and actively participate in a variety of clinical experiences, assessing and managing a range of communication and/or swallowing disorders with infants, children, young people and adults. This subject provides the opportunity for students to develop their own personal growth and identity as a speech pathologist. Students will independently select and implement relevant diagnostic procedures and will plan and implement methods for the reduction of communication and/or swallowing difficulties during their clinical placements within this subject.

To support student learning, workshops including reflective practice and discussion of clinically-relevant topics, will accompany the clinical placement experiences.

Subject Intended Learning Outcomes On completion of this subject students should demonstrate:

- An understanding of the speech pathology clinical setting
- Acquisition of the Competence-Based Occupational Standards (CBOS, 2011)
- The skills to assess, plan, maintain and deliver a range of treatment approaches to remediate communication/swallowing disorders
- An understanding of when to seek additional resources, update skills, develop professional networks and undertake ongoing professional development
- Analytical skills and the ability to incorporate theoretical principles into clinical decision making

Generic skills At the completion of this subject, students should be able to demonstrate:

- critical thinking, analytical and problem solving skills
- the ability to integrate theory and practice and to apply this in novel situations
- an openness to new ideas

planning and time management skills

the ability to communicate knowledge in both oral and written form

the ability to behave in an ethical and professionally appropriate manner

Assessment

This subject is assessed as Pass/Fail. Students must pass all components of assessments to pass the subject. Assessment components are:

Assessment by Objective Structured Clinical Examination (OSCE).

Assessment of two clinical placements. Students' clinical performance during each placement will be assessed via the 'Competency Assessment in Speech Pathology' (COMPASS®) and the completion of a Clinical Portfolio. The COMPASS® Assessments and the Clinical Portfolio are to be submitted within one (1) week after the final day of the clinical placement.

100% attendance and participation at all clinical placements.

Expectation

Students are expected to demonstrate near Entry Level Competency on COMPASS® by the end of each Placement 3a (refer to *Section 4 Information regarding Placement 3a requirements*), and Entry Level Competency on Placement 3b (one adult placement and one paediatric placement).

Refer to the COMPASS® Assessment Resource Manual for the Behavioural Descriptors and expectations at Entry Level.

4.3 The Penultimate Clinical Placement – Approaching Entry Level

Speech Pathology Australia has new requirements regarding student penultimate clinical placements. Whereas formerly, students were expected to be at Entry Level at the penultimate and final placements, there is now more flexibility in allowing students to be 'Approaching Entry Level' in their clinical practice in the penultimate placement. The interpretation and application of this is up to the University, who are required to operationalise the requirements for Approaching Entry Level. At the University of Melbourne, *Approaching Entry Level* is determined by two requirements:

Overall COMPASS® ratings by Clinical Educators providing a Zone of Competency of 5 or above. The Zone of Competency is a score that is provided by COMPASS® once all ratings have been entered; it is only seen by the Clinical Education Coordinator at the University. A score of 5 means that students are generally showing behaviours that are approaching Entry Level practice across all areas assessed.

An Entry Level rating for all four Generic Professional Competencies (Reasoning, Communication, Learning, Professionalism). These Competencies are essential areas that underpin development in all other CBOS Units. They are particularly important areas for moving into the final placement where students are required to be at Entry Level in all units by the end of the placement. Therefore, in determining whether students are Approaching Entry Level in their practice overall, we require students to be demonstrating Entry Level competence in these generic areas.

For students who do not meet both of the above requirements, a discussion will be had with Clinical Educator and the Clinical Education Coordinator about performance and a decision made about Extension versus Supplementary placement offerings (refer to *Section 5 Extensions and supplementary placements*). This decision follows the same process as for other clinical placements.

Extensions and supplementary placements

If a student fails to reach the required level of competence by the end of a placement, they may be offered an extension or a supplementary placement opportunity in order to give them further opportunity to demonstrate this competence.

The opportunity for an extension or supplementary opportunity is offered once per subject for clinical placements. This means that if a student has failed two placements within the same subject, they fail the subject and must re-enrol in the subject.

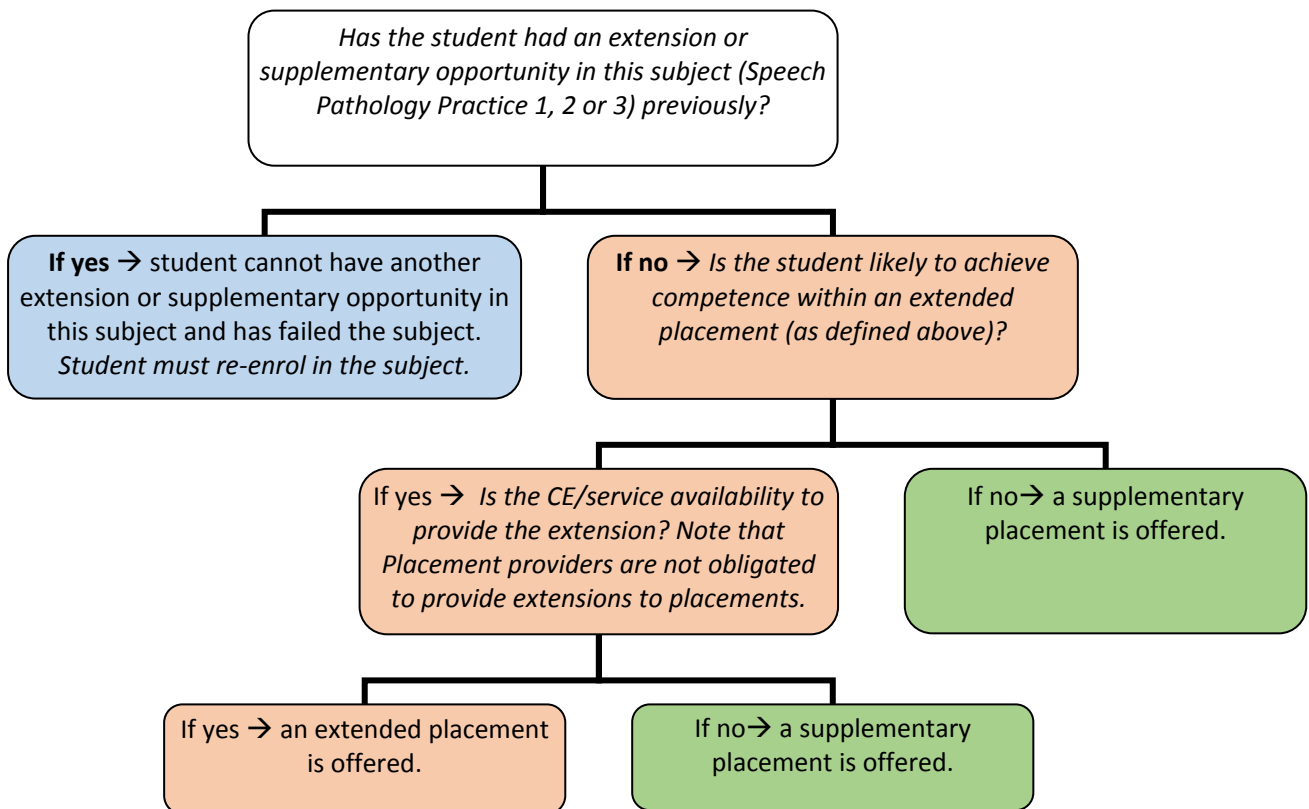
Definitions:

- A placement extension is an addition to the current placement, for up to half of the number of days of the original placement. For example, for a four-week intensive placement, an extension for up to two extra weeks would be considered.
- A supplementary placement is a new placement opportunity, providing the same number of days as the original placement. The student essentially 'restarts' the placement, but with another provider.

4.4 Decision making process to award a student a placement extension or supplementary placement

The Clinical Education Coordinator (Sarah) has responsibility for this decision, in consultation with the Clinical Educator. Students will be informed of the outcome of these deliberations. The Flow Chart below illustrates this decision-making progress.

Flow Chart – Decision-making process to award a student a placement extension or supplementary placement



Every effort is made to find a suitable supplementary placement opportunity for a student to undertake within a reasonable time frame so as to limit the impact on student progress through the course, but there are no guarantees that supplementary placements will be provided immediately. Students must pass the supplementary placement in order to pass the subject, and progression in the course will be impeded until this occurs.

For both supplementary and extended placements:

- If a student achieves the required level of competency, they are deemed to have passed the clinical placement. The student must still meet all of the other assessment requirements subject (including any other clinical placements, Clinical Portfolio and the OSCE) (Hurdle requirements) to pass the subject.
- If a student does not achieve the required level of competency, they are deemed to have failed the placement and this means that they have failed a hurdle requirement, meaning that they have failed the subject. They must re-enrol in the subject.

Note for Placement 3a and 3b: Due to the timing of these two subjects within the final semester of the course, student supplementary placements for *Placement 3a* will not be offered until after *Placement 3b* has been completed. Therefore, if a student requires a supplementary placement in 3a, their existing Placement 3b will be considered as a Penultimate placement for this student. They will need to perform at Approaching Entry Level expectations as outlined in section 4 of this document. The Supplementary placement (which will take place after Placement 3b) becomes the Final placement and Entry Level performance is expected on all assessed areas.

5 Responsibilities & Expectations of Students

5.1 Attendance

Students are expected to attend all (i.e., 100%) clinical placement days. If a student is not able to attend a placement day due to illness or emergency, the student must contact Clinical Educator and the University Clinical Education Coordinator as soon as possible to inform them of the absence. Students should discuss appropriate means of communication with their Clinical Educator at the commencement of the placement.

In the case of absence from clinical placement, students must provide either a medical certificate or a statutory declaration to the University and their Clinical Educator.

Satisfactory student attendance and participation is a hurdle requirement for all clinical placements. Failure to do so may result in failure of the placement and the associated subject.

5.2 Punctuality

It is expected that students will attend all scheduled clinical placement days and sessions on time. Students may need to allow extra time for traffic and finding parking if travelling to their placement by car, or to allow for disruptions to timetables if travelling to their placement by public transport. Whilst travel options and distances are taken into consideration during the allocation of each student's clinical placement, it is each student's responsibility to determine and organise the most suitable travel options available to them.

Speech Pathology Australia Code of Ethics

Speech Pathologists and students have a responsibility to uphold the Speech Pathology Australia *Code of Ethics*. All students are expected to conduct themselves in a professional manner and demonstrate ethical behaviour at all times throughout the course, including whilst undertaking clinical placements.

A copy of the *Speech Pathology Australia Code of Ethics* is available via the following [link](https://www.speechpathologyaustralia.org.au/spaweb/Document_Management/Public/Ethics.asp):
https://www.speechpathologyaustralia.org.au/spaweb/Document_Management/Public/Ethics.asp
[X](#)

5.3 Confidentiality

Whilst working in a clinical environment, students are required to maintain strict client and patient confidentiality at all times and to work within all relevant legislation and legal constraints, including medico-legal responsibilities.

5.4 Critical incidents

If a critical incident occurs, students must make contact with the Clinical Placement Coordinator immediately. The University provides automatic coverage for personal accident, professional indemnity and public liability insurance. Further information is available [online](#) at:
<http://students.unimelb.edu.au/admin/insurance>

5.5 Professional Behaviour

These guidelines have been created to provide an outline for students of expected standards of professional behaviour while on clinical placements.

5.6 Dress Standards

Students are expected to adopt professional dress, language and behaviour according to the requirements of the Host Organisation in which their clinical placement takes place. It is expected that students will maintain a professional appearance at all times during all clinical placements and Clinical Educators will reinforce this expectation. Dress should be professional and appropriate for engagement in any type of clinical work or clinical program as relevant within the Organisation.

Examples of dress code recommendations:

- Clothing must be clean, tidy and professional in appearance.
- Clothing should not be provocative or revealing.
- Shirts and tops must not expose cleavage or underwear.
- Males should wear buttoned or tidy polo shirts and long trousers.
- Trousers should be well fitted so as not to expose any skin (e.g., midriff region).
- Denim, jeans, shorts and cargo pants are not permitted.
- Tailored three-quarter trousers are permitted.
- Skirt and dress length should sit at or below the knee.
- Enclosed footwear with non-slip soles should be worn in hospital environments. In some settings, footwear may be open but thongs are not permitted.
- Hair should be neatly groomed and kept firmly secured if long.
- Fingernails should be clean and neatly trimmed to minimise infection risk.
- Jewellery and accessories should be kept to a minimum.
- Facial piercings are generally not permitted, as they can be distracting for clients.

Dress standards may differ across different Host Organisations. Clinical Educators should inform students if there are any specific requirements of their Organisation prior to commencement of the placement. If students are in doubt as to what is considered appropriate attire at an Organisation, they should ask their Clinical Educator. Students are expected to comply with the requirements set by the Host Organisation during their placement.

