



THE UNIVERSITY OF
MELBOURNE

Faculty of Medicine,
Dentistry and Health
Sciences

Master of Speech Pathology Clinical Education Handbook 2020



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1. Introduction to Clinical Education Handbook

This Handbook is a guide to the Clinical Education Program of the Master of Speech Pathology course at The University of Melbourne. The handbook 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.

Key Contact Information

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Clinical Education Coordinator

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(03) 9035 6030

Please contact Sinead with any questions or concerns relating to student performance, progress or well-being. Please also contact Sinead regarding placement offers, COMPASS®, and all other matters related to clinical education.

Dianne Storey

Clinical Placement Officer

sp-clined@unimelb.edu.au

(03) 8345 8674

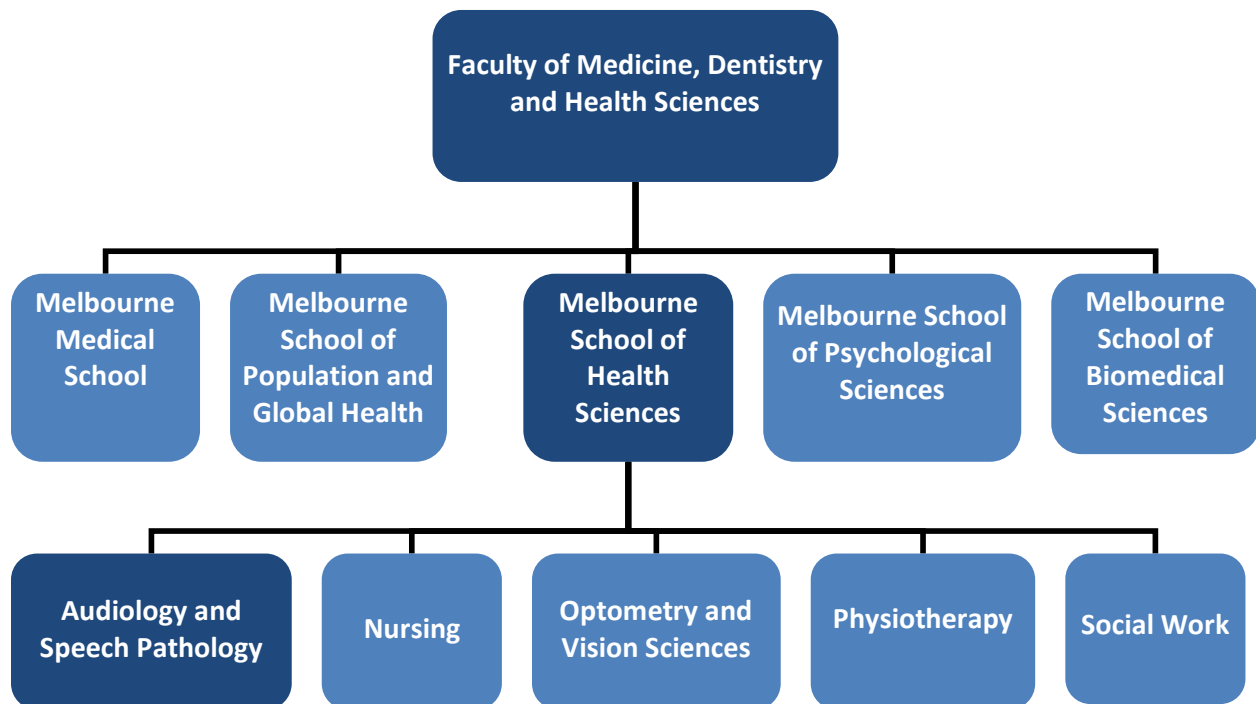
Please contact the Dianne with any questions or concerns relating to placement agreements, student rostering, PlaceRight queries, or any other administrative matters.



2. Overview of Master of Speech Pathology at the University of Melbourne

Founded in 1853, 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 2020).

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. 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.



Master of Speech Pathology Course structure

The Master of Speech Pathology is a two year full time course which 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 representing over 100 countries.

Over the course of the degree students complete a range of theoretical and practical subjects. The course consists of formal lectures, seminars, practical work and student presentations along with substantial clinical component. Students will be scheduled for approximately 500 hours of supervised

clinical work during the two-year course at various health-care and educational facilities in metropolitan and rural areas in Victoria. For detailed information of each subject please reference the Master of Speech Pathology Handbook at <https://handbook.unimelb.edu.au/courses/mc-spchpth/>

| | | | | | |
|--|---|---|--|--|---|
| Year 1 | | | | | |
| Semester 1 | | | | | |
| 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 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 | Independent Studies in Speech Pathology AUDI90040 | 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 readiness subjects (pink)

**Clinical placement subjects (blue)

Research Subjects (green)

Theoretical subjects (orange)

3. Overview of Clinical Education Program

The Clinical Education Program is comprised of two components:

- Three clinical readiness subjects which support the students to develop clinical skills in a combination of lecture and workshop environments
- Three Speech Pathology Practice subjects (in which clinical placements are embedded),
 - There are **five clinical placements** across the two years

