



COMPASS®

COMPETENCY ASSESSMENT IN SPEECH PATHOLOGY ASSESSMENT RESOURCE MANUAL

2nd edition 2013

Excerpt: Behavioural Exemplars



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Competency Assessment in Speech Pathology Assessment Resource Manual Excerpt: Behavioural Exemplars

Introduction

This document is an excerpt from *COMPASS®: Competency assessment in speech pathology assessment resource manual (2nd edition)*. Access the full manual on the Speech Pathology Australia website (<http://www.speechpathologyaustralia.org.au/resources/compassr>) or from within COMPASS® online.

The full manual contains additional information on:

- description of the COMPASS®
- definitions and terminology
- assessment procedure
- Professional Competencies
- rating students with the paper-based copy of COMPASS®
- COMPASS® Projects bibliography.

Behavioural Exemplars

The following section outlines some examples of the types of behaviours that may be demonstrated by students at the three stages of development described by the Behavioural Descriptors. They have been developed by applying the Behavioural Descriptors to each of the Professional and Occupational Competencies. They are by no means an exhaustive list of the types of behaviours that illustrate various levels of development, and are intended as a guide only.

NOTE: The performance criteria and cues in the detailed description of the Professional Competencies (page 6) and the Occupational Competencies (CBOS, 2011) (see link above) statements provide further detailed guidance regarding Entry-level performance.

Professional Units

Professional Unit 1: Reasoning

Elements

- 1.1 Use effective thinking skills to ensure quality speech pathology practice.
- 1.2 Integrate collaborative and holistic viewpoints into professional reasoning.
- 1.3 Use sound professional reasoning strategies to assist planning for all aspects of service management.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- make some connections between different knowledge bases, and recognise some aspects of relevant information, but may not identify the most pertinent
- attempt to draw conclusions about a client and will need assistance to identify the most relevant conclusion
- make general reflections on his or her performance and will need direction from the CE to focus on the specific and most relevant aspects
- need the CE to provide a framework to support his or her clinical reasoning processes, including identifying relevant information
- need assistance to help him or her see the situation from the client/caregiver's viewpoint and to involve the client/caregiver in the decision-making process
- not recognise where his or her attitudes, beliefs and life experiences are contributing to his or her interpretation of information or events, but is willing to examine these critically when identified by the CE
- collaborate closely with the CE to identify a few, but not all, aspects of the situation required to provide an individualised/tailored response to a situation
- use large amounts of time and conscious effort to participate in activities requiring professional reasoning.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- partially develop a critical evaluation and interpretation of assessment information for discussion
- make a number of relevant connections between different knowledge sources—such as subject knowledge, research evidence, own experience and peers—and may use this information to suggest some conclusions about a situation
- reflect on and discuss his or her reasoning process in terms of logic, scope and relevance to the client
- explain decisions to the client/caregiver and ask their opinion
- generate and implement individually tailored plans for familiar clients, but need assistance to adapt plans to unfamiliar clients
- identify some of the constraints and possibilities that might exist for service delivery, such as the client's personal situation, the service environment, and cultural and ethical issues. Will need support from the CE to develop a full appreciation of the implications of these factors

- recognise key issues for a client, but will need assistance to prioritise them and ensure that a comprehensive plan is developed and implemented
- inconsistently identify how his or her own attitudes, beliefs and life experiences are contributing to his or her interpretation of information, and raise these issues for discussion
- use own observations in addition to theory to inform his or her reasoning. May need support from CEs to identify all relevant observable data
- require moderate amounts of time and a conscious effort to participate in activities requiring reasoning skills.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- critically evaluate, interpret and synthesise information from a variety of knowledge bases
- ensure best practice by integrating evidence from research and practice with the preferences of the clients and the constraints of the service
- monitor his or her reasoning strategies by reflecting on the accuracy, reliability and validity of his or her observations and conclusions
- critique the reasoning process in terms of logic, scope and relevance to the client
- recognise how his or her own attitudes, beliefs and life experiences are contributing to his or her interpretation of information
- consult with supervisor and colleagues to seek feedback on his or her reasoning process in order to ensure a holistic perspective and to assess the appropriateness of his or her conclusions and plan for actions
- share decision making with the client and/or caregiver and acknowledge the validity of their perspectives
- make decisions with consideration of resources, constraints and opportunities present in the client's family, culture and community, as well as the service
- demonstrate sound ethical reasoning practices (see Speech Pathology Australia's Ethical Guidelines and Education Package for more information)
- seek support where a number of features about the client or workplace setting combine to create complexity
- generate and implement individually tailored plans for all clients, caregivers, families or communities
- prioritise the key issues for service provision, and develop and undertake a comprehensive plan to address these.