5.7 Name Badges

Name badges (either University student identification cards or Organisation-specific badges) must be worn by students at all times during their placements, so that they are clearly visible.

5.8 Care of Property

Students are expected to take due care with the use of all property, resources and equipment at their clinical placement. Students must take responsibility for their own personal belongings whilst at their placements. Individual lockers or lockable cupboards may be available for student use at some Organisations. Students should discuss the safe storage of their personal belongings with their Clinical Educator at the commencement of each placement.

5.9 Occupational Health & Safety (OHS)

Students have the responsibilities to comply with the OHS legal requirements, University and School OHS policies and procedures. They must:

- Take reasonable care of their own safety and others in their working environment (on and off campus);
- Not place themselves and others at risks;
- Report all hazards, near misses/incidents and injuries to their course coordinator and (if located off-site) to the host organisation supervisor;
- Not intentionally interfere with or misuse any safety equipment provided;
- Attend OHS trainings and local induction provided;
- Follow instructions and obtain specific trainings;
- Adopt safe work practices including properly wear PPE provided.

Students are expected to fulfil all professional responsibilities and duties during their clinical placements. Students need to notify their Clinical Educator if they are unfit or unable to perform their duties at any stage of the placement.

5.10 Infectious Diseases & Immunisation

Students must comply with the Faculty of Medicine, Dentistry & Health Sciences Infectious Diseases Policy (informed by the VIC Department of Health “Vaccination for Healthcare Workers” requirements) unless a written exemption has been provided by the Dean or his or her nominated representative. It is the student’s responsibility to consult their health practitioner in order to fulfil the immunisation, testing and screening requirements of this Policy.

More information is available at <http://mdhs.unimelb.edu.au/study/student-placements>

5.11 Student Checks

Prior to commencing their first clinical placement, it is compulsory for all students to undergo a Working with Children (WWC) Check and a National Police Record Check, and to ensure that each Check remains valid for the full duration of each placement and the Speech Pathology course.

Students are also advised to take their WWC Check and Police Check with them to their clinical placements, as some Clinical Educators and Host Organisations may require sighting of these documents at the commencement of a clinical placement. Students are also instructed to carry their WWC card and University student identification card with them at all times during their placements. Students are advised to discuss the necessary processes with their Clinical Educator prior to the commencement of each placement.

Please note: Students will not be permitted to undertake any clinical placements unless they obtain and show the University their original Police Record Check and WWC Check. Students who fail to ensure that all prerequisite requirements are met prior to the commencement of a clinical placement subject may be excluded from the clinical program until all compulsory requirements are met.

More information is available at <http://mdhs.unimelb.edu.au/study/student-placements>

5.12 Student Support

The Clinical Education Coordinator at the University provides support for both students and Clinical Educators during clinical placements. Students should immediately and courteously advise their Clinical Educator and/or the University of any Difficulties associated with the continuation of a clinical placement. Students should discuss concerns regarding their placement and progress with

their Clinical Educator in the first instance. Students can also discuss concerns with the University Coordinator (please email to make an appointment). Students should notify the University Coordinator of any relevant pre-existing conditions or personal factors that may impact on their clinical placement, prior to commencing a placement.

More information is available at <http://mdhs.unimelb.edu.au/study/student-placements>

5.13 Stress and Time Management

Students are advised to minimise the impact of external sources of stress as much as possible (such as work, family, and social commitments) and to develop good time management strategies. The use of appropriate coping strategies is also recommended, such as seeking and using support systems from peers, partners, Clinical Educators, University Staff and Student Services (including the Counselling and Psychological Services at The University).

Free support for students is available from a variety of Student Services at The University of Melbourne (<http://services.unimelb.edu.au/>), including:

Academic Skills: <http://services.unimelb.edu.au/academicskills>

Counselling and Psychological Services: <http://services.unimelb.edu.au/counsel>

Disability Liaison: <http://services.unimelb.edu.au/disability>

Health Services: <http://services.unimelb.edu.au/health>

International Student Services: <http://services.unimelb.edu.au/international>

5.14 Safety Community Program

The University has launched the Unisafe app. The app has useful information, resources, and tools to enhance your safety. This FREE app can be downloaded via the App Store and Google Play. For more information visit <http://safercommunity.unimelb.edu.au/>.

5.15 Wellbeing

It is important to balance your life while you are studying at the University of Melbourne. There is extensive wellbeing and mental health programs provided. Further information can be found at <http://students.unimelb.edu.au/balance>

The University of Melbourne also has an extensive counselling and psychological services that are available to students. This aims to promote the overall mental and physical wellbeing to all members of the University and also to assist students with support if they come across with mental or emotional distress. There are also extensive resources, videos, tips, interactive programs and publications that you can use to help your manage your wellbeing and stress. To see what is offered by the Counselling and Psychological Services, visit <http://services.unimelb.edu.au/counsel>.

5.16 Checklist for Students

[Appendix B](#) lists the documentation that students are responsible for managing during each of their clinical placements. Students can contact the Clinical Education Program at the University if they have any questions or concerns regarding the documentation or associated with their clinical placements.

6 Responsibilities & Expectations of Clinical Educators

Students are supervised and supported by dedicated Clinical Educators with a genuine interest in the clinical learning and competency development of their students. During the course of clinical placements, Clinical Educators take dual responsibility for client service and student clinical education within their workplace.

6.1 Supervision Expectations

The Clinical Educator is responsible for the supervision of students whilst they are undertaking their clinical placement. The Clinical Educator is expected to provide students with an appropriate level of supervision and support based on the students' skills, stage of training and level of experience. Clinical Educators retain responsibility for patient management at all times given that students are not yet qualified to practice independently as speech pathologists without supervision. It is expected that Clinical Educators will be available to oversee intervention, education or management approaches provided by students under their supervision, and countersign student entries in client records, files and clinical reports.

6.2 Feedback & Assessment

Clinical Educators are expected to provide active supervision in order to give students regular and timely feedback which highlights their strengths and areas for development, while undertaking the clinical tasks associated with their placement. Clinical Educators undertake both Formative (Mid Placement) and Summative (End Placement) Assessment of students' clinical learning via COMPASS[®], as well as checking and approving students' CBOS Assessment Record Form and Clinical Portfolio at End Placement. Clinical Educators will also provide adequate facilities, infrastructure and appropriate training and learning experiences for students to successfully complete the placement under their supervision (e.g., work space, computer login, computer time, access to all necessary documentation, professional development opportunities, etc.).