Clinical Placements

Students complete five separate placements over the two year programme. The Clinical Education Coordinator at the University allocates students to placements based on a set of criteria to ensure students will have opportunity to develop competence across a range of practice areas and across both adult and paediatric populations. Placements are allocated based on competency requirement and physical location. Placement allocations are final -no picking or swapping placements is permitted.

| Level | Placement | Clinical days | Timing |
|--|-----------|----------------------------|--|
| Novice Level - first clinical placement, requiring high levels of support for all tasks. Some observation expected however students required to be actively involved in client work. | 1 | 9 direct days | Year 1, Semester 2 |
| Intermediate – second and third clinical placements, requiring moderate levels of support, although lower support with familiar / simple situations. | 2a | 20 (16 direct, 4 indirect) | In between Year 1 and Year 2 |
| | 2b | 12 direct days | Year 2, Semester 1 |
| Entry Level – penultimate and final placements, working towards minimum competency required to enter profession, working towards independence with supervision. More support required for novel / complex situations. | 3a | 20 (16 direct, 4 indirect) | Year 2, in between Semester 1 and 2 of |
| | 3b | 18 direct days | Year 2, Semester 2 |

Indirect Days on Placement

Placements 2a and 3a have 4 'indirect' days in addition to the 16 direct clinical days. Indirect days can be on or offsite but do not direct supervision. Students are directed to complete a QI project by their clinical educator. Examples of QI projects completed by students include:

- Completing a literature review of a topic set by the clinical educator, presenting this information orally and developing a written summary for the team
- Developing, trialling and refining pro-formas to be used within the clinical setting e.g. student feedback forms, group data collection forms, case history forms
- Developing and piloting new group programs
- Development of student resource manual for future students on clinical placements
- Developing an audit system for clinical resources
- Database management

The QI project can be used to measure student competency on COMPASS® e.g. *Unit 5.4: Update, acquire and/or develop resources; Unit 4.1 Display appropriate organisational skills*

4. Novice Placement

This is the first clinical placement that students undertake and therefore students require high levels of supervision and support in all clinical activities. This placement is in the second semester of year one.

What have the students covered in the coursework prior to commencing this placement?

In semester one, students have covered

- Anatomy
- Physiology
- Linguistics (including language sampling)
- Phonetics (including transcription)
- Communication development across the lifespan (including developmental milestones and changes associated with aging)
- Clinical workshops including
 - Case history taking
 - Working with interpreters
 - Communication and interpersonal skills
 - Report writing
 - SOAP notes
 - Assessment - including administering and scoring standardised assessments, oral peripheral assessment and observational assessment
 - Development of reflective practice

Concurrently to their novice placement, students are completing coursework relating to the assessment and management of disorders of speech, language, voice and swallowing. From a clinical skills perspective, students are learning how to develop session plans, set goals, appraise the literature, engage in EBP and document treatment.

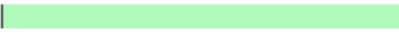

What clinical experience have the students had before this placement?

Students have successfully completed the following pre-clinical activities in semester one:

- **Kindergarten visit** – including analysis of play, language sampling, and broad transcription of typically developing preschool age children.
- **Supported Conversation for Adults with Aphasia (SCA)™ Practical Workshop**
- **Objective Structured Clinical Examination (OSCE)** – students are examined with a simulated patient i.e. an actor trained to present with a standardised set of symptoms. Students must pass Semester 1 OSCE before being permitted to commence their novice placement.

What are the pass criteria for this placement?

Students must attend the placement with satisfactory attendance and be rated at novice level by completion of their clinical placement. On COMPASS[®] Online, this is towards the very far left of the visual analogue scale:

| Overall rating | |
|----------------|--|
| Student | No Opportunity: <input type="checkbox"/>  |
| Educator | No Opportunity: <input type="checkbox"/>  |

This is the **minimum** level required to pass, however Clinical Educators are reminded to rate students based on the behavioural descriptors – many students may demonstrate competency above this level, particularly in generic competencies such as “Learning” and “Professionalism”.

Because this placement is embedded within a subject (SPP1), students must pass each of the following hurdle requirements in order to pass the subject:

- Assessment by Objective Structured Clinical Examination (OSCE) or video observation examination at the end of Semester 2
- Completion of a Clinical Portfolio
- 100% attendance and participation at all clinical placements and workshops
- Minimum novice level competency on COMPASS[®], as described above.



5. Intermediate Level Placements – 2a & 2b

The intermediate placements are the second (2a) and third (2b) clinical placements of the course. Typically, one intermediate placement is with an adult population and the other is with paediatrics. When the student commences the clinical placement, they are coming in with novice level skills. They are expected to be at Intermediate level by the *end of both* their 2a and 2b placements.

What have the students covered in the coursework prior to commencing this placement?

Students complete their 2a placement *before* commencing Year 2. Please see the previous section for details of the coursework covered in Year 1. Of note, students have demonstrated minimum novice level competency in case history taking, data collection, assessment, goal setting and written documentation. We ensure students have opportunity to develop and demonstrate these skills in university simulated clinical environments even if students had not had opportunity on their novice level placement.

