

Changes to COMPASS[®] 2nd Edition

A Quick Guide for Clinical Educators

Dr Simone Arnott

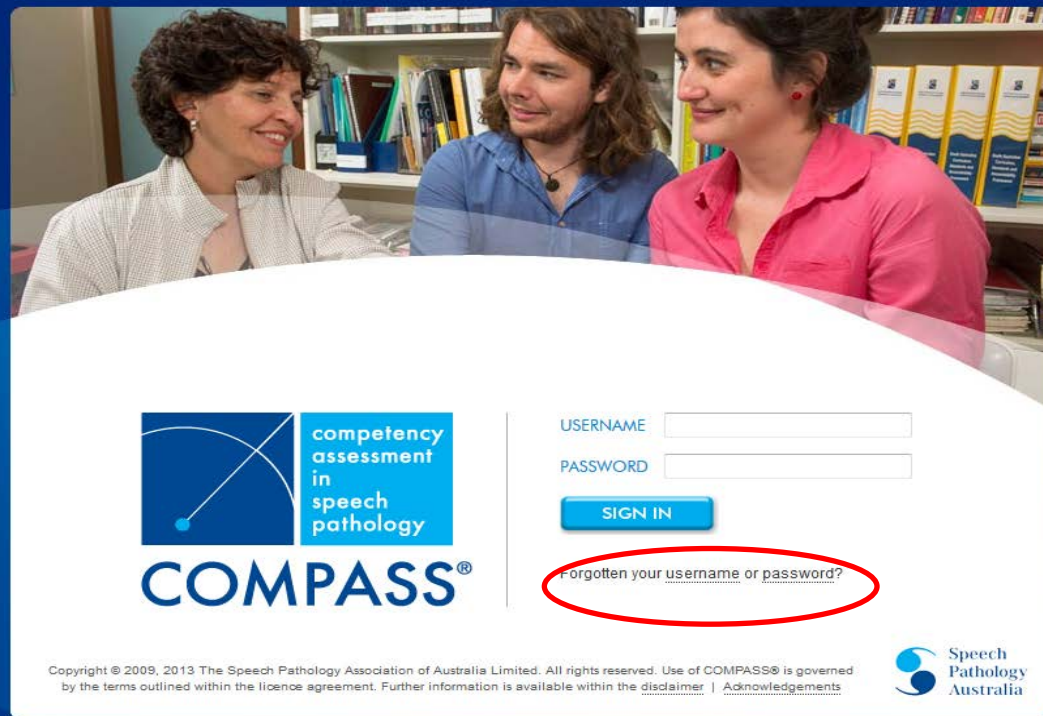
National Professional Practice Education Coordinator

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with thanks and acknowledgement to
the Queensland Speech Pathology Clinical Education Collaborative (QSPCEC)

Password Function

- On the home screen you can now request your username or password



The image shows a login interface for COMPASS. At the top, there is a photograph of three people (two women and one man) smiling and looking at a screen. Below the photo is a white login box. On the left side of the box is the COMPASS logo, which includes a blue square with a white arc and the text 'competency assessment in speech pathology' and 'COMPASS®'. On the right side of the box are two input fields: 'USERNAME' and 'PASSWORD'. Below these fields is a blue 'SIGN IN' button. Below the 'SIGN IN' button is a link that says 'Forgotten your username or password?', which is circled in red. At the bottom of the box, there is a small copyright notice: 'Copyright © 2009, 2013 The Speech Pathology Association of Australia Limited. All rights reserved. Use of COMPASS® is governed by the terms outlined within the licence agreement. Further information is available within the disclaimer | Acknowledgements'. To the right of the copyright notice is the 'Speech Pathology Australia' logo.

competency
assessment
in
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pathology