Professional Unit 2: Communication

Elements

- 2.1 Use interpersonal communication skills to facilitate the effective practice of speech pathology.
- 2.2 Use oral and written reporting and presentation skills to successfully meet speech pathology objectives.
- 2.3 Communicate effectively with work teams.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- require a high degree of supervision, collaborative participation, monitoring and feedback to assist him or her to expand and apply his or her communication skills repertoire
- recognise and understand the effect of nonverbal, cultural and situational components of communication with a high level of support
- be highly focused on own performance, rather than on what the communication partner is communicating (for example, misses opportunities for follow-up questions during a case history)
- complete documentation with a high degree of direction and feedback from the CE to ensure it is clear, objective, accurate and up to date
- finalise reports after several cycles of discussion, reflection and feedback to identify appropriate information and communicate it clearly, concisely and logically
- provide simple oral reports of observations
- communicate with colleagues and peers in a respectful manner
- actively endeavour to understand and effectively respond to communication of colleagues and peers
- apply service policies, procedures and guidelines for reporting and presentation of information under direction of the CE.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- demonstrate a basic, but effective, repertoire of communication skills that he or she applies to simple or familiar situations involving clients/caregivers and people in the workplace
- apply communication skills in a wider variety of contexts (for example, with other agencies or members of the community) with support from CE
- anticipate and plan to address the nonverbal, cultural or situational components of a situation to facilitate effective communication. Will need support through guided reflection or feedback to refine these plans
- focus on communication partner, rather than own performance, in familiar or simple situations
- maintain client files within negotiated time frames
- provide objective and accurate documentation in client files with occasional feedback from CE on relevancy, objectivity and accuracy
- identify the majority of information to include in oral or written reports to/on clients or in presentations to a wider audience

- communicate information in a clear, concise and logical manner and in a style appropriate to the target audience, with assistance from the CE
- collaborate in presenting information orally to others
- participate in negotiation, consultation or collaboration with colleagues and peers
- communicate in meetings with significant support and preparation by the CE.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- demonstrate a consistent repertoire of effective communication skills with clients/caregivers, colleagues, other agencies and members of the community
- be aware of his or her strengths and weaknesses, and actively seek to refine these communication skills
- manage common complex communication situations, such as responding appropriately to a client's distress
- seek support and/or training to assist himself or herself to manage difficult communication situations, such as resolving differences of opinion with colleagues
- monitor the effect of his or her therapeutic communication on the client and modify these immediately according to the client's responses
- recognise when ineffective communication has occurred in less familiar or more complex communication exchanges, and subsequently act to address this and/or prevent further communication breakdowns
- plan for and respond to commonly occurring nonverbal, cultural or situational components of communication
- maintain a focus on the communication partner
- complete documentation in an up to date, objective, accurate and timely manner
- identify and present suitable information in a clear, concise, meaningful and logical manner and in a style appropriate to the purpose of the report or presentation
- seek feedback when developing a new presentation or writing a report on a complex client to ensure clarity and appropriateness
- effectively communicate when negotiating, consulting or collaborating with colleagues and peers on routine matters
- recognise communication issues in the workplace that have broad implications, and participate in addressing these.