6.3 Orientation for Students

Clinical Educators are responsible for planning and providing students with adequate orientation information both prior to and at the commencement of the placement, to ensure effective orientation for the student. This includes providing information about the physical environment and resources available in the Organisation, the structure of the placement, the responsibilities and expectations for the placement, guidelines for communication and important contacts (including emergency contacts). It is important that students are made aware of all relevant guidelines, policies and procedures under which the Organisation operates, including occupational health and safety. Orientation checklists and timelines can be helpful to ensure all information is presented to and completed by students in a timely manner. Often there is information that can be provided to students *prior* to the commencement of their placement that helps orientate students to the Organisation and assists them in their self-preparation and revision. For example, Clinical Educators may wish to suggest particular articles, texts or other resources for students to access prior to commencing their placement. Students are encouraged to initiate contact with their Clinical Educators prior to their placement to gain this kind of information.

6.4 Occupational Health & Safety

For the safety of students, clients and Clinical Educators, the Clinical Educator understands that students need to be supervised by the Clinical Educator when with clients/ patients. Clinical Educators must ensure client safety during all speech pathology services that are provided by

students. The Clinical Educator is also responsible for providing appropriate orientation and training for students in relation to the Host Organisation's policies and safe work procedures. This includes providing the student with information about the environmental, health, safety and security requirements of the Organisation which are relevant to the student's clinical placement.

6.5 Student Absence

Students are expected to attend all clinical placement days and associated activities. If a student is not able to attend a placement day due to illness or emergency, it is the student's responsibility to contact the Clinical Educator and University Clinical Education Program Coordinator as soon as possible, to inform them of his/her absence. Students are required to provide either a medical certificate or a statutory declaration to the University for any absences from a clinical placement, and also provide a copy to their Clinical Educator. Clinical Educators are requested to contact the University if students are not attending placement days or participating satisfactorily in clinical placement activities.

6.6 'Making-up' Missed Clinical Contact

Students may be required to 'make up' missed clinical activities or clinical days if their Educator feels that the missed clinical contact will impact the student's competency development and COMPASS® outcome. This also applies to Public Holidays which coincide with placement days. Clinical Educators may wish to discuss this with the University first. Otherwise, Educators can negotiate additional or alternative clinical contact time/days directly with the student.

6.7 'At Risk' Students

For varied reasons, a student may be identified as 'at risk' during a clinical placement. The term 'at risk' encompasses concerns regarding a student's progress in developing clinical competency; concerns regarding a student's attitude, health, well-being, behaviour communication style or professionalism; and/or concerns about a student's ability to respond to and learn from feedback.

It is important that Clinical Educators inform the Clinical Education Coordinator if they have concerns about a student's performance or progress at any point throughout a placement. This includes concerns relating to a student's attendance, punctuality, behaviour, responsibility, attitude, communication style and development of clinical competency.

In the first instance, Clinical Educators need to provide the student with appropriate verbal and written feedback. In particular, the mid-placement COMPASS® provides the formal opportunity for Clinical Educators to provide students with clear and definitive formative feedback about their progress in the placement. It is important for feedback to be transparent and to be documented.

If the student does not appear able to learn from and respond to feedback provided to him/her by the Clinical Educator, the Educator can contact the University Coordinator for support. It is important that Clinical Educators inform the Clinical Education Coordinator at the University as soon as any concerns arise about a student or a placement, so that the issues can be addressed and appropriate measures and support can be implemented. The University of Melbourne supports both Clinical Educators and students through the provision of reasonable access to an academic staff member (typically the Clinical Education Coordinator) to liaise with each student and their Clinical Educator throughout the course of the placement. The University is committed to working with Clinical Educators and students in addressing concerns and in devising a remedial action plan (if indicated). Email, phone or onsite support can be arranged. Therefore, please inform the

University Coordinator immediately when a student is experiencing difficulties during placement or is considered to be 'at risk' of failing.

The University of Melbourne monitors the academic progress of all students and retains overall responsibility for the final assessment outcome (including final decisions regarding pass/fail of clinical subjects).

6.8 Feedback to the University

Clinical Educators are expected to provide feedback to students and the University about students' performance during their clinical placement.

The Mid Placement COMPASS® Assessment provides a structured process for feedback on a student's performance. At the midway point of a placement, Clinical Educators provide students with feedback on their development of competency on all relevant COMPASS® elements and units. At this time, Clinical Educators are also asked to indicate to the University if they have any particular concerns about a student's performance during their clinical placement. The University emails a brief feedback form to all Clinical Educators at the midway point of every placement, for Clinical Educators to provide brief feedback to the University regarding students' performance. Regardless, Clinical Educators can contact the Clinical Education Coordinator at any time during a placement if they identify a student as being 'at risk' (refer to the previous section). It is important that if a student begins to demonstrate difficulties in managing their clinical responsibilities during the placement that the Clinical Educator informs the University as soon as possible. This ensures that appropriate supports and strategies can be identified and implemented in good time to assist the student to achieve the goals of the placement.

Further feedback from Clinical Educators is sought via the checking and approval of students' CBOS Assessment Record Form (refer to CBOS (2011) Assessment Record Form in section 11).

6.9 Training for Clinical Educators

The University of Melbourne facilitates quality clinical placements within the workplace by providing effective training for clinical educators, resources, support and liaison.

The Department of Audiology and Speech Pathology offers free education and training to Clinical Educators in the assessment of students using COMPASS®, as well as a variety of other practice education-focussed professional development topics including educational principles and theory, adult learning styles, peer learning, supervisory and teaching styles, and giving effective feedback. We will advise you of training sessions throughout the year.

We are happy to provide COMPASS® training sessions for placement providers on request (e.g. on-site training, up-skilling and question/answer sessions with groups of Clinical Educators in larger organisations, organisational networks or rural settings). COMPASS® workshops are open to Speech Pathologists only.

Please contact the Clinical Placements Officer (sp-clined@unimelb.edu.au) to register your interest in professional development and receiving notification of upcoming training events for Clinical Educators, both internal and external to The University of Melbourne.

6.10 Checklist for Clinical Educators

[Appendix C](#) contains a checklist of the various processes and documents that Clinical Educators need to be familiar with during clinical placements. Clinical Educators are encouraged to contact the University Clinical Education Program if they have any questions or concerns regarding the documentation or processes associated with student clinical placements.