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USERNAME

PASSWORD

SIGN IN

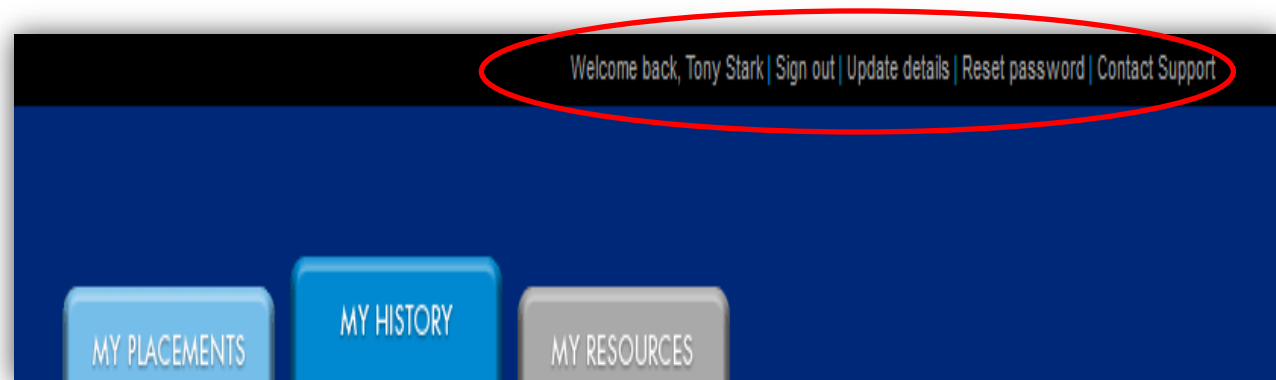
Forgotten your username or password?

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Speech
Pathology
Australia

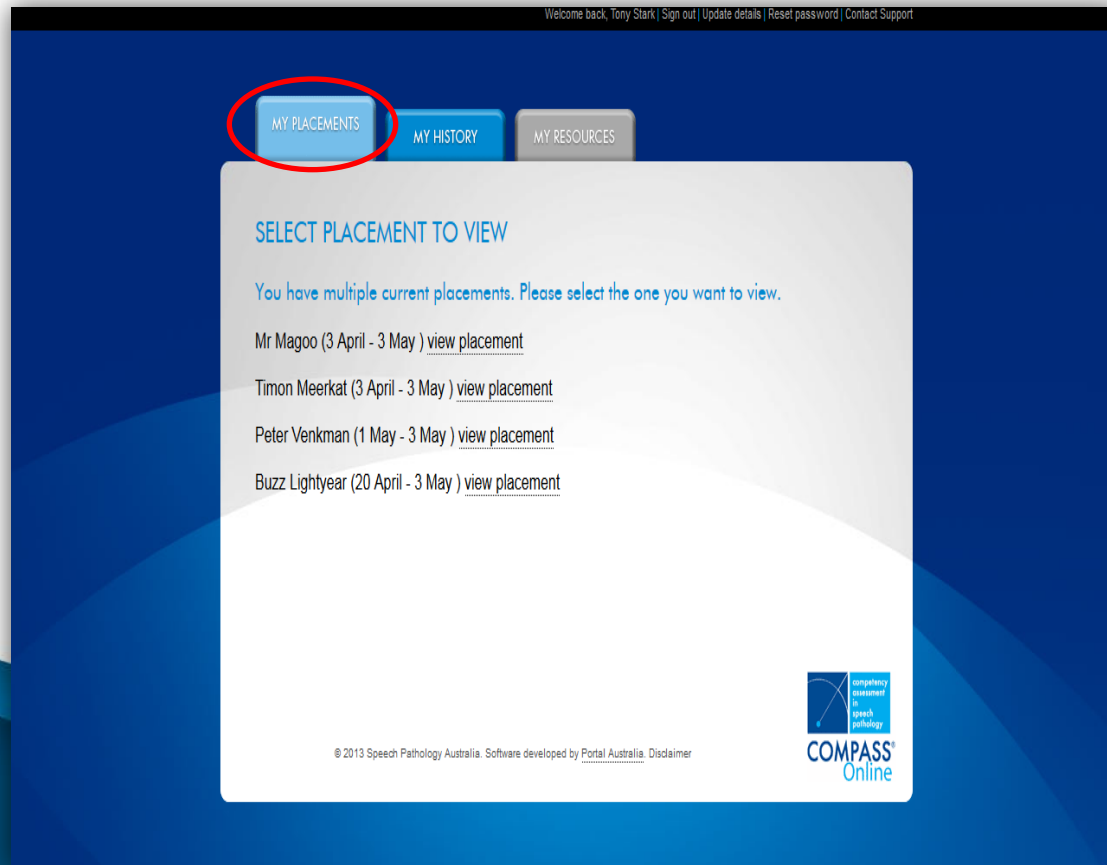
Reset Password

- Once you log-in, you can also use the top bar to update your details, reset your password or contact help support