Professional Unit 3: Learning

Elements

- 3.1 Reflect on performance.
- 3.2 Structure own learning/professional development.
- 3.3 Demonstrate an appropriate attitude to learning.
- 3.4 Be able to change performance.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- identify meaningful aspects, reflect on and evaluate his or her performance, and identify possible responses to these insights with clear structure, guidance and support from the CE
- focus strongly on his or her own viewpoint and performance, and show limited understanding of the point of view of the client/caregiver, peer or CE
- perceive feedback on performance as a reflection on himself or herself personally
- participate in identifying his or her strengths, weaknesses and learning needs with the assistance of a large amount of specific feedback and discussion
- participate in developing learning goals, prioritising these goals, and planning to address these goals with assistance from the CE
- investigate resources directed to by the CE
- ask questions
- share information they have found with peers
- change performance in response to specific and direct feedback
- identify situations where a newly acquired understanding can be applied with assistance from the CE
- manage stress and anxiety involved in effectively addressing a situation in which he or she has previously had difficulty, with support from the CE.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- identify and report accurately on most aspects of his or her performance in familiar or simple situations
- reflect on and evaluate his or her performance against learning goals or appropriate standards of performance
- identify some possible responses to these insights
- appreciate the point of view of the client/caregiver, peer or CE, with some guidance
- accept feedback directed to improving the quality of the service he or she is providing, in a non-defensive manner
- initiate identification of his or her strengths, weaknesses and learning needs
- suggest learning goals, discuss his or her relative priorities, and develop a plan to meet these goals with the assistance of the CE
- actively seek opportunities to develop his or her knowledge or skills
- act on suggestions made by the CE and seek evidence to support the speech pathology processes being engaged
- use questions effectively to gather information, and recognise some, but not all, opportunities to apply this

- initiate sharing information with peers and colleagues
- change aspects of performance in response to feedback and self-evaluation with moderate to low amounts of feedback, depending on the familiarity and complexity of the situation
- integrate new information with existing knowledge base with some guidance, and identify some, but not all, opportunities to apply new knowledge to new contexts
- identify some, but not all, patterns in knowledge or practice that represent core principles that can be transferred across areas of practice or service delivery.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- assess and report accurately and objectively on his or her performance
- seek supervision in less familiar and/or complex situations
- identify and acknowledge strengths, weaknesses and learning needs
- identify personal and professional goals based on this appraisal and a plan to achieve them in consultation with the CE
- actively pursue this plan, seek and participate in a review of his or her progress
- show a positive orientation to learning situations, including initiative, perseverance, active extension of knowledge base, appropriate risk taking and willingness to ask questions
- seek to share learning and insights with peers, colleagues, the CE and clients
- change performance in response to new information or learning experiences
- integrate and apply new knowledge across a variety of subsequent contexts and ask questions to promote this process
- recognise core/generic knowledge, practice and ethical principles, and apply these to other contexts
- develop application of knowledge and principles through discussions with the CE, colleagues or peers.

Professional Unit 4: Professionalism

Elements

- 4.1 Display appropriate organisational skills.
- 4.2 Conduct self in a professional manner.
- 4.3 Discharge administrative responsibilities appropriately.
- 4.4 Possess a professional attitude/orientation.
- 4.5 Demonstrate ethical behaviour.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- meet a limited number of negotiated deadlines that take into account the amount of time the Novice may need to meet his or her speech pathology responsibilities
- organise and meet minimum client care and professional responsibilities when the CE provides direction, explicit guidelines, expectations and structures. For example, is on time for sessions, has materials ready and is prepared for clinical tutorials
- discharge limited or simple responsibilities reliably (for example, rings to cancel sessions if ill and follows through on agreed commitments)
- respect facilities, materials and staff of the organisation (for example, leaves work areas clean and tidy, follows rules for managing materials and is polite)
- adopt professional dress, language and behaviour as appropriate to the service, with direction and feedback
- follow organisational policies, procedures and guidelines, as directed by the CE
- demonstrate ethical behaviour in a rule-based fashion and participate in discussions regarding the application of ethical principles and values to the practice of speech pathology.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- manage time and meets deadlines responsibly within sessions with familiar clients and across a routine workday
- estimate timeframes to complete tasks reasonably accurately, plan to complete tasks and meet long-term goals with the assistance of the CE
- identify when the competing demands of work and study are affecting his or her ability to effectively manage service delivery and his or her professional responsibilities
- participate in problem-solving competing demands and require monitoring and feedback by the CE
- actively attempt to address any professional behaviour issues that arise
- discharge agreed duties and meet agreed deadlines reliably
- acknowledge and participate in developing a plan to address any problem areas
- adopt professional dress appropriate to the service, with little or no feedback
- recognise and modify aspects of language and behaviour to align with the needs of the service/clients, with some assistance
- apply organisational policies, procedures and guidelines with monitoring and feedback from the CE