6.11 Learning Agreement & Learning Goals

Students should be given the opportunity to discuss their previous workplace and clinical experiences, skills, strengths, learning styles and learning goals with their Clinical Educator as part of the orientation to their placement in week 1. At this meeting, the student can discuss specific targets and areas he/she would like to focus on during the placement and specific, achievable learning goals can be developed collaboratively between the student and the Clinical Educator (using the SMART principles for goal setting). The student and Clinical Educator can then negotiate a plan as to how these learning goals might be addressed and achieved during the placement.

6.12 Commencement of a Placement

Please use the 'Learning Agreement' (see [Appendix D](#)) to negotiate the learning goals and a learning contract with each student at the commencement of their placement. Students are encouraged to complete the relevant sections of their 'Learning Agreement' (including drafting their goals) *prior* to commencing each placement, so that they are prepared for discussion of the Agreement with their Clinical Educator during orientation. Discussing and filling out the 'Learning Agreement' together allows the student and the Clinical Educator to clearly communicate their expectations of the placement, and discuss guidelines about supervision and feedback, from the commencement of the placement. The 'Learning Agreement' can then be used to monitor and review progress towards achieving the student's goals throughout the placement.

6.13 Mid Placement Review

It is recommended that review of the 'Learning Agreement' be ongoing throughout a placement. In particular, *formal review of the Learning Agreement at the midway point of a placement (coinciding with the COMPASS® Mid Placement Assessment)* can be an important tool to reflect upon the student's clinical learning and experiences during the first half of the placement, and to ensure that progression continues in the desired direction through to the end of the placement. It can also be important to highlight areas of concern or difficulty for the student and to determine alternative strategies to achieve learning goals. In conjunction with the COMPASS® Assessment, the Learning Agreement is a useful tool for reviewing a student's progress, and planning learning opportunities and revised goals for the second half of their placement.

Students are required to submit their completed 'Learning Agreement', including their Learning Goals, within their Clinical Portfolio at the end of each placement.

6.14 Competency Assessment in Speech Pathology – COMPASS®

COMPASS® is a validated competency-based assessment tool developed to assist in the evaluation of speech pathology students' performance in the workplace, to identify their learning needs and to determine their readiness to enter the professional workforce.

For all COMPASS® resources and instructions please check the 'My Resources' tab when you sign into your account through <https://compass.speechpathologyaustralia.org.au/>

COMPASS® is used by the CE working directly with the student to judge and rate the student's current level of competence in the workplace. The assessment process incorporates a formative component and resource materials to assist the CE and the student in the process of developing the student's competence.

The competencies addressed by COMPASS® include Occupational Competencies and Professional Competencies. The Occupational Competencies were identified by the Australian speech pathology community and described in the Competency-Based Occupational Standards—Entry-level document (Speech Pathology Australia, 2011). These competencies are an integral part of the process used by Speech Pathology Australia to accredit professional preparation programs as providing appropriate education and experience for students to enter their profession and be eligible for membership with Speech Pathology Australia. The Professional Competencies represent competencies identified through research as enabling the competent practice and ongoing development of the Occupational Competencies. These Professional Competencies are integral, in association with Occupational Competencies, to the development of workplace performance to a level sufficient to enter the profession of speech pathology.

Using COMPASS®, judgement of a student's competency is recorded by placing a mark on a visual analogue rating scale for 11 competencies. The 11 competencies assessed by COMPASS® are a combination of two (2) closely interrelated sets of competencies. The first set of 4 competencies is the *Professional Competencies*. These competencies underpin performance on the second set of seven occupational or *CBOS Competencies*. The 11 competency units are as follows:

Professional Competencies

Unit 1: Reasoning

Unit 2: Communication

Unit 3: Learning

Unit 4: Professionalism

CBOS (2011)

Unit 1: Assessment

Unit 2: Analysis and Interpretation

Unit 3: Planning Evidence-Based Speech Pathology Practices

Unit 4: Implementation of Speech Pathology Practice

Unit 5: Planning, Providing and Managing Speech Pathology Services

Unit 6: Professional and Supervisory Practice

Unit 7: Lifelong Learning and Reflective Practice

7 COMPASS® Online

COMPASS® began in 2006 as a paper-based assessment tool completed and scored by hand. From 2012 onwards, The University of Melbourne Master of Speech Pathology uses COMPASS® Online, a web-based application hosted by Portal Australia. COMPASS® Online, revised and updated in 2014, has been developed as an online system designed to manage, collect and store the competency scores for all speech pathology students studying in Australia and New Zealand and undergoing clinical placements, across the duration of their course. COMPASS® Online allows on-going and real-time management of the clinical education process, reduces the time taken to measure and score student assessments, and provides the opportunity for increased student participation in the learning process and development of competency. Speech Pathology Australia offer online COMPASS® training modules and support for Clinical Educators.

At a broader level, COMPASS® Online enhances the ability for cooperative research across the speech pathology profession and it provides a platform for on-going recalibration and reevaluation of COMPASS®. COMPASS® Online can be accessed via the following link: <https://compass.speechpathologyaustralia.org.au/>

7.1 Completing COMPASS® Online

Clinical Educators are responsible for completing a Mid Placement and End Placement COMPASS® Assessment with the students that they supervise. If a student is being jointly supervised by more than one Clinical Educator, one of the Educators needs to be nominated as the primary supervisor responsible for completing the COMPASS® Assessment for that student. The student's placement will then be assigned to that Educator's COMPASS® Online profile. Multiple students, including students from different universities and different speech pathology programs, can be linked into an Educator's single COMPASS® Online profile.

When a Clinical Educator is assigned as the primary supervisor of a student's clinical placement, they will receive an email from COMPASS® Online outlining the student's name, the start and end date of the placement and a link to COMPASS® Online, where they can open the student's placement in their online profile. If the Mid and/or End Placement Assessment is not completed by the due date, the Educator and/or student may be sent a reminder email from COMPASS®.

All Clinical Educators supervising speech pathology students from The University of Melbourne will be able to access COMPASS® Online through their personal login and password. If a Clinical Educator has any queries about COMPASS® Online, please contact the Clinical Placements Coordinator.

7.2 Student Responsibilities with COMPASS®

Students are required to familiarise themselves with COMPASS®, the Behavioural Descriptors, and the Professional and CBOS Competencies. Students need to know the expectations for each placement (including reading the relevant Behavioural Descriptors), and prepare for their Mid and End Assessment by completing their own COMPASS® self-evaluation. Students need to complete their self-evaluation in COMPASS® Online *prior* to their Clinical Educator; otherwise the student will be unable to access their online assessment (i.e., they will be locked out of the assessment). Students can access an electronic copy of the COMPASS® Manual and other resources within the 'My Resources' tab within their COMPASS® Online profile.

