



Appendix A Statement of Inherent Requirements

Faculty	Health
Discipline	Speech Pathology
Courses	Postgraduate Courses Master of Speech Pathology [371JA]

Ethical Behaviour

Inherent Requirement

- Behave ethically and professionally in academic and professional environments, complying with relevant standards and codes of ethics applicable to the profession.

Rationale

- Compliance with relevant professional standards and/or codes of conduct and commonly accepted standards of professional behaviour, facilitates safe, competent interactions and relationships for students and the people they engage with in all contexts. This supports the physical, psychological, emotional and spiritual wellbeing of all.

Related Professional Requirements:

University of Canberra Student Conduct Rules

https://www.canberra.edu.au/_data/assets/pdf_file/0008/1379069/University-of-Canberra-Student-Conduct-Rules-2018-.pdf

Speech Pathology Code of Ethics

https://www.speechpathologyaustralia.org.au/SPAweb/Members/Ethics/Code_of_Ethics/SPAweb/Members/Ethics/HTML/Code_of_Ethics.aspx?hkey=1a179303-f14a-49c8-be12-eb9ac73f565c

Competency Based Occupational Standards

https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/CBOS/SPAweb/Resources_for_Speech_Pathologists/CBOS/CBOS.aspx?hkey=c1509605-c754-4aa8-bc10-b099c1211d4d

Examples

- Apply ethical behaviour in the management of confidential and sensitive personal information.
- Reflect on ethical dilemmas and issues and take responsibility for ensuring awareness of ethical behaviour.
- Operate within own role and responsibilities in the clinical setting.
- Use suitable evaluation methods to review effectiveness of practice

Legal Compliance

Inherent Requirement

- Comply with Australian Law, professional regulations and/or scope of practice relevant to the profession.

Rationale

- Knowledge, understanding and compliance with Australian Law and professional regulations will facilitate effective, professional, responsible and accountable speech-language pathologists, and is necessary to work effectively and meet professional accreditation requirements.

Related Professional Requirements:

[Note: Speech Pathology is not a registered profession, thus not covered by the National Health Practitioner Regulation Act or AHPRA)

[Privacy Act 1988](#), [Federal Discrimination Law](#): Age Discrimination Act 2004; Australian Human Rights Commission Act 1986; Disability Discrimination Act 1992; Racial Discrimination Act 1975

Australian Capital Territory – [Discrimination Act](#) 1991

[Communication Bill of Rights](#), [Speech Pathology Australia](#) - Scope of Practice; Principles of Practice; Parameters of Practice

Examples

- Comply with policies of clinical facilities (e.g. Work Health and Safety Act and uniform requirements).
- Protect the privacy and information of clients in confidence unless required by law or public interest to release said information
- Obtain informed consent prior to assessment and intervention in the clinical setting.
- Use qualified interpreters where necessary
- Prepare and provide documentation according to legal requirements and accepted procedures and standards.

Communication Skills

1. Expressive Communication Skills

Inherent Requirement

- Ability to communicate effectively verbally and in writing, in English, to a standard that allows clear and professional-level messages, with language use and style tailored to meet the needs of diverse audiences.

Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

Examples

- Communicate clearly, audibly and effectively in English
- Modify rate of speech and complexity of language to meet the needs of clients.
- Explain clinical processes to clients using diverse modes of communication as required.
- Actively participate in group discussions, in class as well as on clinical placement (e.g. patient based group discussions)
- Engage in collaborative processes with clients to negotiate goals for intervention.

- Construct coherent written communication to a scholarly and/or professional standard as appropriate to the circumstances, including the ability to generate texts using Easy English as necessary.
- Advocate for the needs of others and facilitate behavioural change and self-management in others.
- Construct patient notes, reports and information sheets in a timely manner that meets legal and professional standards.

2. Receptive Language Skills

Inherent Requirement

- Ability to assess concepts and meaning in English, using knowledge of language, background knowledge, critical thinking skills and self-reflection.

Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as to solve problems and communicate knowledge and understanding of relevant subject matter effectively.

Examples

- Comprehend spoken English delivered at conversational speed (including in noisy environments, such as hospital ward and classrooms)
- Ability to hear and analyse in real-time the precise elements of speech production and language output.
- Understand and respond to verbal communications accurately, appropriately and in a timely manner
- Read, synthesise and comprehend information presented in a variety of standard formats (e.g. handwritten or electronic client progress notes, test results, scientific journal articles)
- Ability to develop hypotheses about the intended action implied by various patterns of speech, language and silence.

3. Interpersonal Communication Skills

Inherent Requirement

- Respectful communication with others, including the ability to listen, display and respect empathy, build rapport and gain trust to ensure meaningful and effective interactions with people they engage with.

Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as to solve problems and communicate knowledge and understanding of relevant subject matter effectively.

Examples

- Communicating respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
- Understand another person's perspective
- Perceive non-verbal communication from others and respond appropriately (in context)
- Create and develop rapport with peers, supervisors, academic and professional staff and clients/patients conducive to establishing effective working relationships;
- Responding appropriately to requests from patients, supervisors and other health professionals in the clinical setting.

- Cultural competence, sensitivity and willingness to work with individuals in a complex and diverse Australian educational setting – including use of qualified interpreters where there is no shared language with the client.
- Dress appropriately and safely for the clinical workplace (E.g. dress modestly for sitting on the floor and on small chairs and for working with head injured patients)
- Manage your own physical and mental health effectively (E.g. not attend clinic when ill)

Behavioural Stability

Inherent Requirement

- Behaviour that is adaptable to effectively manage changing situations sufficiently to maintain academic and professional relationships to acceptable community standards.