- carry out the role, duties and responsibilities of speech pathologists within the service provider's organisation in relation to service provision
- maintain accountability for completing his or her role, duties and responsibilities
- participate in planning and delivering new or unfamiliar services with a high degree of support from the CE
- explain how core ethical principles guide aspects of daily practice (for example, address the principle of fairness and justice when participating in discussions regarding caseload management)
- enact ethical values in his or her daily practice, with monitoring and feedback from the CE, colleagues or peers.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- manage time competently across the working week and placement, and demonstrate a longer-term perspective on caseload and workload management
- act on priorities via effective strategies to manage time and workload, such as effective use of a personal diary, breaking large tasks into smaller ones and setting timeframes for completion
- identify and seek support and advice when time management strategies are not successful
- manage competing demands across all areas of practice successfully and responsibly
- ask for help if required
- conduct self in a professional manner and positively represent the profession
- follow administrative policies, procedures and guidelines of the organisation, and seek clarification if required
- manage familiar caseload responsibilities effectively and responsibly, with minimal support and monitoring from the CE
- seek support in new or complex situations
- participate in and deliver a quality service using different service delivery models
- participate in quality improvement processes
- participate in broader roles, duties and responsibilities of employees within the service provider's organisation, with the guidance and support of the CE
- demonstrate that he or she values the skills of the client, carer, peers and other colleagues
- apply principles of client-centred practice
- provide services in a holistic manner that considers the client/family/community's needs beyond the presenting issue
- apply core ethical principles to daily practice, and seek guidance and support to apply them to unfamiliar or complex situations
- demonstrate ethical values of dignity, respect for client rights, non-discrimination, objectivity and the need for professional interest to take precedence over personal interest
- respond constructively to feedback on his or her application of these values.

Occupational (CBOS) Competencies

The following competencies are extracts from CBOS 2011.

CBOS Unit 1: Assessment

Elements

- 1.1 Investigate and document the client's communication and/or swallowing condition and explore the primary concerns of the client.
- 1.2 Identify the communication and/or swallowing conditions requiring investigation and use the best available scientific and clinical evidence to determine the most suitable assessment procedures in partnership with the client.
- 1.3 Administer speech pathology assessment relevant to the communication and/or swallowing condition.
- 1.4 Undertake assessment within the ethical guidelines of the profession and all relevant legislation and legal constraints, including medico-legal responsibilities.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- identify the presenting condition, related issues and the significant people in the client's life, with a high level of input from the CE
- develop an adequate assessment plan, with a high level of support from the CE, including discussion, reference to theory and direct feedback
- suggest assessment options and procedures based on his or her recall and understanding of relevant theory, usually focused on formal, rather than informal, assessment
- perform informal assessment in close collaboration with his or her CE
- administer formal assessments according to the manual instruction, and after discussion and practice
- focus on his or her own performance of the formal assessment process and not on the client
- apply ethical and legal guidelines involved in assessment, with direction from the CE.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- establish the nature of the primary presenting communication and/or swallowing condition, with support and some direction from the CE to ensure all relevant information is accessed and collated, and a comprehensive picture developed
- develop an assessment plan with discussion, reference to theory and evidence and reflection on feedback from the CE
- identify key components of a quality assessment procedure for simple or previously experienced cases, but may neglect some aspects
- generate suggestions for more complex cases based on his or her prior experience with assessment and with reference to his or her understanding of relevant theory and current evidence

- finalise a quality assessment plan for more complex cases, with a high level of assistance
- recognise the role of informal assessment, and develop and implement informal assessment with significant support
- administer formal assessments consistently and efficiently, but may neglect qualitative information that is yielded during the process
- apply ethical and legal guidelines for assessment, with support.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- establish and document the presenting condition and issues, identify the significant people in the client's life and collate information for familiar swallowing or communication conditions
- seek support through consultation, collaboration or supervision for new situations or where a number of features of the client and/or context combine to create complexity
- develop a comprehensive and appropriate assessment plan for clients with familiar or simple conditions
- seek input to finalise the plan for more complex clients and/or situations
- develop and undertake informal assessments
- focus on the client during formal assessments and note relevant qualitative information arising from the assessment procedures and from naturally occurring situations
- apply ethical and legal guidelines to assessment and seek guidance in complex situations (for example, medico-legal assessment).