8 CBOS (2011) Assessment Record Form

For each clinical placement, students need to fill out the electronic 'CBOS (2011) Assessment Record Form' (see [Appendix E](#)). This 1-page electronic form is used to track the CBOS 2011 Units and Ranges of Practice that students have been assessed on and passed during their clinical placement (relevant to their stage of competency development). Through completion of this Assessment Record Form, students' experiences are tracked against CBOS (2011) by the University in a central database of student placement experiences. This database is used to track students' competency against the CBOS Units and Ranges of Practice throughout the Masters program, and to plan students' future placement allocations to ensure that each student has opportunities to demonstrate competency against all CBOS Units and Ranges of Practice over the course of the Masters program. The University carefully manages the allocation of students to clinical placements to ensure that all students gain access to an adequate variety of clinical experiences across different placement sites and across all CBOS Ranges of Practice.

Students need to complete the *CBOS Assessment Record Form* on 2 occasions per placement:

Mid Placement Assessment, as an indicator of the student's experiences during the first half of their 2b, 3a and 3b placements only (**students are to email their completed mid-placement CBOS form to the Clinical Placements Coordinator at the University, as soon as they have completed the form*)

End Placement Assessment, as a final record of the student's experiences during the placement. Clinical Educators are asked to ensure that the student's CBOS Assessment Record Form is complete and correct prior to the student submitting the form to the University. *Students will copy their Clinical Educators on the final version of the CBOS Assessment Record Form that they email to the Clinical Placements Coordinator.* Clinical Educators should contact the Clinical Placements Coordinator if the form submitted by the student is not complete and correct. Students need to include their completed CBOS Assessment Record Form within their Clinical Portfolio, which is then signed by the Clinical Education Coordinator at the University.

Further details regarding CBOS (2011) are available via the following link:

<http://www.speechpathologyaustralia.org.au/professional-standards-ps/competency-based-occupational-standards>

9 Clinical Hours Timesheet

Counting clinical hours is *not a requirement* of Speech Pathology Australia or the Master of Speech Pathology course at The University of Melbourne. There is no minimum number of 'hours' that students must accrue during their clinical placements in order to graduate and work as a Speech Pathologist in Australia. Rather, throughout the Clinical Education Program at The University of Melbourne, students must gain experience and demonstrate competency across all CBOS 2011 Units and Ranges of Practice.

Whilst counting clinical hours is not a requirement, students may wish to keep a record of their 'hours' during their clinical placements. At the end of each placement, the duration in 'hours' can be recorded on the final page of the COMPASS® End Placement Assessment (rounded up or down to the nearest half hour). Placement duration in 'days' can also be recorded in COMPASS®. Alternatively, a timesheet is available which students can use to record their clinical contact hours at each placement (use one sheet per placement; see [Appendix F](#)).

10 Clinical Portfolio

During each clinical placement, students are required to develop and maintain a comprehensive Clinical Portfolio as a part of the assessment for each of the three Speech Pathology Practice subjects (this is assessed as a hurdle requirement). The Clinical Portfolio is a collection of documents that demonstrates clinical learning throughout the Masters program. Clinical Portfolios also provide direct evidence of students' development of competence towards Entry Level across their placements and can be used to identify any gaps in clinical experience.

Within their Clinical Portfolio, students keep a record of the documentation, learning experiences and resources they acquire and develop during their clinical placements. Students are to develop their Clinical Portfolio as a collection of clinical resources, including completed (de-identified) assessments, copies of assessment reports, session plans, session notes, case study presentations, written feedback from Clinical Educators and their own written reflections. In this way, the Clinical Portfolio supports the student's self-reflection and lifelong learning skills, as well as assisting staff at The University of Melbourne to monitor the development of students' clinical competence and experience across the CBOS (2011) Range of Practice. Students will also find its contents helpful in preparing for graduation, developing their curriculum vitae and addressing key selection criteria for position applications.

Clinical Educators are encouraged to promote the Clinical Portfolio as an important collection of documents which provide evidence of clinical learning. It is suggested that students be encouraged to think about what they might include in their Clinical Portfolio right from the outset of a clinical placement. Clinical Educators may wish to suggest the inclusion of documents or resources that they consider useful or of particular importance for students. Students may also benefit from reminders about the need to ensure client-related identifying information be removed from any documents they include in their Portfolio. At the conclusion of each placement, Clinical Educators are asked to look through students' Clinical Portfolios to review the contents (including verification of what is/is not permitted offsite from the Host Organisation) and sign the students' coversheet (see [Appendix G](#)).

Students are required to submit their completed Clinical Portfolio to the Subject Coordinator within one week of the final day of each Speech Pathology Practice subject. The Clinical Portfolio may be presented as either a hard copy compilation of documents (e.g., in a ring binder with dividers) or an electronic folder of documents (e.g., on USB) or a mix of both methods.

At the commencement of each Speech Pathology Practice subject, students are provided with a checklist of the mandatory items which they are required to include within their Clinical Portfolio for that subject, as well as other examples of evidence that they are strongly encouraged to collect and include in their Clinical Portfolio as resources to support their continual clinical learning and clinical practice.

11 Course Accreditation

In 2012, The University of Melbourne Master of Speech Pathology course received full accreditation from Speech Pathology Australia against the 2011 Competency Based Occupational Standards (CBOS) for the maximum period of five years (2012-2016). The Master of Speech Pathology course at The University of Melbourne is committed to educating excellent workforce-ready graduates and to being a leading example of high quality teaching, education and research in speech pathology, both in Australia and internationally.

12 Mutual Recognition of Professional Association Credentials (MRA)

Speech Pathology Australia provides information about the Mutual Recognition of Professional Association Credentials (MRA) which exists between numerous international speech pathology professional bodies, including ASHA (United States of America), CASLPA (Canada), IASLT (Ireland), NZSLT (New Zealand), RCSLT, (United Kingdom), and SPA (Australia).

The MRA Agreement is not one of reciprocity or reciprocal recognition of qualifications. The Agreement is of mutual recognition that, under some conditions, the six associations have substantially equivalent credentials and that it is therefore possible for certified or full members of one association to become recognised by the other associations. The Agreement does not ensure migration to any of the other countries as all conditions for migration have to be met nor does it ensure employment in the country which the speech pathologist may wish to visit. However, it provides the possibility of professional recognition of the speech pathologist by the Associations signatory to the Agreement. It should be remembered that each country and, in some cases, states within that country may have local requirements that also need to be met.