Concurrently to their 2b placement, students are completing coursework relating to

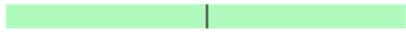

- More complex presentations including Autism Spectrum Disorder, Cerebral Palsy, Cognitive Communication Disorders, AAC and psychiatric disorders.
- Disorders of fluency
- Critical appraisal of different intervention approaches including telehealth, collaborative practice, group intervention, & counselling
- Commencing their independent research study

What clinical experience have the students had before these placements?

Students have successfully completed their novice placement in first year. This may have been in any clinical setting, adult or paediatric. Additionally, they have demonstrated novice level competency in Objective Structure Clinical Examinations (OSCEs) with trained actors who pose as simulated patients.

What are the pass criteria for this placement?

Students must attend the placement with satisfactory attendance and be rated at intermediate level by completion of both their 2a and 2b clinical placements. On COMPASS[®] Online, this is the middle of the visual analogue scale:

| Overall rating | |
|----------------|--|
| Student | No Opportunity: <input type="checkbox"/>  |
| Educator | No Opportunity: <input type="checkbox"/>  |

Because these placements are embedded within a subject (SPP2), students must also pass each of the following hurdle requirements to pass the subject:

- Assessment by Objective Structured Clinical Examination (OSCE) or video observation examination at the end of Semester 1
- Completion of a Clinical Portfolio
- 100% attendance and participation at all clinical placements and workshops
- Minimum intermediate level competency on COMPASS[®], as described above.

6. Entry Level Placements – 3a & 3b

The 3a and 3b placements are the penultimate and final clinical placements of the course. Similarly to the 2a and 2b placements, we aim for one placement to be paediatric and one to be adult.

What clinical experience have the students had before these placements?

Students have successfully completed their novice and intermediate level placements before commencing entry level placements. At a minimum, students will have at least one paediatric and one adult placement prior to commencing entry level placement.

Students have demonstrated their clinical competency to the university in a number of ways including several Objective Structured Clinical Examinations (OSCEs) which are simulated learning environments, maintaining clinical portfolios, attendance at workshops and regular engagement with reflective practice.

What coursework are the students covering concurrently to these placements?

Students complete their Independent Research Study in second year. Additionally, students engage in regular case-based problem based learning (PBL) tackling complex issues in clinical practice such as ethics, system limitations, financial issues, and health economics. The final semester of the course requires students to synthesise knowledge from a variety of sources, reflect on complex issues and debate the many ethical challenges that arise in practice. Prior to these placements, students have covered the assessment and management of a wide range of communication and swallowing disorders.

Approaching Entry Level: Passing the penultimate placement

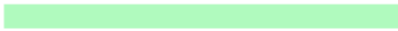

In their penultimate placement, students are expected to be 'Approaching Entry Level' in their clinical practice. This concept has been set by Speech Pathology Australia (SPA), and the interpretation and application of this is up to each individual University. Therefore, Approaching Entry Level has different meanings in different universities.

At the University of Melbourne, *Approaching Entry Level* is determined by two requirements:

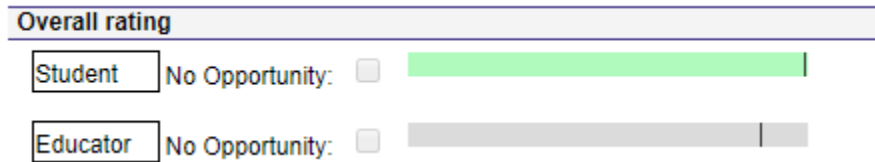
1. **An Entry Level rating for all four Generic Professional Competencies** (Reasoning, Communication, Learning, Professionalism). These are the first four competencies in COMPASS®. These competencies are essential areas that underpin development in all other CBOS Units. They are particularly important 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.

Professional Units 1-4:

Overall unit rating

| | | |
|---------------------------------------|--|--|
| <input type="text" value="Student"/> | No Opportunity: <input type="checkbox"/> |  |
| <input type="text" value="Educator"/> | No Opportunity: <input type="checkbox"/> |  |

2. Secondly, the **overall COMPASS® rating by Clinical Educator** is well above intermediate level and closer to Entry level on the right hand end of the scale:



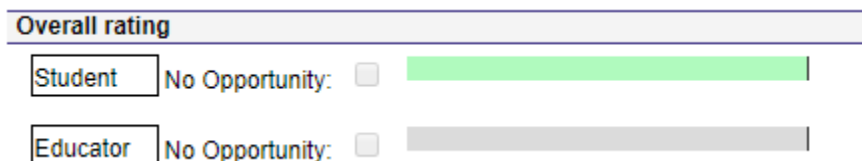
Please note that ratings are converted to numerical values which the University, but not the Clinical Educator, has access to. There are quantifiable minimum standards which students must reach to pass this placement. When converted, if the rating on the visual analogue scale does not satisfy pass criteria, the Clinical Education coordinator will contact the Clinical Educator to discuss. Please see [What happens when a student does not pass a placement?](#) for further information.