CBOS Unit 2: Analysis and Interpretation

Elements

- 2.1 Analyse and interpret speech pathology assessment data.
- 2.2 Identify gaps in information required to understand the client's communication and swallowing issues and seek information to fill those gaps.
- 2.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes.
- 2.4 Report on analysis and interpretation.
- 2.5 Provide feedback on results of interpreted speech pathology assessments to the client and/or significant others and referral sources, and discuss management.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- collate and record results from assessment procedures in collaboration with peers and CE
- identify some aspects of theory and evidence relevant to the interpretation of assessment, but will need to be directed by the CE to further sources of relevant theory and evidence
- participate in the interpretation of assessment data
- understand the total assessment picture after discussion and explanation by CE
- determine further information to be sought, and develop a plan to do this, in collaboration with the CE
- make some connections between case history and/or assessment data and the client's presenting communication and/or swallowing disorder
- integrate assessment data from various sources and establish a diagnosis with the assistance of the CE
- develop a coherent assessment report that complies with organisational and ethical requirements, with a high level of direction and feedback, including redrafts
- participate in providing feedback to the client and significant others, with the CE ensuring that the feedback is understood and other referrals made as necessary
- participate in discussion and consideration of appropriate management options, and finalise the management plan under the direction of the CE.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- collate and record results accurately from formal assessment, and collaborate on collating and recording information from informal assessment procedures
- correctly analyse formal assessment data according to the test or tool protocol
- interpret assessment data accurately after discussion, reference to theory and reflection on guidance from the CE
- identify several significant aspects of assessment data and integrate these with relevant theory, evidence, knowledge of the client and his or her preferences to develop a plan for action with simple or familiar cases
- integrate and interpret information from all sources of data, with a moderate degree of support, to establish an accurate interpretation, diagnosis and plan for further assessment or intervention

- generate suggestions regarding the possible outcomes and consequences of the communication and/or swallowing disorder, based on prior learning and evidence
- develop a coherent assessment report with a low to moderate level of support, depending on the complexity of the client and the context
- seek consent from the client to share the report, and may require some direction regarding who should receive the report and organisational reporting requirements/formats
- provide feedback on the assessment to the client and significant others, with monitoring by the CE to ensure that the feedback is understood
- collaborate with the CE to determine appropriate management option(s).

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- seek support through consultation, collaboration or supervision for situations they have not previously experienced, or where a number of features of the client and/or context combine to create complexity
- record, collate, analyse and interpret assessment data with reference to normative or criterion referenced information or other research evidence and/or test or analysis guidelines
- integrate information from all sources of data to ensure a holistic, accurate and appropriate interpretation, diagnosis and plan for further assessment or intervention
- project the possible outcomes of the communication and/or swallowing disorder, but seek support to do this with new or complex cases
- write a coherent assessment report relevant to the needs of the client and their context, which also meets the requirements of the organisation
- distribute reports with informed consent to the people/services supporting the client
- analyse, interpret and report in a timely manner
- provide understandable and relevant feedback on the assessment to the client and significant others
- critique the assessment process and show awareness of its limitations
- determine the appropriate management option for routine or familiar cases
- seek support where the decision regarding management options is complex.

CBOS Unit 3: Planning Evidence-based Speech Pathology Practices

Elements

- 3.1 Use integrated and interpreted information (outlined in Unit 2) relevant to the communication and/or swallowing condition, and/or the service provider's policies and priorities to plan evidence-based speech pathology practice.
- 3.2 Seek additional information required to plan evidence-based speech pathology practice.
- 3.3 Discuss long-term outcomes and collaborate with the client and/or significant others to decide whether or not speech pathology strategies are suitable and/or required.
- 3.4 Establish goals for intervention in collaboration with the client and significant others.
- 3.5 Select an evidence-based speech pathology approach or intervention in collaboration with the client and significant others.
- 3.6 Define roles and responsibilities for the management of the client's swallowing and/or communication condition.
- 3.7 Document speech pathology intervention plans, goals and outcome measurement.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- integrate and interpret information to plan service provision, with a high degree of guidance from the CE
- identify gaps in the current information required to plan intervention, with direction from the CE
- identify strategies and develop and implement a plan to supplement this information, with high degree of support from the CE
- participate in discussing the proposed plan with client/significant others, in close collaboration with the CE
- suggest at least one relevant intervention strategy and link strategies to the particular client's situation and/or organisational constraints, after a discussion with the CE
- identify some intervention goals with reference to his or her understanding and recall of theory, evidence and client preferences
- prioritise goals with reference to the specifics of the client and their context, with a high level of support
- participate in discussion and consideration of roles and responsibilities regarding client management
- document intervention plans, goals, outcomes and decisions, and discharge these as directed, using a significant amount of time and feedback from the CE to undertake this task competently
- access research about the proposed intervention.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- integrate and interpret information to plan service provision, subsequent to discussion, reference to theory and evidence, and reflection on feedback from the CE
- identify some of the gaps in the current information on the client
- develop a comprehensive plan to seek further information, subsequent to discussion, reference to theory and evidence, and reflection on feedback from the CE