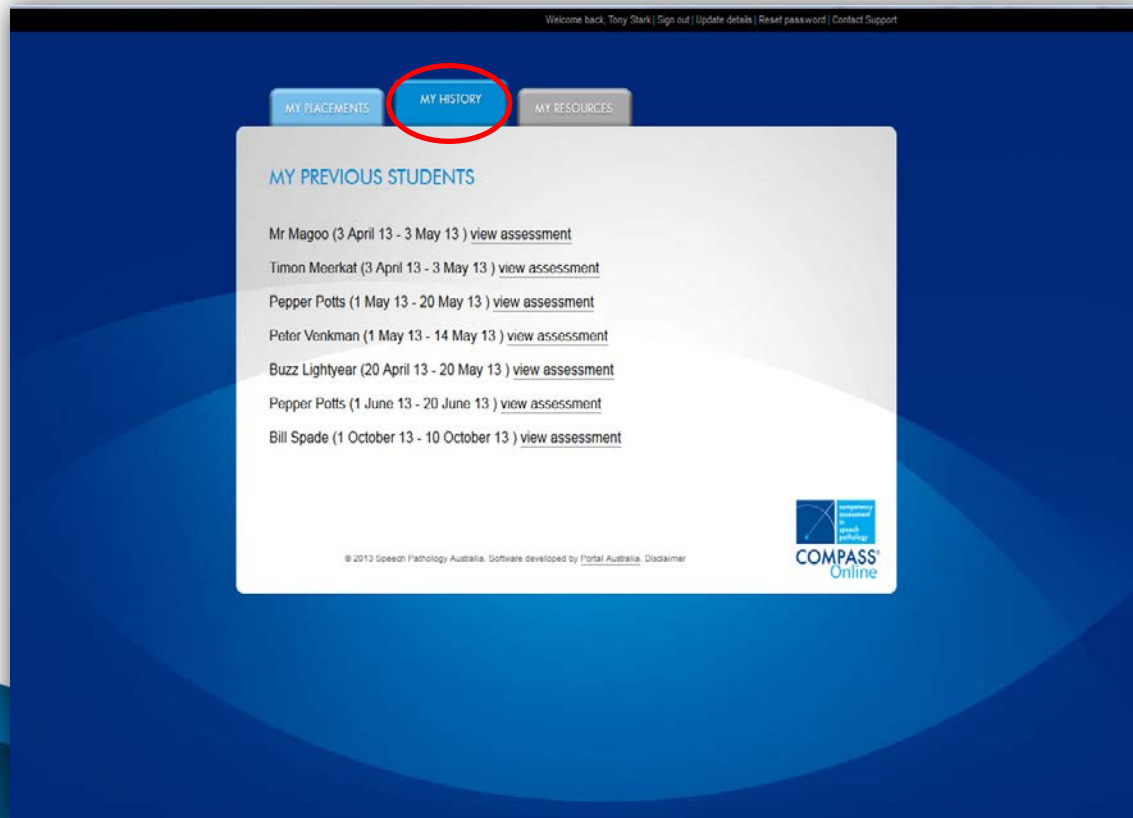
My Placements Tab

- Shows current placements and assessments to be completed



My History Tab

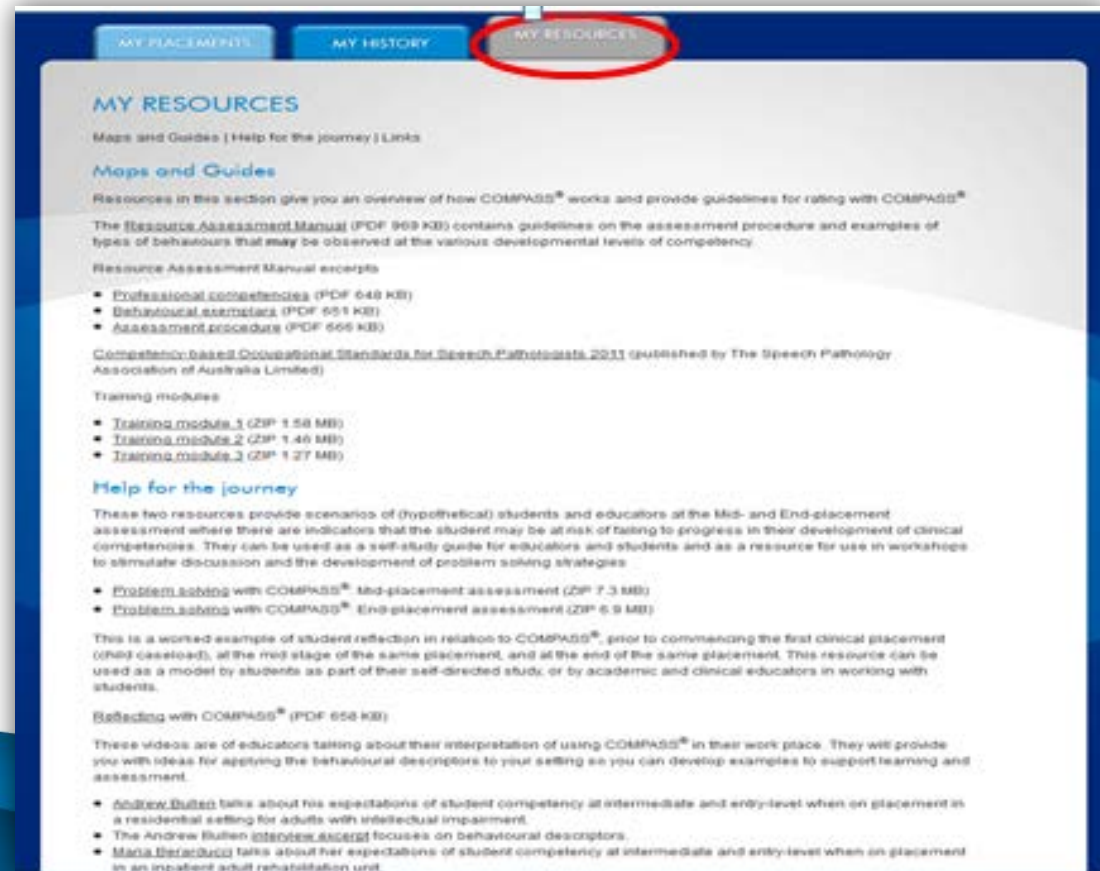
- Shows previous completed assessments



My Resources Tab

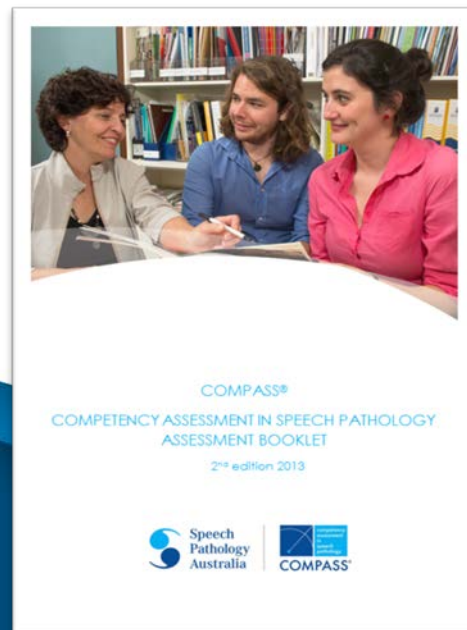
Shows new resources available including:

- Resource Assessment Manual
- Training Modules
- Problem Solving
- Reflection
- Walkthroughs
- Clinical Educator Videos



Assessment Booklet and Assessment Resource Manual

- Both the assessment booklet and assessment resource manual have been updated so if you have hard copies or saved copies of these resources please download the new versions



The Visual Analogue Scale: VAS

- The letters N, I and E have been added to represent Novice, Intermediate and Entry-level
- The 'Not Observed' box on the left has changed to 'No Opportunity'
- The Above Entry-level box has been removed
- The questions relating to whether a student has developed sufficient competency or made sufficient progress in a particular unit have been removed



The image shows a screenshot of a Visual Analogue Scale (VAS) interface. It features a horizontal yellow bar with a slider. On the left side of the bar, there is a checkbox labeled 'No Opportunity'. Below the bar, the letters 'N', 'I', and 'E' are positioned at the left, middle, and right ends respectively, representing Novice, Intermediate, and Entry-level. The slider is currently positioned towards the right end of the scale.