The final clinical placement

The 3b placement is the final clinical placement. Students must demonstrate Entry Level Competency in order to pass this placement. Entry level is defined as follows:

- Minimum competency required to enter the profession
- The starting point for new graduates
- Entry level Speech Pathologists require professional support, clinical supervision and managerial supervision (CBOS, Speech Pathology Australia, 2011)
- Entry level Speech Pathologists are not expected to be competent in all areas of practice without access to supervision and support.
- Entry Level Speech Pathologist are not expected to demonstrate full competence in all areas of complex clinical practice (CBOS, Speech Pathology Australia, 2011)

To pass this placement, the **overall** rating must be in the far right end of the scale:



However, it is acceptable for there to be minor areas of weakness in some units or elements, but overall the student must be at Entry level, ready to enter the workforce, in order to pass the placement. Again, the ratings on the visual analogue scale covert to numerical values which the university use to determine if the student has passed or failed the placement.

7. Pre-Placement Preparations

Before commencing a clinical placement, it is important that both the supervising Clinical Educator (CE) and the student familiarise themselves with the following information.

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>

Police and Working with Children 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.

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.



Student preparations

Students should contact their clinical educator when they receive their placement allocation. They should introduce themselves and enquire about pre-placement preparations and likely caseload they will be working with. Some advisable pre-placement preparation activities include:

- Research the organisation online to understand values and mission of organisation
- Liaise with peers who may have been at this organisation or a similar setting before
- Identify, research and practice assessments (informal and formal) and therapy approaches that are likely to be used on this placement.
- Review required [portfolio contents](#)
- Do a 'practice run' of visiting the site
- Review clinical readiness subject contents including Clinical Processes A/B, Planning & Integrating Intervention, and Professional Issues in Practice.
- Review content of relevant lecture slides
- Develop 'cheat sheets' and other resources that you are likely to use
- Review the most up to date literature pertaining to the clinical caseload
- Ensure familiarisation of [policies](#)

Prepare Learning Agreement and Learning Goals

Students must partially complete their [Learning Agreement](#) and [Learning Goals](#) **prior** to their first day of placement. Students must also complete any other pre-placement activities which are directed by the Host Organisation (e.g. hand hygiene).

Individualised Student Support

Sometimes, students may predict that they will require some additional support on placement. For example, if they have mental health difficulties, physical health conditions or had significant areas for growth identified in their past placement. These students are strongly advised to contact the Clinical Education Coordinator (CEC) at the University to develop an action plan of how to work pro-actively make the placement a successful learning experience.

Students are welcome to make an appointment with the CEC at any point before, during or after clinical placements by emailing sinead.ryan@unimelb.edu.au

Checklist for Students and Clinical Educators

Please see the appendix for separate [checklists for students](#) and [clinical educators](#) to assist in the administration of the clinical placement.

8. Commencing the Clinical Placement

Orientation

Clinical Educators are responsible for planning and providing students with adequate orientation information at the commencement of the placement. 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.

Learning Agreement and Learning Goals

Students and CEs collaboratively complete the [Learning Agreement](#) and [Learning Goals](#) over the first few days of the clinical placement, however this is primarily the student's responsibility. Students must bring their Learning Agreement and Learning Goals partially completed to their first day of placement and will then refine based on information acquired over the first 1-3 days.

Learning Goals should be written in SMART goal format and linked to COMPASS® units. Please see the Appendix.

Plan for COMPASS® Assessments

The Student and Clinical Educator together should agree on dates for the mid-placement and end-placement assessments on COMPASS®. The CE should clarify all clinical placement dates on the first day of placement.



9. COMPASS® Assessment on Placement

COMPASS® is a validated competency-based assessment tool. It is designed to support the teaching and learning process and is used in both formative and summative assessments. 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.

Speech Pathology Australia offer online COMPASS® training modules and support for Clinical Educators. COMPASS® Online can be accessed via the following link:

<https://compass.speechpathologyaustralia.org.au/>

Overview of COMPASS® Assessment

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.

Using COMPASS®, judgement of a student's competency is recorded by placing a mark on a visual analogue rating scale for **11 competencies** which include Professional Competencies and Occupational Competencies.

The **Professional Competencies** represent competencies identified through research as enabling the competent practice and ongoing development of the Occupational Competencies.

Professional Competencies

Unit 1: Reasoning

Unit 2: Communication

Unit 3: Learning

Unit 4: Professionalism

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.

Occupational Competencies 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

Completing COMPASS® Online

Clinical Educators are responsible for completing a Mid Placement and End Placement COMPASS® Assessment with the students that they supervise.

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 Placement Officer](#).

Student Responsibility 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.

