Training Module 1, Learning Activity 1: Understanding the behavioural descriptors

**Task A:**
You will be allocated a professional competency to discuss. Your task is to describe the behaviours you would expect to observe in a student who is at each of the three levels identified in the behavioural descriptors: Novice, Intermediate and Entry-level.

The following material will assist you with this task:
- behavioural descriptors of student competency (see below)
- professional competency units and elements, available on pages seven to 14 of COMPASS®: Competency assessment in speech pathology assessment resource manual (2nd edition) (Speech Pathology Australia, 2013)

**Task B:**
When indicated by the facilitator, refer to ‘Examples of applying the behavioural descriptors to the CBOS and generic professional competency units’ starting at page 15 of the COMPASS®: Competency assessment in speech pathology assessment resource manual (2nd edition).

Review the competency your group has evaluated and compare your interpretation of the behavioural descriptors to the one in the manual, and discuss and resolve any differences.

**Task C:**
Report the key points of your discussions to the whole group.
Worksheet: Understanding the Behavioural Descriptors

Professional competency discussed: ________________________________

Novice

Intermediate

Entry-level

Reflections
Behavioural descriptors of student competency

Novice student

The Novice-level student:

- requires a high degree of supervisory support
- recalls some aspects of relevant theory
- needs support to:
  - draw conclusions about a client
  - develop a plan for action
  - understand the total clinical situation
  - apply problem-solving strategies, principles and theory
- spends a high degree of time and effort in meeting clinical responsibilities
- is highly focused on own performance, rather than on the client.

Intermediate student

For the Intermediate-level student:

- the complexity of the client, the workplace environment and the student's previous experience determines:
  - the degree of supervision (moderate to low)
  - the ability to recognise the meaningful aspects of a situation.

The Intermediate-level student:

- recognises several aspects of a problem, but not all; relates these to the client’s needs; and is able to:
  - draw some accurate conclusions about a client
  - develop some plans for action
  - recognise some important aspects of the total clinical situation
- requires support to:
  - recognise and prioritise all aspects of a situation
  - flexibly apply problem-solving strategies, principles and theory
- develop automaticity that results in:
  - moderate expenditure of time and effort
  - greater ability to focus on the situation than on own performance
  - a developing ability to use observation to assist clinical reasoning.

Entry-level student

The Entry-level student:

- performs the majority of his or her work independently and competently
- seeks support if the situation is new or a number of features about the client or workplace setting combine to create complexity
- identifies the meaningful aspects of problems and integrates these to generate a number of logically possible conclusions. Conclusions/actions will be modified with new information
- prioritises appropriately
- maintains a focus on the client or situation
- carries out his or her work in an efficient and timely manner.