- discuss potential outcomes and intervention goals with the client and other significant people, with guidance and support from the CE if the client and the context are not complex
- discuss potential outcomes and intervention goals with complex clients/situations, in close collaboration with the CE
- establish and prioritise collaborative goals with the client and significant others that integrate their perspective with assessment results, theory, evidence from research and clinical practice, with CE support to ensure all relevant goals have been considered and appropriately prioritised
- identify at least one appropriate intervention strategy and discuss it with regard to the client's needs, evidence and organisational constraints. The CE will facilitate consideration of all relevant possibilities and their pros and cons
- suggest client management roles and responsibilities, and negotiate these with the assistance of the CE
- document intervention plans, goals and measurable outcomes as per organisational guidelines, with some feedback from the CE.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- seek support through consultation, collaboration or supervision for situations they have not previously experienced, or where a number of features of the client and/or context combine to create complexity
- integrate and interpret information to plan service provision in simple or familiar cases
- identify gaps in the current information on the client, and the strategies required to supplement these
- recognise when more complex situations should be discussed with or referred to a more experienced clinician
- discuss possible outcomes and intervention options with the client and other significant people, and seek support if the situation is likely to be complex
- collaborate with the client and significant others to identify several intervention options and strategies in the context of their preferences and theory, evidence, clinical practice and available resources
- discuss or refer more complex cases to more experienced speech pathologists
- identify and negotiate roles and responsibilities in relation to client management
- document intervention plans, goals and measurable outcomes as per organisational guidelines
- refer to the scientific evidence that justifies the planned treatment approach
- manage planning processes in a timely manner.

CBOS Unit 4: Implementation of Speech Pathology Practice

Elements

- 1.1 Establish rapport and facilitate participation in speech pathology intervention.
- 1.2 Implement an evidence-based speech pathology intervention according to the information obtained from speech pathology assessment, interpretation and planning (see Units 1, 2, and 3).
- 1.3 Undertake continuing evaluation of speech pathology intervention and modify as necessary.
- 1.4 Document progress and changes in the speech pathology intervention, including outcomes, decisions and discharge plans.
- 1.5 Identify the scope and nature of speech pathology practice in a range of community and workplace contexts.
- 1.6 Undertake preventative, educational and/or promotional projects or programs on speech pathology and other related topics as part of a team with other professionals.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- manage his or her anxiety about or during interactions with clients/caregivers, with explicit and frequent support from the CE to ensure rapport and participation is established
- implement speech pathology interventions in a collaborative or highly structured context where the 'rules' are clear
- apply these 'rules' more flexibly with a high degree of supervision, collaborative participation and/or monitoring by the CE
- recognise and adapt responses with a high level of direction, discussion and/or reflection on feedback from the CE to redirect his or her focus to his or her own performance
- participate in monitoring and reviewing the intervention program
- discuss modifications that may be required
- collect and use data to support decision making
- document the progress and write progress reports as directed and with a significant amount of time and feedback from the CE to ensure competent performance
- adhere to relevant ethical and legal guidelines under direction.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- recognise and adapt responses to clients in familiar or simple interactions, but need support from the CE via feedback and/or discussion to maintain focus on the client in more challenging situations
- apply a number of effective therapy skills in familiar and/or simple situations, with a low degree of supervision
- ensure ongoing development of a full range of therapy skills through self-monitoring, reflection and feedback from others
- manage unfamiliar or complex problems and situations, with moderate levels of supervision and collaboration
- anticipate and adapt intervention processes during familiar or simple interactions