Mid-Placement Review

It is recommended that the 'Learning Agreement' is reviewed 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

Tips for using COMPASS® Online

- The COMPASS® assessment is still valid even if there has been “no opportunity” for up to three Units (although this is unlikely).
- A Unit can still be rated even if only one of the elements has been observed. This is a valid assessment.
- Use COMPASS® in Chrome, Firefox or Safari browsers
- If you copy and paste text from a word document, right click when you paste and select ‘paste plain text only’ (or ctrl+shift+v). Pasting text causes frequent glitches in the system.
- COMPASS® does not like ratings on the visual analogue scale that are to the far right or left of the scale. Sometimes, these ratings do not register. Click somewhere in the middle of the scale and then slide it to the appropriate point on the scale.
- 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.
- In the COMPASS® assessment, Clinical Educators will be asked “Does the Student’s Progress Need to be discussed with the Clinical Education Coordinator?”. If this is checked as ‘yes’, an automatic email is sent to the CEC alerting them to contact the Clinical Educator to discuss. The Clinical Educator is welcome at any point to contact the CEC if there are concerns, the Clinical Educator does not need to wait until this point.

10. Student Support and Well-Being on Placement

Students are encouraged 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).

Stop 1 is the first point of contact for student support:

Ph: 13 63 52 (13 MELB)

Address: 757 Swanston Street, Parkville

Academic Skills

Academic Skills supports all students in their academic writing, time management, exam preparation, English language development and more. Academic Skills offers a range of free services:

- Online resources are available through the [Resource Collection](#).
- More online interactive resources and moderated writing courses are offered via [AIRport](#) (for all students) and [CourseWorks](#) (for graduate coursework students).
- Workshops for all year levels and across University faculties can be booked through the [Workshop Calendar](#).
- English language workshops for students from non-English speaking backgrounds (ESL/EAL) are listed under "English for Academic Purposes (EAP)" at the [Workshop List](#).
- The Diagnostic English Language Assessment ([DELA](#)) which helps you assess strengths and weaknesses in academic reading, writing and listening.
- 30 minute one-on-one individual appointments are available to students to assist with their study skills development. Please see [here](#) for more information or [book a Stop 1 adviser](#).
- During semester, Academic Writing Drop-ins are available for all undergraduate and graduate coursework students (graduate research students should book an [individual tutorial](#)).

w: <http://www.services.unimelb.edu.au/academicskills> e: academic-skills@unimelb.edu.au

International Student Support

The University of Melbourne offers varied supports for students from overseas or who are from a culturally and linguistically diverse (CALD) background including:

- Helpful Checklists to guide students <https://students.unimelb.edu.au/new-students/international-student-checklist>
- International Student Workshops through the Counselling and Psychology Service <https://services.unimelb.edu.au/counsel#workshops>
- Communication Skills Workshops including the Diagnostic English Language Assessment (DELA) <https://services.unimelb.edu.au/academicskills/communication-skills>
- Language Support and Professional Development Program- a free program for international student covering everyday English lessons, professional support activities and excursions to places of cultural and historical interest. Contact: esl-spouses@unimelb.edu.au

- Chat Fest – a series of lunchtime sessions facilitated by academic staff for MDHS graduate international students who would like to improve communication skills in the health care context. Contact: brigitte.nguyen@unimelb.edu.au

Student Mental Health

The University of Melbourne Counselling and Psychological Services (CAPS) provides free, confidential, short-term professional counselling to currently enrolled students and staff. Students can access individual appointments and student workshops through CAPS. Examples of workshops that may be of interest to students include:

- Break Free from Anxiety
- Mid-week Mindfulness
- Assertive Communication
- Studying on the spectrum
- Coming/living out of your cultural zone

Access here: <https://services.unimelb.edu.au/counsel> or phone 03 8344 6927

The Clinical Education Coordinator can support the student in accessing the appropriate service.

Urgent Mental Health Support

If students need to speak to someone urgently, they can phone CAPS during business hours on 03 8344 6927.

For out of hours urgent supports the following contacts are helpful:

- Lifeline Australia (suicide prevention) Ph: 13 11 14 and [online chat](#)
- Suicide Call Back Service Ph : 1300 659 467 and [online chat](#)
- Women’s Emergency Care Ph: 03 9635 3610
- Switchboard Vicotira (LGBTQI support) Ph: 1800 184 527
- Compassionate Friends Victoria (grief support) Ph: 03 9888 4944

Self-Care Plans

Students are advised in clinical workshops to develop self-care plans before commencing placement to pro-actively plan how to keep themselves well on placement.

Disability Services

Students who have a disability can register for support with their studies:

<https://students.unimelb.edu.au/student-support/student-equity-and-disability-support/disability-services>

Safer Community Program

Safer Community provides support and advice to members of the University of Melbourne community about inappropriate, concerning or threatening behaviour. 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/>.

11. Concerns about Student Progress on Placemen

For varied reasons, a student may be identified as 'at risk' during a clinical placement. 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 or punctuality
- Professionalism, behaviour or attitude
- Development of clinical competency
- Communication skills or style
- Reflective skills

Procedure for Supporting Students Identified as At Risk

1. In the first instance, Clinical Educators need to provide the student with appropriate verbal and written feedback. Often, 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.
2. The Educator liaises with the University Clinical Education Coordinator for support. Examples of support include
 - a. Problem solving & trouble shooting with the clinical educator via email, phone or face to face meeting
 - b. Individualised meeting with student to support them in developing an action plan based on feedback
 - c. Regular university meetings with the student over the course of their placement
 - d. Additional support reviewing session plans, student developed resources or action plans
 - e. Onsite support at the host organisation in collaboration with the clinical educator.