Rationale

- Behavioural stability is essential in managing personal emotional responses and behaviour in academic and complex professional environments, including situations of potential human distress. It is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines and ambiguously defined problems.

Examples

- Reflecting on practice and responding appropriately to constructive feedback.
- Coping with own emotions and behaviour effectively when dealing with individuals in the clinical setting (e.g. maintaining professional empathy and objectivity in the context of a dying patient).
- Managing own work schedule to maximise safety, efficiency and effectiveness.

Motor Skills

Inherent requirement

- Sufficient tactile function, strength and mobility to function within speech pathology practice

Rationale

- Speech pathologists work in a wide range of settings and with a wide range of people. Each clinical setting will be different in terms of what motor skills are required

Examples

- Cleanse hands and forearms using disinfecting products on accordance with centre policy
- Wear clothing and masks designed to reduce the spread of infection and protect the wearer
- Independently carry and manipulate instruments, materials and equipment necessary for clinical care (e.g. use a tongue depressor, manipulate cutlery, quickly manipulate small objects when assessing children)
- Attend clinical or practicum placements in a range of physical settings (e.g. urban, rural, hospitals, clinics) and for the required number of hours within a reasonable period

Sensory Skills

Inherent requirement

- Sufficient sensorimotor skills including visual, auditory and tactile acuity to function within the speech pathology scope of practice.

Rationale

- Speech-language pathology requires visual, auditory and tactile acuity in order to consistently provide safe and effective care through ability to recognize and minimise the risk of harm to self and others.
- Speech Pathology required auditory acuity in order to analyse spoken interaction in real time.
- Speech pathology requires visual acuity in order to recognize and analyse non-verbal aspects of communication (e.g. body structures and functions, body language, facial expression)
-

Examples

-
- Ability to observe and interpret visual information about a client's presentation such as appearance, behaviour, posture, movement and speech (e.g. observe a blue line, observe incorrect movement on an x-ray of swallowing, judge symmetry of facial features)
- Ability to detect and interpret auditory information from a client's speech including rate, volume, quality of information and content of thought (e.g. discriminate normal vs hoarse voice, count stutters, evaluate pitch patterns)
- Observe and evaluate clients' non-verbal or other diverse modes of communication in a range of contexts (clinical/natural);
- Observe, identify and evaluate potential barriers and facilitators in the natural environment of someone who has difficulty communicating

Cognitive Skills

Inherent Requirement

- Acquire knowledge, process information, analyse, think critically and synthesise information to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive, numeracy and literacy skills, including focus, memory, and attention to detail.

Rationale

- Cognitive skills are essential in acquisition and application of knowledge in both the academic and professional environment.

Examples

- Ability to conceptualise and use appropriate knowledge in response to academic assessment items.
- Ability to process information from various sources, in real time, when working with clients.
- Gather, comprehend, critically evaluate and synthesize information from a variety of sources (e.g. patient case history and various data from assessment procedures, and formulate a diagnosis and treatment plan)
- Accurately undertake arithmetic calculations (e.g. mean length of utterance, type token ratio, percent consonants correct, standard scores, repetitions per second, etc)
- Develop options and assess and compare their respective merits (e.g. read, understand and apply scientific principles to management of health conditions)
- Engage in rational, ethical, scientific and clinical reasoning (e.g. writing session plans, reports and notes)

- Accurately recall information without reference (e.g. giving verbal feedback about a patient's progress to a nurse or other medical professional)
- Engage in rational and ethical reasoning (e.g. carefully consider all available information when making decisions/recommendations)

ICT Capacity

Inherent Requirement

- Acquire, and employ information and communications technology (ICT) skills in an appropriate and effective manner, utilising a range of systems in both the academic and professional setting.

Rationale

- ICT are now routine elements of everyday interactions between people and technology use can be the primary focus of assessment and intervention for some clients.
- Competent ICT skills are essential to successfully access, apply and communicate information in diverse models of service delivery.

Examples

- Using online meeting tools effectively.
- Evaluating and using various AAC devices.
- Managing audio-visual data created in the course of assessment and treatment sessions.
- Being able to use diverse ICT platforms to participate in professionally relevant 'communities of practice'.
- Creating electronic medical records.
- Developing accessible resources for clients.
- Researching electronic journals and submitting assignments online.
- Be familiar with relevant health information databases to research clinical and scientific literature and access evidence-based medicine guidelines online

Sustainable Performance

Inherent requirements

- Consistently completes tasks in a timely manner and within a designated period, where required, while maintaining consistency and quality of performance.

Rationale

- Sufficient mental and physical endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care. Tasks must be completed consistently and with respect to industry or workplace defined timeframes, maintaining consistency and quality of performance

Examples

- Sustain study practices and clinical performance to sufficiently engage with the learning workload for a study period, and for the degree, within a constrained timeframe
- Perform multiple tasks in an assigned period with a level of concentration that ensures capacity to focus on the activity until it is completed appropriately and within safe and reasonable timeframes (e.g. complete a paediatric assessment over a 90 minute session)

- Remain focused and provide consistent responses over the course of a clinical placement
- Able to complete clinical placement hours as per the clinical handbook/placement agreement
- Accept and fulfil assigned responsibilities for academic and clinical tasks in a timely manner and with consistent, quality performance (e.g. arrive on time, write up observations on the same day they occur, write assessment reports within 48 hours of completing the assessment, submit assignments on time)