

Example assessment & marking criteria

Assessment type:	Presentation
Subject:	<p>SPH106 - Foundations of Therapeutic Communication B</p> <p>Students engage with a range of practical experiences in order to facilitate their exploration of theoretical and social frameworks of communication development during childhood. Students will focus on both oral and literate language, and will develop skills in applying theory to practical projects as well as in naturalistic observation, and the recording and description of communication data. Students will apply their knowledge of linguistic analysis gained in SPH101 to examples of child speech and language. Students will also engage with community settings including families of children with communication difficulties to increase their awareness of the culturally and socially bound nature of human communication and to develop beginning skills for community practice in speech pathology.</p>
Subject learning outcomes:	<ul style="list-style-type: none"> • Be able to record, transcribe and describe language/communication samples from a range of contexts • Be able to describe theories of, and beliefs about, language/communication development and factors which influence development • Be able to reflect on experiences, beliefs and literatures to explore the development of beginning skills for community practice in communication • Be able to identify communication processes in learning and professional practice. • Be able to apply knowledge of linguistics to analyse samples of child language
Assessment task:	2. Parent Tutor Program
Value & length:	30%, 10-15 mins
Task description:	<p>During weeks 9-13, you participate in the Parent Tutor Program. In this program, you are assigned to a small group of students and a 'Parent Tutor'. The 'Parent Tutor', is a parent of a child with a disability. Their role is to share their story as a parent of a child with a disability, and provide you with insight into their daily life, and the struggles and the joys of their family.</p> <p>You will be introduced to this learning experience and your Parent Tutor in week 9. Beginning on this day, you will meet with the Parent Tutor on 4 occasions, at a time and place negotiated by your group and your Parent Tutor. During these sessions you will:</p>

	<ul style="list-style-type: none"> • Listen to, and engage with, the stories of parents of children with disabilities • Learn about a family's experience of health care and speech pathology services • Experience some of the environments/activities which are part of the family's everyday life. • Continue to build your skills in COMPASS Professional competencies: reasoning, communication, professionalism and learning <p>Your participation in this program is assessed during week 13. As a class, you are responsible for organising a morning/afternoon tea for the parent tutors. At this occasion, each group shares their learning with the parent tutors and the other students. Each group needs to present the following information:</p> <ul style="list-style-type: none"> • share the family's story with the class in an ethical way that reflects what is significant to them • critique models of service delivery (esp. Family-centred practice) and the impact of models of service delivery on client/family experiences of a health system • reflect on the role of client/family perspective in Evidence-based Practice and clinical reasoning • reflect on your development as a client/family centred speech pathologist <p>You can be creative in how you share this information. For example, you might create a digital story, a video or photo journal, an interactive poster/presentation, or put on a play. I recommend discussing as a group how you might like to present your learning before your first session. This way, you can collect your reflections and other 'data' in the format that you need. It is your responsibility as a group member to discuss your task with your parent tutor in order to determine what they are happy for you to 'record' (in writing, photos, audio/video etc.). Be sensitive in this. For example, you can compile a photo diary in which photos do not contain people, but rather objects and places that represent your most salient learning.</p> <p>Your group's presentation should be 10-15 minutes in length.</p>
<p>Rationale:</p>	<p>As a future speech pathologist, your practice will be influenced by your understanding of roles and models of practice, as well as the development of core clinical skills including reasoning, communication, lifelong learning and professionalism. In this task, you present your learning and reflections on these things from your first placement experience. In this task, you will experience the reciprocity that can be present in teaching and learning experiences, and in your practice. This task focuses on learning outcomes 3 & 4 for this subject.</p>

You will receive a group mark for your presentation. Your presentation will be marked using the following criteria:

Marking criteria & standards of performance

Developed by Catherine Easton and Gemma Mirtschin with input from the Speech Pathology team at CSU