Please see [Student Support and Well-Being on Placement](#) for an overview of useful services within the University of Melbourne.

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)

What happens when a student does not pass a placement?

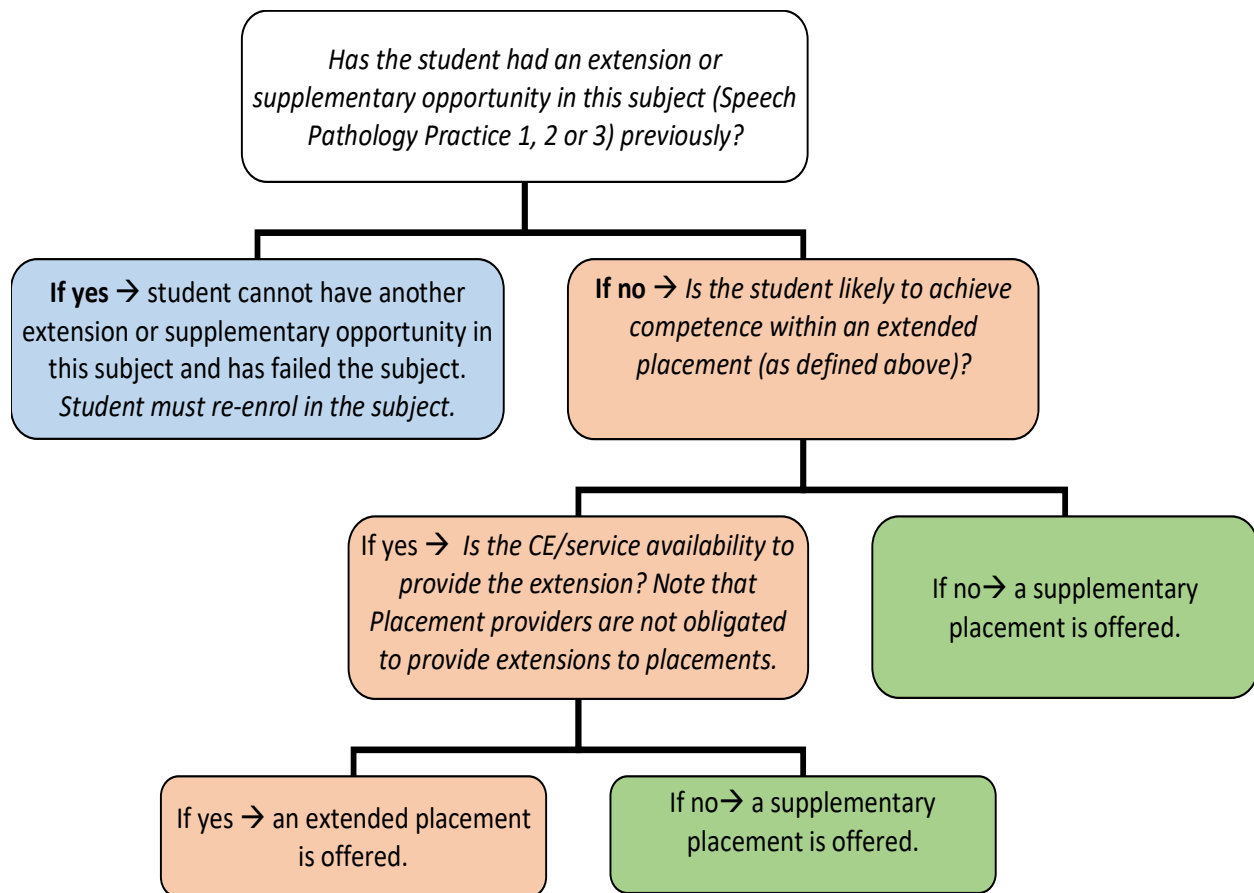
If a student fails to reach the required level of competence by the end of a placement, they *may* be offered an extension or a supplementary placement opportunity in order to give them further opportunity to demonstrate this competence.

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.

- *A placement extension* is an addition to the current placement, for up to 50% of the number of days of the original placement. For example, for an 18 day placement, an extension for up to 9 extra days 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.

Decision Making around placement extensions and supplementary placements

The Clinical Education Team 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.



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) 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.



12. Policies and Administration of Clinical Placements

Student Absences

Students are expected to attend all clinical placement days. If a student is not able to attend a placement day due to illness or emergency, the following process is followed:

1. The student must contact their Clinical Educator and the University Clinical Education Coordinator (CEC) (Sinead Ryan) 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.
2. The student must provide either a medical certificate or a statutory declaration to the University. They must provide medical certificate / statutory declaration should their Clinical Educator require it.
3. The Clinical Educator and the CEC liaise to discuss if a make-up day is required or feasible. The CEC & Clinical Educator may set the student additional learning activities in order to demonstrate clinical skills they have missed during their absence.

