COMPASS®

COMPETENCY ASSESSMENT IN SPEECH PATHOLOGY
ASSESSMENT RESOURCE MANUAL

2nd edition 2013
Excerpt: Professional Competencies

Speech Pathology Australia

competency assessment in speech pathology
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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
- behavioural exemplars for occupational competencies
- rating students with the paper-based copy of COMPASS®
- COMPASS® Projects bibliography.

Professional Competencies

The Professional Competencies were developed from information gathered through focus groups around Australia with university educators, field educators and students, and were informed by theory and practice in clinical education. They describe the knowledge and personal qualities that are considered critical to competent performance in clinical placements. These competencies support the development and maintenance of competent performance of the Occupational Competencies identified by the profession and itemised in the CBOS (Speech Pathology Australia, 2011). Research with COMPASS® confirms that these competencies, combined with the CBOS competencies, define speech pathology competency underlying good practice (McAllister, 2006). Publications related to the original research and subsequent work with COMPASS®, commonly known as 'The COMPASS® Projects', are detailed in Appendix 2.

The following is a more detailed outline of the Professional Competencies than is provided in the Assessment Booklet or COMPASS® online, and follows the CBOS Entry-level format (Speech Pathology Australia, 2011). Table 1 below provides a summary of the units and elements. The guidelines in CBOS for professional framework, range of practice and range of practice principles also apply to the Professional Competencies. Both the Professional and Occupational Competencies describe Entry-level performance. Please refer to the Behavioural Exemplars for descriptions of performances that represent Novice, Intermediate and Entry-level performances on the Professional and Occupational Competencies.

It may appear that there are some areas of overlap between the Professional and Occupational Competencies; however, while the Professional Competencies have synergies with the Occupational Competencies, they are not exactly the same. Reading the elements, cues and performance indicators will clarify this. You will also note that the Professional

Competencies are directed to observable aspects of student performance, rather than being solely focused on components of professional practice.

Table 1: Professional Competencies

Professional Competencies	
Units	Elements
Unit 1: Reasoning	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
Unit 2: Communication	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 meet speech pathology objectives 2.3 Communicate effectively with work teams
Unit 3: Learning	3.1 Reflect on performance 3.2 Structure own learning/professional development 3.3 Demonstrate an effective attitude to learning 3.4 Be able to change performance
Unit 4: Professionalism	4.1 Display effective organisational skills 4.2 Conduct self in a professional manner 4.3 Discharge administrative responsibilities effectively 4.4 Possess a professional attitude/orientation 4.5 Demonstrate ethical behaviour

Detailed Description of Professional Competencies

Professional Competency Unit 1: Reasoning

Element 1.1

Use effective thinking skills to ensure quality speech pathology practice.

Performance criteria

1. Critically evaluate, interpret and synthesise information from a variety of knowledge bases, including theoretical, personal and professional craft knowledge, as well as clients, peers and colleagues.
    Cues
    Student is able to:
    *   *conduct and explain their assessment, intervention and discharge decisions in a manner that demonstrates that they have considered information from a wide range of knowledge bases and sources*
    *   *identify and justify the various weightings they have applied to different sources of knowledge when making professional decisions*
    *   *apply new insights and knowledge to clinical situations*
    *   *recognise when assumptions are being made that have not been critically examined*
    *   *identify links between various sources of knowledge and how they contribute to a better understanding of the clinical situation.*

2. Use metacognitive thinking skills to monitor reasoning strategies.
    Cues
    Student demonstrates he or she can:
    *   *reflect on the reasoning process to identify gaps and further information that may be required*
    *   *analyse and critique his or her reasoning process in terms of its accuracy, reliability and validity*
    *   *critique the reasoning process in terms of logic, scope and relevance to client*
    *   *identify when observations or conclusions may not be accurate or valid*
    *   *explain his or her reasoning process logically and demonstrate consideration of the client's priorities and the broader context of their communication and/or swallowing disorder—for example, their functioning in their family, community/school, cultural and religious life*
    *   *identify when further information is required to make reliable and valid decisions about assessment, intervention or discharge*
    *   *identify when sufficient information has been gathered to generate an action plan.*

Element 1.2

Integrate collaborative and holistic viewpoints into professional reasoning.

Performance criteria

1. Share decision making with the client and/or caregiver and/or community.
2. Understand and respond appropriately to the client and/or caregiver's experience of care, and factor this into decisions.
3. Generate and implement plans that are specifically tailored to the client/family or community.
4. Identify the constraints and possibilities implicit in the broader context, and how these should influence the reasoning process.
   Cues
   Student identifies:
   - *relevant cultural issues*
   - *ethical considerations that affect possible courses of action*
   - *resources, constraints and opportunities existing in the service environment, including those represented by the client, their familial and social networks, the community and the service provider.*
5. Seek and incorporate information from relevant others into the reasoning process.