- identify and implement changes to intervention processes in unfamiliar or complex interactions, after self-evaluation, reflection and feedback
- adapt own interactional styles to the needs of the client, with the support of reflection and feedback
- keep data to assist in monitoring the progress or effectiveness of practice, and use this to identify some aspects that require review and modification
- develop an accurate and relevant conclusion/plan for action, with support and feedback to identify all relevant aspects
- document progress and write review reports as per organisational guidelines, with some feedback from the CE
- know the ethical and legal guidelines involved in intervention, and may require some support in implementing these.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- demonstrate effective therapy skills and techniques in the majority of situations
- maintain focus on the client or situation consistently and with conscious self-monitoring
- recognise the need for and seek support through consultation, collaboration or supervision when concerned about responses to intervention or where characteristics of the client and/or context combine to create complexity
- develop and maintain a respectful working relationship with the client or program recipient
- adapt services according to the client and organisation's needs, availability of resources and relevant policies
- adopt a holistic approach, including integrating his or her intervention as part of a total team management of the client; consulting with others involved in the speech pathology program; and seeking additional information, feedback and support from other professionals and community support groups
- keep accurate and valid data to assist in the monitoring progress, and identify and prioritise those aspects that require review and modification
- document the client's progress and write review reports as per organisational guidelines
- know the ethical and legal guidelines relevant to the services provided, and require some support in the ethical reasoning required to implement these in complex situations.

CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services

Elements

- 5.1 Respond to service provider's policies.
- 5.2 Use and maintain an efficient information management system.
- 5.3 Manage own provision of speech pathology services and workload.
- 5.4 Update, acquire and/or develop resources.
- 5.5 Consult and coordinate with professional groups and services.
- 5.6 Adhere to professionally accepted scientific principles in work practices.
- 5.7 Collaborate in research initiated and/or supported by others.
- 5.8 Participate in and collaborate on the evaluation of speech pathology services.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- interpret and apply relevant service provider policies under direction
- maintain information management systems directly related to service delivery, with ongoing direction and support from the CE, administrative staff and/or peers
- manage direct client service tasks within a clear structure developed through discussion with his or her CE, who will take responsibility for meeting broader caseload responsibilities
- meet administrative and client-related tasks given considerable amounts of time outside of client contact
- take responsibility for developing his or her knowledge of relevant resources identified by the CE, and identify some that will be appropriate for his or her client(s)
- use resources responsibly and maintain them in good working order
- undertake specific tasks to assist the CE in the management of broader aspects of the speech pathology service
- collect data to evaluate the service, or support research under the direction of the CE.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- participate in understanding and applying the service provider's policies
- maintain information management systems in the workplace beyond those related to direct service provision, with initial and decreasing direction and support from others
- plan and manage most tasks related to direct service delivery, including administrative requirements, with assistance to prioritise tasks effectively
- manage the structure of his or her workday, with support from the CE
- manage routine aspects of his or her work efficiently, with moderate amounts of time required to complete more complex tasks
- participate in coordinating speech pathology services and those of other professionals, and in using professional networks to support service delivery
- assist the CE to participate in workplace research and evaluation of speech pathology services.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- interpret and apply government legislation and workplace policies and resolve ethical dilemmas, in consultation with the CE
- assume the role, duties and responsibilities of the speech pathologist in the service provider's organisation
- maintain efficient records as required by the service
- manage all aspects of his or her workload in a timely and efficient manner
- balance client needs with the objectives and context of the speech pathology service, and prioritise work tasks appropriately
- recognise and seek support when a number of features about the client or workplace combine to create complexity
- review and evaluate different service models in consultation with the CE
- identify resources available on site, and how to access these
- coordinate speech pathology services with other professionals and seek support to resolve any problems
- use professional networks for support, in addition to the CE
- participate in service evaluation procedures.