Criteria	HD	DI	CR	PS	FL
<p>Sharing of an ethical, client-centred narrative of the Parent's experiences (Communication) (20 marks)</p>	<p>Creation of a cohesive and coherent narrative that synthesises the significant events and experiences of the parent and family and their responses to these. The narrative considers the complex relationships of events/people/context. Ethical consideration is given to the construction of the story.</p>	<p>Creation of a cohesive and coherent narrative that synthesises the significant events and experiences of the parent and family and their responses to these. Ethical consideration is given to the construction of the story.</p>	<p>Creation of a cohesive narrative that summarises significant experiences of the parent/family. The narrative considers experience as well as event and is embedded in the context of the family. Ethical consideration is given to the construction of the story.</p>	<p>Creation of a narrative that summarises significant experiences of the parent/family. Narrative may focus on events rather than experience. Ethical consideration is given to the construction of the story.</p>	<p>Lack of a narrative that summarises significant experiences or events of the parent, and/or lack of ethical consideration given to the construction of the story</p>
<p>Description of models of practice, and their impact on families' experiences and outcomes (10 marks)</p>	<p>Critique of models of practice based on your experience of Parent Tutors and the literature, including the impact of models of practice on the family's experience of health care</p>	<p>Critique of Family-centred practice based on your experience of Parent Tutors and the literature, including the impact of models of practice on the family's experience of health care</p>	<p>Description of Family-centred practice based on your experience of Parent Tutors and the literature, including the impact of models of practice on the family's experience of health care</p>	<p>Observation(s) of Family-centred practice based on your experience of Parent Tutors, and example of the impact of models of practice on the family's experience of health care</p>	<p>Does not provide observation of Family-centred practice based on your experience of Parent Tutors or the literature, or the impact of models of practice on the family's experience of health care</p>
<p>Reflection on the role of client/family's perspective in Evidence-Based Practice and clinical reasoning (Reasoning) (10 marks)</p>	<p>Critique of Evidence-Based Practice and client/family centred clinical reasoning based on the shared experience of your Parent Tutor and comparison with personal observations/experiences and relevant literature.</p>	<p>Discussion of the experience of your Parent Tutor and comparison with personal observations/experiences and relevant literature to reflect on the role of client/family's perspective in Evidence-Based Practice and client/family centred clinical reasoning</p>	<p>Description of the experience of your Parent Tutor and comparison with personal observations/experiences and relevant literature to reflect on the role of client/family's perspective in Evidence-Based Practice and client/family centred clinical reasoning.</p>	<p>An example from your Parent Tutor and comparison with personal observations/experiences or relevant literature to reflect on the role of client/family's perspective in Evidence-Based Practice and client/family centred clinical reasoning.</p>	<p>Lacking reflection on the role of client/family's perspective in Evidence-Based Practice and/or client/family centred clinical reasoning and/or without reference to your parent tutor, and or your personal observations/experience or the literature</p>
<p>Reflection on your</p>	<p>Discussion of how your</p>	<p>Discussion of how your</p>	<p>Description of how your</p>	<p>An example of how your</p>	<p>Lacking an example of</p>

<p>development as a client/family centred clinician (Professionalism) (10 marks)</p>	<p>development as a client/family centred clinician was challenged and shaped during your experience of the Parent Tutor program. The discussion is extended through reference to Professionalism as described in COMPASS and relevant literature.</p>	<p>development as a client/family centred clinician was challenged and shaped during your experience of the Parent Tutor program. The discussion is extended through reference to Professionalism as described in COMPASS and relevant literature.</p>	<p>development as a client/family centred clinician was challenged and shaped during your experience of the Parent Tutor program. The description is linked to Professionalism as described in COMPASS and relevant literature</p>	<p>development as a client/family centred clinician was challenged or shaped during your experience of the Parent Tutor program. The example is linked to Professionalism as described in COMPASS or relevant literature.</p>	<p>how your development as a client/family centred clinician was challenged or shaped during your experience of the Parent Tutor program, and/or The example is not linked to Professionalism as described in COMPASS or relevant literature</p>
<p>Clarity and creativity of presentation, and evidence of group collaboration (10 marks)</p>	<p>Learning is presented creatively, and clearly, with use of multiple modes of communication to support audience engagement, in the time frame provided. Group collaboration is evident, with individual stories finding voice within the group's presentation.</p>	<p>Learning is presented creatively, and clearly, with use of multiple modes of communication, in the time frame provided. Group collaboration is evident through the synthesis of individual stories.</p>	<p>Learning is presented creatively, and clearly, in the time frame provided. Group collaboration is evident in the creation of a cohesive presentation</p>	<p>Learning is presented clearly, in the time frame provided. Group work may be focussed on cooperation rather than collaboration.</p>	<p>Learning is not presented clearly, and/or not within the time frame provided, and/or without evidence of input from all group members</p>