Element 1.3

Use sound professional reasoning strategies to assist planning for all aspects of service management.

Performance criteria

1. Identify priorities and generate and execute a plan to gather information at each stage of the reasoning cycle.
   Cues
   Examples may include that the student:
   - *notes short- and long-term plans for intervention and/or ongoing assessment in client file*
   - *records data from intervention sessions to track the client's response to intervention*
   - *observes the client's responses within sessions and immediately adapts the intervention plan.*
2. Use new information to modify plans, including within sessions and short- and long-term plans.
3. Project outcomes.
   Cues
   The student is able to comment on her or his expectations of:
   - *the client's responses to the planned intervention session and contingency plans to respond to these possibilities*
   - *the type of progress that can be expected and approximate timeframes for this progress.*
4. Apply reasoning skills continuously throughout the intervention to plan, evaluate/monitor and modify each phase of service to the client/family/community.

Professional Competency Unit 2: Communication

Element 2.1

Use interpersonal communication skills to facilitate the effective practice of speech pathology.

Performance criteria

1. Use an effective repertoire of communication skills with all communication partners, including clients/caregivers, staff in their workplace or other agencies, and members of the community.
   Cues
   The student demonstrates the ability to:
   - *develop and maintain a positive interaction*
   - *prevent, identify and repair communication breakdowns*
   - *use communication therapeutically (feedback, cuing, reinforcement, reframing and maintaining direction of session)*
   - *switch communicative codes when required*
   - *maintain appropriate communication boundaries*
   - *be positively assertive*
   - *listen actively*
   - *recognise, interpret and respond to nonverbal communication signals*
   - *use effective questioning.*
2. Communicate from a position of respect and empathy.
3. Understand the effect of nonverbal, cultural and situational components of communication.
   Cues
   These components may include:
   - *eye contact*
   - *body position*
   - *environment*
   - *presence of other people*
   - *power imbalances.*
4. Use communication skills to develop an understanding of and appropriate response to the needs of others.

Element 2.2

Use oral and written reporting and presentation skills to meet speech pathology objectives.

Performance criteria

1. Develop documentation that is objective, legible, accurate and up to date.
2. Identify useful and necessary information to be included according to the context and purpose of the report or presentation.
3. Communicate information in an ethical manner.
4. Present written and verbal information in a clear, concise, meaningful and logical manner across all media and contexts.
   Cues
   Examples of reporting and presentation media are:
   - *verbal*
   - *electronic communication, including email, social media and the internet*

- *electronic presentation software, such as Microsoft PowerPoint.*
5. Use a style and content that is appropriate to the target audience.
6. Follow organisational policies, procedures and guidelines for reporting and/or presentation of information.

Element 2.3

Communicate effectively with work teams.

Performance criteria

1. Apply communication skills effectively when negotiating, consulting and collaborating with colleagues and peers.
2. Recognise issues in the workplace that have broad implications, and participate in the development of cross-professional relationships and team-based approaches to address these.

Professional Competency Unit 3: Learning

Element 3.1

Reflect on performance.

Performance criteria

1. Accurately and objectively report on his or her own performance.
2. Reflect on and evaluate performance against his or her goals, or relevant standards of performance.
     Cues
     Examples may include:
     - *engages regularly in verbal or written self-evaluation*
     - *shares clinical journal with CE.*
3. Demonstrate appreciation of different perspectives.
4. Critically analyse information gathered from a variety of sources.
5. Identify a range of possible responses to insights developed through reflection.

Element 3.2

Structure own learning/professional development.

Performance criteria

1. Demonstrate familiarity with criteria for performance assessment.
2. Identify and acknowledge strengths, weaknesses and learning needs.
3. Develop personal and professional goals based on this appraisal.
4. Develop and implement a plan to achieve personal and professional goals.
     Cues
     Student is able to:
     - *identify sources of information and how to access them*
     - *prioritise learning goals*
     - *participate in performance assessment and development of a learning plan.*

Element 3.3

Demonstrate an effective attitude to learning.

Performance criteria

1. Show positive orientation to learning situations.
   Cues
   Student demonstrates behaviours such as:
   - *initiative*
   - *perseverance*
   - *active extension of knowledge base*
   - *carefully considered risk taking*
   - *willingness to ask questions.*
2. Constructively respond to evaluative feedback.
3. Take responsibility for own learning.
4. Acknowledge own limitations and errors, and seek support when necessary.
5. Share learning.

Element 3.4

Able to change performance.

