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| **CBOS/**  **COMPASS**  **Elements** | **Targeted Feedback to inform goal** | **Learning Goal** | **Plan/Opportunity to Achieve Goal** | **Evidence** |
| *Here list the elements directly related to the proposed learning goal.* | *Provide the learning goal in a SMART format* | *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.* | *Include feedback from current or previous CE that address this learning goal. Feedback may be from Compass mid assessment or other sources.* | *Use this as a working document – jot down when you have demonstrated evidence of this* |
| ***EXAMPLE GOALS*** | | | | |
| *2.3* | *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.* | 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.* |
| *Element/s*  *1.2* | *CE feedback from last placement: “Need to learn to consider patient functionally as well as impairment”* | *I will correctly identify 5 facilitators/constraints for service delivery for each new speech pathology referral without CE assistance, following the initial session and reading the patient’s medical file. These are to be discussed with CE during reflection/ feedback sessions each day. Time frame is 3 weeks.* | 1. *Before/ after each session, Student to try identifying all key factors with the potential to influence service delivery.* 2. *Student will correctly identify 3 facilitators/ restraints requiring moderate assistance of CE.* 3. *Student will correctly identify 5 facilitators/ restraints and, with assistance from CE, discuss the implications of these factors.* 4. *Student will be able to correctly identify and discuss the implications that 5 facilitators/ restrictions will exert on service delivery.* |  |

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