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

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.
- Shirts and tops must not expose cleavage or underwear.
- Shirts should be buttoned or tidy polo shirts.
- Trousers should be well fitted so as not to expose the 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.

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.

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.

Student Safety on Placement

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.

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 Student Support

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

Confidentiality and Privacy

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.

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.aspx):
https://www.speechpathologyaustralia.org.au/spaweb/Document_Management/Public/Ethics.aspx

Critical Incidents

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

Clinical Hours

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 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.

Students may, however, choose to keep a record of their hours during their clinical placements. At the end of each placement, the duration 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)

If students have questions about counting hours, they should direct these either to the CEC or use the online resource linked in the form. It is not the responsibility of the Clinical Educator.

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 Master 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.

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.

Examples of portfolio contents include (de-identified) assessments, assessment reports, session plans, session notes, case study presentations, written feedback from Clinical Educators and 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.

Students are reminded about the need to ensure client-related identifying information be removed from any documents they include in their Portfolio.

CBOS (2011) Assessment Record Form

For each clinical placement, students need to fill out the electronic '[CBOS \(2011\) Assessment Record Form](#)' (see appendix). 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 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 Master 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.

Students need to complete the *CBOS Assessment Record Form* on 1-2 occasions per placement:

1. 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 Placement Officer at the University, as soon as they have completed the form*)
2. 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 Placement Officer.*

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

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

13. Professional Development for Clinical Educators

University of Melbourne Workshops

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 CEC Sinead at sinead.ryan@unimelb.edu.au to register your interest in professional development and receiving notification of upcoming training events for Clinical Educators.

EXCITE

Clinical educators may be interested in pursuing post graduate study in the area of clinical teaching. The EXCITE program (run by the Faculty of Medicine, Dentistry and Health Sciences) 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.

COMPASS® Resources

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

The University of Melbourne offers COMPASS® training as well as individualised COMPASS® support on request.

Online Resources

ClinEd Aus, funded through Health Workforce Australia, provides free clinical education content including models of supervision, adult learning, managing workload and providing feedback.

Access: <https://www.clinedaus.org.au/>

Supporting Health Students in the Workplace funded by Health Workforce Australia contains some useful resources and videos, including the Tasmanian Clinical Supervision Learning package for Health Professionals.

Access: <http://supportingstudents.org.au>

Appendices

Appendix A: 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. The student must ensure they manage 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 commenced *prior* to first day of placement
- **Clinical Portfolio** – to be developed throughout each placement and submitted to the University for assessment (hurdle requirement) at the end of each Speech Pathology Practice subject
- **Access to COMPASS® Online** – profile set up by the University (same log in details for all placements).
- Completion of the **COMPASS® Online Assessment at Mid and End Placement** (for instructions and resources please refer to COMPASS® <https://compass.speechpathologyaustralia.org.au/>)
- **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 Officer **and copy in the clinical educator**. The Clinical Educator **must** be copied in in order for the CBOS form to be accepted.
- **CBOS (2011) Cumulative Self-Tracking Form** – to be updated at the end of each placement and included within the Clinical Portfolio. This is a single form that is maintained throughout all five clinical placements.

Appendix B: Checklist for Clinical Educators

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

Before the placement commences:

- 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
- Optional **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** – if new to clinical education, a profile can be set up by the Clinical Placement Officer Dianne.
- **Contact details for the University** available to hand – Clinical Education Coordinator Sinead Ryan 90356030 sinead.ryan@unimelb.edu.au and Clinical Placement Officer Dianne Storey sp-clined@unimelb.edu.au
- A **printed copy of the COMPASS® assessment resource manual** available to hand

During the placement

- **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 few days of the placement; to be reviewed with the student at the Mid Placement assessment and the learning goals revised as appropriate
- Completion of the **COMPASS® Online Assessment at Mid and End Placement**. For instructions and resources please refer to COMPASS® <https://compass.speechpathologyaustralia.org.au/> or contact the CEC Sinead.
- **CBOS (2011) Assessment Record Form** – 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 Officer and **copy in the clinical educator**.

After the placement

- Make sure you have clicked '**submit**' on COMPASS®
- We welcome any and all **feedback about the placement** and student learning. Please contact the Clinical Education Coordinator directly with any feedback.
- For select placements we may invite you to **nominate a student** for a student award. You will be emailed directly.



Learning Agreement

Student Name: _____

Subject (please tick): AUDI90032 AUDI90033 AUDI90039

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

Host Organisation: _____

Clinical Educator(s): _____

Placement Commencement Date: _____

Expected Placement Completion Date: _____

Complete this Learning Agreement at the beginning of the 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 they would like to focus on during the placement, for negotiation with the CE. The student should review this Agreement at Mid Placement and revise accordingly.