Performance criteria

1. Identify strategies for change.
2. Change performance in response to new information or learning experiences.
3. Integrate and apply new knowledge across a variety of subsequent contexts where this knowledge is relevant.
4. Demonstrate ability to recognise core/generic principles and apply these to other contexts.

Professional Competency Unit 4: Professionalism

Element 4.1

Display effective organisational skills.

Performance criteria

1. Use effective time management across short and long timeframes.
   Cues
   Time frames to be considered include managing activities within intervention sessions, across the day, the week and the placement. The speech pathology student will demonstrate effective time management as follows:
   - *demonstrate a sense of purpose—for example, set goals and work towards achieving them for himself or herself and/or the client*
   - *meet deadlines*
   - *use time management strategies effectively—for example, maintaining a diary, 'to do' lists and/or schedules*
   - *cope with temporal flow so that changes in workload can be responded to effectively*
   - *demonstrate a longer term perspective, including planning for and meeting long-term goals without being distracted by short-term priorities*
   - *effective organisation of workspace.*

2. Use personal organisation across all aspects of practice.
   Cues
   The speech pathology student demonstrates behaviours such as:
   - *assessment or intervention materials are organised and available as required*
   - *preparation for tutorials*
   - *attending meetings on time.*
3. Apply self-management to enable effective practice.
   Cues
   The speech pathology student is able to:
   - *recognise stress and its effect on his or her performance*
   - *identify, manage and negotiate the competing demands of personal life, work and study to ensure that client care and professional responsibilities are not neglected.*

Element 4.2

Conduct self in a professional manner.

Performance criteria

1. Respect facilities, materials and staff of the organisation.
2. Act in a reliable, responsible and accountable manner.
3. Positively represent the profession.
4. Adopt professional dress, language and behaviour according to the requirements of the service being provided.

Element 4.3

Discharge administrative responsibilities effectively.

Performance criteria

1. Follow organisational administrative policies, procedures and guidelines.
   Cues
   These may include:
   - *workplace health and safety policies*
   - *medico-legal and ethical guidelines*
   - *clinic procedures and protocols.*
2. Understand role, duties and responsibilities within the service provider's organisation.
3. Manage caseload responsibilities effectively and responsibly.
4. Participate in planning and deliver a quality service using different service delivery models.
5. Maintain documentation in an exact, professional manner and according to service guidelines.
6. Participate in quality management processes.

Element 4.4

Possess a professional attitude/orientation.

Performance criteria

1. Take responsibility for quality service provision.
2. Consider the wellbeing of all clients, staff and peers in the clinic.
3. Value the skills of the client, carer, peers and other colleagues.

4. Demonstrate client-centred practice.
   Cues
   For example, the student:
   - *focuses on the client's needs, rather than their own*
   - *seeks the client's point of view regarding their needs and priorities.*
5. Demonstrate a holistic perspective to all aspects of the service that he or she provides.
   Cues
   For example, the student is able to:
   - *identify and address the wider effect of the individual client's communication and/or swallowing disorder upon their quality of life and ability to function as a member of their family and the broader community*
   - *identify the broader issues underpinning communication and swallowing dysfunction and values strategies to address these, such as:*
     - *participation in prevention programs*
     - *collaboration with colleagues to create change in the longer term that will promote better outcomes for clients or potential clients.*
6. Act collaboratively in the provision of services.

Element 4.5

Demonstrate ethical behaviour.

Performance criteria

1. Apply the core principles underpinning ethical behaviour to all aspects of client care.
   Cues
   The speech pathology student behaves in a manner that upholds the principles embodied in the Speech Pathology Australia Code of Ethics in their interactions with clients, families, the community, employer, profession and colleagues. This includes all aspects of the speech pathology student's practice, such as professional reasoning and decision making for caseload management, interpretation of assessment results, intervention and discharge planning.
   These principles include:
   - *beneficence and non-maleficence*
   - *truth*
   - *fairness and justice*
   - *autonomy*
   - *professional integrity.*
   These principles will be demonstrated in attitudes such as honesty, integrity and trustworthiness, empathy and compassion, respect and responsibility, critical self-appraisal and commitment to lifelong learning.
2. Display ethical values in practice.
   Cues
   The speech pathology student behaves in a manner that demonstrates the values described in the Speech Pathology Australia Code of Ethics, including:
   - *dignity*
   - *respect for client rights*
   - *non-discrimination*
   - *professional interests take precedence over personal interests*
   - *objectivity.*

3. Professional Competencies involved in reflection, critical thinking, reasoning, communication and collaborative problem solving are applied to ethical reasoning required for daily speech pathology practice.
4. The speech pathology student meets the standards of practice expected by the profession with clients and the community, employers, profession and colleagues.

Cues

The Standards of Practice described in the Speech Pathology Australia Code of Ethics are understood and used in daily practice.