CBOS Unit 6: Professional and Supervisory Practice

Elements

- 1.1 Develop, contribute to, and maintain professional and team based relationships in practice contexts.
- 1.2 Demonstrate an understanding of the principles and practices of supervision applied to allied health/teaching assistants and in parent/caregiver education programs.
- 1.3 Demonstrate an understanding of the principles and practices of clinical education.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- maintain professional and team relationships under direction from the CE
- communicate with peers, colleagues, supervisors and support staff in a respectful and appropriate manner
- assist the CE to support the practice of an allied health/teaching assistant
- participate in aspects of educating parents/caregivers about the speech pathology program, under the direction of the CE
- participate as a supervisee in a peer mentoring program
- contribute to peers' development of their clinical knowledge and practice through discussion, feedback and sharing of resources.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- identify and initiate collaboration with team members for service delivery, after reflection and discussion with the CE
- adapt communication style and content to maximise the learning of others, with support and feedback
- identify ineffective communication or collaborative relationships and initiate discussion with the CE to identify causes and strategies to resolve these and implement them, under close supervision and guidance
- refine goals and effectively communicate instructions, after reflection on effectiveness, discussion and feedback from the CE, peers, colleagues and the learner
- demonstrate initiative in collaborating with peers and colleagues within the workplace, including allied health/teaching assistants, to provide a quality service
- develop professional working relationships and networks with others, with support and feedback
- participate in developing goals for his or her own learning
- participate as a mentee in a peer mentoring program
- contribute to peers' development of clinical knowledge and practice through discussion, feedback and sharing of resources.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- actively collaborate within the workplace team, and seek support when collaboration is not effective
- participate in meetings, case conferences and informal discussions in the workplace
- adapt communication style and content to maximise the learning of others
- participate in team discussions and seek support to identify issues and strategies when team relationships do not effectively contribute to quality care/services
- instruct and support caregivers/allied health/teaching assistants so that the client's goals are achieved
- support learners to reflect on and evaluate their practice against the goals for the client
- provide feedback that is sufficiently clear and specific so that the learner can apply it to his or her practice
- develop goals for his or her own learning
- participate as a mentor in a peer mentoring program
- contribute to peers' development of clinical knowledge and practice through discussion, feedback and sharing of resources
- demonstrate an understanding of the scope of practice of allied health/teaching assistants.

CBOS Unit 7: Lifelong Learning and Reflective Practice

Elements

- 7.1 Uphold the Speech Pathology Australia Code of Ethics and work within all the relevant legislation and legal constraints, including medico-legal responsibilities.
- 7.2 Participate in professional development and continually reflect on practice.
- 7.3 Demonstrate an awareness of formal and informal networks for professional development and support.
- 7.4 Advocate for self, client and the speech pathology profession.

Novice student

The following are examples of the types of behaviours that may be shown by a Novice-level student. The student may:

- act ethically in a rule-based manner once advised of expectations by the CE
- communicate ethically, including safeguarding confidentiality and gaining consent before releasing information
- recall some aspects of relevant theory and identify their relationship with some features of the client's communication and/or swallowing disorder
- actively follow up the CE's suggested resources for current research trends, concepts and theories
- take responsibility for revising relevant theory and seeking new information that may assist his or her understanding of the client's needs
- initiate seeking support and information from the CE
- discuss application of research, evidence-based guidelines or other knowledge bases provided by the CE
- identify some strengths and weaknesses that he or she brings to the work placement
- apply a limited repertoire of interpersonal and communicative skills, with a high level of support from the CE
- identify and practise a broader range of interpersonal and communication skills, with the CE facilitating self-evaluation and providing direct feedback.

Intermediate student

The following are examples of the types of behaviours that may be shown by an Intermediate-level student. The student may:

- identify some aspects of the ethical dilemmas encountered in practice, but will need the CE to assist in identifying all aspects of the problem and the range of possible strategies to resolve the situation
- enact ethical values in his or her daily practice, with monitoring and feedback from the CE, colleagues or peers
- relate relevant theory to a speech pathology problem, his or her conclusions about a client, and plans for action, with support to ensure that all relevant aspects of the current speech pathology knowledge base have been identified
- initiate searching for research evidence and identify opportunities available in the workplace to learn about research trends, concepts and theories relevant to the speech pathology problem that he or she is addressing
- interpret and apply knowledge to the specifics of the speech pathology problem
- identify key strengths and weaknesses, and work towards addressing weaknesses and recruiting strengths to improve service delivery

- acknowledge when stress is identified as affecting his or her performance, and participate in recognising strategies to manage its effect
- use a range of interpersonal and communicative skills consistently in familiar or less complex situations.

Entry-level (Competent) student

The following are examples of the types of behaviours that may be shown by an Entry-level student. The student may:

- apply core ethical principles to daily practice, and seek guidance and support to apply them to unfamiliar or complex situations
- demonstrate ethical values of dignity, respect for client rights, non-discrimination, objectivity and the need for professional interests to take precedence over personal interests
- interpret and apply theoretical information to his or her work
- seek and participate in professional support and development networks
- identify when stress is negatively affecting his or her work performance and seek assistance to manage this
- use an effective repertoire of interpersonal and communicative skills consistently in familiar or straightforward situations, and seek support to manage unfamiliar or complex situations.