1 Orientation

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

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

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

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

Strengths from previous placements / experiences:

Specific areas for growth from previous placements:

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

Notes about learning preferences and supervisory styles. Shared understanding of clinical education:

2.3 Feedback

Clinical Educator to advise 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

3 Personal circumstances and factors the student *may* wish to share with the CE

Preferred pronouns

Religious requirements

Health (mental and physical)

Family circumstances

Self-care plan for duration of placement

Student's signature: _____ Date: _____

Primary Clinical Educator's signature: _____ Date: _____

Secondary Clinical Educator's signature: _____ Date: _____

Appendix D: Learning Goals

| COMPASS Elements | Targeted Feedback to inform goal | Learning Goal | Plan/Opportunity to Achieve Goal | Evidence |
|---|---|--|---|--|
| <i>Here list the elements directly related to the proposed learning goal.</i> | <i>Provide the learning goal in a SMART format</i> | <i>Include a plan of how to achieve the proposed learning goal. break the goal into progressive steps or individual components and set timeframes for each to ensure the goal is met within the offered timeframe.</i> | <i>Include feedback from current or previous CE that address this learning goal. Feedback may be from Compass mid assessment or other sources.</i> | <i>Use this as a working document – jot down when you have demonstrated evidence of this</i> |
| EXAMPLE GOAL | | | | |
| <i>Communication (2.3)</i> | Self reflection from last placement that I lack confidence explaining assessment results to education staff | I will accurately and succinctly explain the assessment results to at least three teachers either over the phone or in person by mid placement. | <ol style="list-style-type: none"> 1. Generate script of what to say 2. Practice explaining to non-Speech Path friends and family 3. Video record a practice situation and watch it back 4. If no opportunity with real client, I can demonstrate this by explain results to others (parents, other members of MDT) 5. Role play with peer might be a helpful strategy 6. I will reference lecture slides, ausmed.com.au and Youtube videos for support before starting placement | 21/08: role played with peer, sought feedback 22/08: videorecorded explanation of results to my aunt 24/08: purposeful observation of CE providing feedback to CC educator 25/08: provided feedback to teacher of H.Y. assessment results. Reflected on this after. |

| COMPASS Elements | Targeted Feedback to inform goal | SMART Learning Goal | Plan/Opportunity to Achieve Goal | Evidence |
|---|----------------------------------|---------------------|----------------------------------|----------|
| Professional Competency Unit 1: Reasoning | | | | |
| | | | | |
| Unit 2: Communication | | | | |
| | | | | |
| Unit 3: Learning | | | | |
| | | | | |
| Unit 4: Professionalism | | | | |
| | | | | |
| CBOS Unit 1: Assessment | | | | |
| | | | | |
| CBOS Unit 2: Analysis and Interpretation | | | | |
| | | | | |
| CBOS Unit 3: Planning Evidence-based Speech Pathology Practices | | | | |
| | | | | |
| CBOS Unit 4: Implementation of Speech Pathology Practice | | | | |
| | | | | |
| CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services | | | | |
| | | | | |
| CBOS Unit 6: Professional and Supervisory Practice | | | | |
| | | | | |
| CBOS Unit 7: Lifelong Learning and Reflective Practice | | | | |
| | | | | |

Appendix E: CBOS (2011) assessment record form

Note – students must download this form from LMS / Canvas.

CBOS (Revised 2011) – Assessment Record Form



THE UNIVERSITY OF
MELBOURNE

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)

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 in Word Doc format to sp-clined@unimelb.edu.au and copy in your CE.

File Name: `firstname_ lastname_<insert either novice, 2a, 2b, 3a, 3b here>`

Clinical Contact Hours



This is an optional form for students to track their clinical hours. Information about how to track clinical hours is the responsibility of the student, not the Clinical Educator. Should a student wish to log their clinical hours, they should track this daily and present the completed log (this form) to their CE for signing at the end of placement.

Student name: _____ Student ID: _____

Placement Dates: _____

Host Organisation: _____ Subject (please circle): AUDI90032 AUDI90033 AUDI90039

Clinical Educator/s: _____

| | | Assessment | | Management | | Clinical / Professional Activities |
|--------------------------|---|--------------------------|---------------------------|--------------------------|---------------------------|------------------------------------|
| | | Direct / Client Specific | Indirect / Client related | Direct / Client Specific | Indirect / Client related | |
| Language – Developmental | P | | | | | |
| | A | | | | | |
| Language – Acquired | P | | | | | |
| | A | | | | | |
| Swallowing | P | | | | | |
| | A | | | | | |
| Articulation / Phonology | P | | | | | |
| | A | | | | | |
| Motor speech | P | | | | | |
| | A | | | | | |
| Fluency | P | | | | | |
| | A | | | | | |
| Voice | P | | | | | |
| | A | | | | | |

P – Paediatric; A – Adult. "Clinical/Professional Activities" includes activities that are clinically relevant and meaningful learning experiences, but not necessarily related to a client e.g. health promotion, program development, QI project
 Please reference <https://www.sac-oac.ca/international-assessment#Internat%20Assessment> for information about Speech-Language & Audiology Canada requirements. Please direct any further queries to the University CEC.

Student Signature _____

Date: _____

Clinical Educator Signature _____

Date: _____

University Clinical Education Coordinator (CEC) printed name: _____

University CEC signature: _____

Date: _____