If students are interested in working overseas as Speech Pathologists following graduation, they need to make contact with the relevant international association and/or governing body in the country that they are looking to work in as a Speech Pathologist, as each country has its own requirements.

13 Faculty of Medicine, Dentistry and Health Sciences Excellence in Clinical Teaching (EXCITE) program

Clinical educators may be interested in pursuing post graduate study in the area of clinical teaching. The EXITE program (run by the Faculty) has a clear focus on excellence and the direct interface between clinician and learner. EXCITE activities are directly applicable to the clinician's experience, linking solid educational theory with the realities of their workplace. EXCITE offers a *Graduate Certificate in Clinical Teaching*, *Graduate Diploma in Clinical Teaching*, and a *Master of Clinical Education*. For more information please visit

http://excite.mdhs.unimelb.edu.au/about_the_program.

14 List of appendices

[Summary of 2018 Clinical Education Program](#)

[Checklist for Students](#)

[Checklist for Clinical Educators](#)

[Learning Agreement](#)

[CBOS \(2011\) – Assessment Record Form](#)

[Clinical Contact Hours](#)

[Clinical Portfolio Coversheet](#)

APPENDIX A Summary of 2018 Clinical Education Program

**Master of Speech Pathology
2018 Clinical Education Program**

Year 1 Students:

PLACEMENT 1 (Novice level)

Year 1, Semester 2

Commencing week of Thursday 16 August– concluding by Friday 19 October 2018*

1 day per week, for 9 weeks (total 9 placement days)

Placement days: Thursday OR Friday

Expectations: Structured observation, meet & greet, establishing rapport, collect case history, obtain language/speech sample, listen and record information accurately, administer part of an assessment or implement part of an intervention.

**NB: Monday 24 Sep – Sunday 30th Sep 2018 is the University non-teaching period. No placement days during this week.*

Year 2 Students:

PLACEMENT 2a (Intermediate level)

“Summer Block”

Commencing anytime from Tuesday, 2nd January – concluding by Friday 16th February 2018

4 weeks fulltime (4 days/week of clinical contact, plus 1 day/week of preparation; total 16 placement days)

Expectations: Participate in assessing & managing infants, children, young people & adults; collect case histories; have highly developed observational skills; identify & differentially diagnose problems; identify co-morbidities; suggest appropriate referral options.

**NB: Earlier start dates can be negotiated for this placement, commencing 27th November 2017.*

PLACEMENT 2b (Intermediate level)

Year 2, Semester 1

Commencing week of Monday 26th February – concluding by Wednesday 23rd May 2018*

1 day/week for 12 weeks OR 2 days/week for 6 weeks (total 12 placement days)

Placement days: Monday AND/OR Tuesday AND/OR Wednesday (maximum 2 days per week)

Expectations: Same as for Placement 2a

**NB: Friday 30th March – Sunday 8th April 2018 is the University non-teaching period. No placement days during this week, unless requested by the Host Organisation. Also note: Labour Day is not a University holiday. Please let us know if you need to reschedule this placement day.*

PLACEMENT 3a (Entry level)

“Winter Block”

Monday 2nd July – Friday 3rd August 2018.

4 weeks full-time (4 days/week of clinical contact, plus 1 day/week of preparation; total 16 placement days)

Expectations: Prepare for independent clinical practice, setting of intervention goals, planning & execution of intervention.

PLACEMENT 3b (Entry level)

Year 2, Semester 2

Commencing week of Monday 13th August– concluding by Wednesday 17th October 2018*

2 days/week for 9 weeks (total 18 placement days)

Placement days: Two of Monday, Tuesday or Wednesday

Expectations: Same as for Placement 3a

**NB: Monday 24 September – Sunday 30th September 2018 is the University non-teaching period. No placement days during this week.*

For any inquiries relating to placement offers, coordination and administration, please contact the Clinical Placement Officer (email: sp-clined@unimelb.edu.au)

APPENDIX B Checklist for Students

Checklist for Students

It is the student's responsibility to ensure they have organised each of the following documents and resources *prior* to commencing each clinical placement.

It is also the student's responsibility to ensure that he/she manages these documents *throughout* each clinical placement and reports any problems or concerns immediately to the University.

- University Student Identification Card – to be worn during clinical placements
- Police Check – must be valid for the duration of each placement; Host Organisations may request to sight students' original Police Checks prior to commencement of a placement
- Working With Children (WWC) Check – must be valid for the duration of each placement and carried at all times during a placement; Host Organisations may request to sight original WWC checks prior to commencement of a placement
- Learning Agreement & Learning Goals – to be discussed with Clinical Educators at the commencement of each clinical placement and reviewed throughout the placement
- Clinical Portfolio – to be developed throughout each placement, shown to Clinical Educators for approval, and submitted to the University for assessment (hurdle requirement) at the end of each Speech Pathology Practice subject
- Clinical Portfolio coversheet – to be signed by Clinical Educators at the end of each clinical placement
- Faculty MDHS Student Declaration for 'Off Campus Activities' – to be signed and submitted to the MDHS student centre prior commencing the first clinical placement
- COMPASS documents, which are available in the online resources CBOS (Revised 2011) Assessment Record Form – to be completed electronically by the student under the supervision of the Clinical Educator at the midpoint (only *placements 2b, 3a and 3b*) and end of *each* clinical placement. The student is responsible to submit the completed CBOS form via email to the Clinical Placement Coordinator by the previously specified deadline.
- CBOS (2011) Cumulative Self-Tracking Form – to be updated at the end of each placement and included within the Clinical Portfolio

APPENDIX C Checklist for Clinical Educators

Checklist for Clinical Educators

It is important for Clinical Educators to be aware of the following processes and documents associated with student clinical placements:

- Either a Professional Placement Letter Agreement (PPLA) or a Student Clinical Placement Agreement– to be signed by the University and the Host Organisation prior to the commencement of student clinical placements
- Learning Agreement & Learning Goals – to be prepared and provided by the student at the commencement of a placement; to be completed and signed by the Clinical Educator in joint discussion with the student during the first 1-2 weeks of the placement; to be reviewed with the student at the Mid Placement assessment and the learning goals revised as appropriate
- COMPASS® Training and Clinical Educator Workshops – free training provided by the University for Clinical Educators; contact the University to register interest
- Access to COMPASS® Online – profile set up by the University
- Completion of the COMPASS® Online Assessment at Mid and End Placement (for instructions and resources please refer to COMPASS® <https://compass.speechpathologyaustralia.org.au/>)
- Mid Placement feedback form – emailed by the University to Clinical Educators at the midway point of a placement, for Clinical Educators to complete and return to the University regarding the student’s performance
- CBOS (2011) Assessment Record Form – to be provided by the student at the midpoint and end of each clinical placement; to be completed by the student in discussion with the Clinical Educator. The student is responsible to submit the completed CBOS form via email to the Clinical Placement Coordinator by the previously specified deadline.
- Clinical Portfolio coversheet – Clinical Educators are to review students’ clinical portfolios during the placement and sign the coversheet at the end of the placement

APPENDIX D Learning Agreement



Student Name: _____

Subject (please tick): AUDI90032 AUDI90033 AUDI90039

Placement (please tick): 1 2a 2b 3a 3b

Host Organisation: _____

Clinical Educator(s): _____

Instructions for Clinical Educators: Please complete this Learning Agreement with each student at the beginning of their placement. Filling out the Learning Agreement together allows the student and the Clinical Educator to clearly communicate each other's expectations of the placement, and discuss guidelines about supervision and feedback. The Learning Agreement also allows the student to list the specific areas and goals he/she would like to focus on during the placement, for discussion and negotiation with his/her Clinical Educator. Please review this Agreement at the Mid Placement Assessment, and revise accordingly.

1 Orientation

1.1 Student to provide a brief overview of experiences from past clinical placements

Caseload (populations, ranges of practice, diagnoses, etc.):

Settings (hospital, community centre, home-based, etc.):

Service Delivery (individual sessions, group sessions, consultations, assessments, etc.):

Other:

1.2 Clinical Educator to provide information about the current clinical placement

Caseload (clients, speech, language, dysphagia, etc.):

Setting:

Service delivery (individual sessions, group sessions, consultations, assessments, etc.):

Other:

2 Expectations

2.1 Clinical Educator to outline work expectations

Workload (expected of the student):

Session plans (format and timing)

Client files/note taking (format and responsibility):

Reports (format and timing)

Other

2.2 Learning and Supervisory styles

Student to discuss preferred learning style

Clinical Educator to discuss preferred supervisory style

2.3 Feedback

Student and Clinical Educator to discuss type, frequency and timing of feedback

2.4 Reflections and Self Evaluations

Student and Clinical Educator to discuss activities that support student's reflective skills

Student's signature: _____ Date: _____

Primary Clinical Educator's signature: _____ Date: _____

Secondary Clinical Educator's signature: _____ Date: _____

3 Learning Goals

Instructions for Students: Please list your learning goals for this specific clinical placement. Your learning goals may be based on COMPASS® Units and Elements (an example is given). Discuss and plan learning opportunities with your Clinical Educator, in order to support you to achieve your goals by the end of this placement. It will be important to review and revise your goals throughout your placement, including formal review with your Educator at the Mid Placement assessment.

Learning Goal	Plan / opportunity to achieve Goal	Achieved
e.g., Planning intervention (CBOS 3.1): Improve ability to plan intervention goals based on assessment results, and parent and teacher-reports for school aged children	Student will write a speech pathology session plan for one client, following an assessment and parent-teacher meeting next week.	

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Student's signature: _____ Date: _____

Primary Clinical Educator's signature: _____ Date: _____

Secondary Clinical Educator's signature: _____ Date: _____

APPENDIX E CBOS (2011) – Assessment Record Form

CBOS (Revised 2011) – Assessment Record Form

Student Name:

Student ID:

Placement Facility:

Clinical Educator:

Placement Dates: From: [Click here to enter a date.](#) To: [Click here to enter a date.](#)

Assessment Stage (Select one): Mid-Placement End-Placement

Placement Type (Select one): 1 (Novice) 2a (Intermediate) 2b (Intermediate)
 3a (Entry) 3b (Entry)



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To fill in the table below, click the relevant category and select the check symbol (✓) from the drop-down box for each range indicator that has been assessed and passed during the clinical placement. Leave it as N/A if it has not been assessed.

Competency-Based Occupational Standards - Revised (2011)

	Language		Speech		Swallowing		Voice		Fluency		Multi-Modal Communication	
	Child	Adult	Child	Adult	Child	Adult	Child	Adult	Child	Adult	Child	Adult
Assessment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Analysis and Interpretation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Planning evidence-based Speech Pathology Practice	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Implementation of Speech Pathology Practice	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Planning, Providing & Managing Speech Pathology Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Professional & Supervisory Practice	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Lifelong learning & Reflective Practice	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

When complete, please email this form to so-clined@unimelb.edu.au and copy in the CE as required.

Master of Speech Pathology Course, 2014

APPENDIX F Clinical Contact Hours



Clinical Contact Hours

Student Name: _____ Subject (please tick):

Student ID: _____ AUDI90032

Host Organisation: _____ AUDI90033

Placement Dates: _____ AUDI90039

Clinical Educator/s: _____

Enter the total number of Time Units spent in each Range of Practice whilst on placement. 1 Time Unit = 15 minutes (please round up to the nearest Unit).

Range of Practice (CBOS, Revised 2011)						
	Language	Speech	Swallowing	Voice	Fluency	Multi-Modal Communication
Paediatric						
Adult						

Student's signature: _____ Date: _____

Clinical Educator's signature: _____ Date: _____

Clinical Education Coordinator's signature: _____ Date: _____

APPENDIX G Clinical Portfolio Coversheet

STUDENT NAME:

STUDENT ID:

PLACEMENT 1

Host Organisation _____

Clinical Educator/s _____

Portfolio checked by the CE at the end of Placement 1?

CE Signature: _____ Date: _____

PLACEMENT 2a

Host Organisation _____

Clinical Educator/s _____

Portfolio checked by the CE at the end of Placement 2a?

CE Signature: _____ Date: _____

PLACEMENT 2b

Host Organisation _____

Clinical Educator/s _____

Portfolio checked by the CE at the end of Placement 2b?

CE Signature: _____ Date: _____

PLACEMENT 3a

Host Organisation _____

Clinical Educator/s _____

Portfolio checked by the CE at the end of Placement 3a?

CE Signature: _____ Date: _____

PLACEMENT 3b

Host Organisation _____

Clinical Educator/s _____

Portfolio checked by the CE at the end of Placement 3b?

CE Signature: _____ Date: _____