Student and Educator Mid Placement Ratings

- Student and Educator Mid-Placement ratings are now clearly labelled and shown in grey on End placement assessments

Welcome back, Tony Stark | [Sign out](#) | [Update details](#) | [Reset password](#) | [Contact Support](#)

MY PLACEMENTS MY HISTORY MY RESOURCES

END-PLACEMENT EDUCATOR ASSESSMENT

Professional Unit 1: Reasoning

Please rate the student on the following scale to provide an **Overall unit rating**. If you wish to also rate on the elements of competency click on the 'Show elements' button.

Your Mid-placement assessment rating for this unit is displayed.

If your student has completed a self-assessment the student's End-placement self-assessment rating for this unit is also displayed.

Overall unit rating

☐ No Opportunity ☐ No Opportunity ☐ No Opportunity

Educator Mid-placement

Student End-placement

N I E

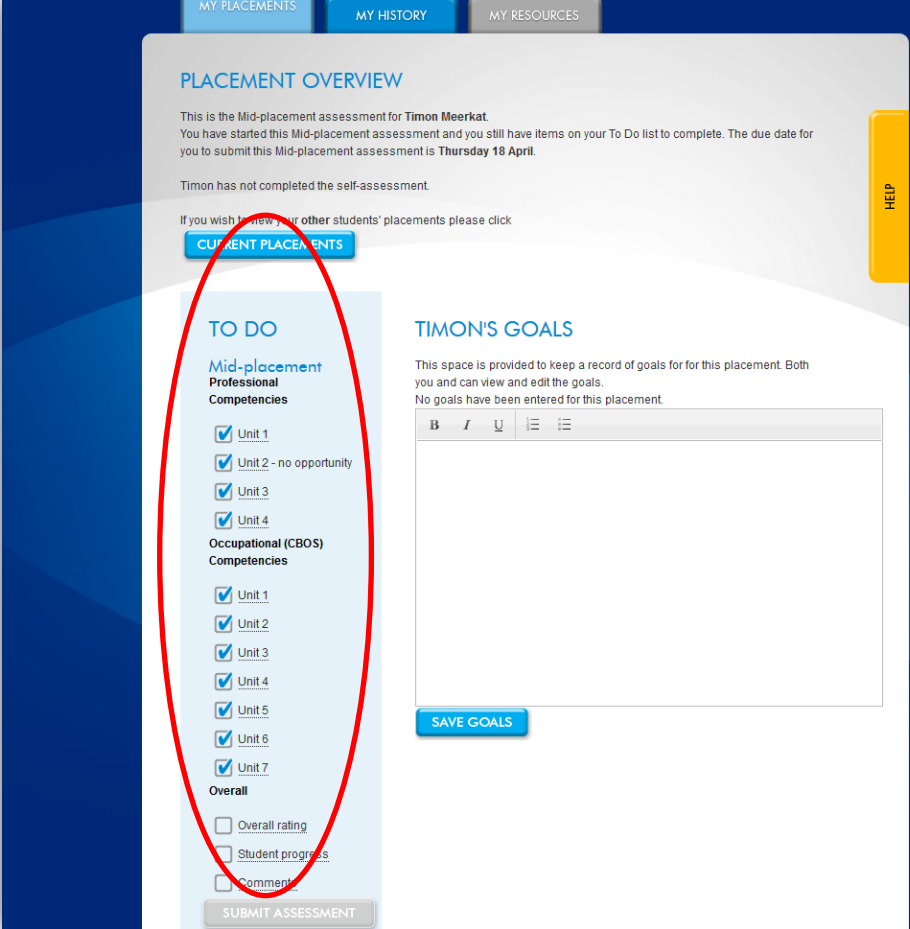
[SHOW ELEMENTS](#) (optional)

BEHAVIOURAL EXEMPLARS

BEHAVIOURAL DESCRIPTORS

Placement Overview- Mid

- The Placement Overview in the My Placements Tab has a summary to show which units have been completed



MY PLACEMENTS MY HISTORY MY RESOURCES

PLACEMENT OVERVIEW

This is the Mid-placement assessment for **Timon Meerkat**.
You have started this Mid-placement assessment and you still have items on your To Do list to complete. The due date for you to submit this Mid-placement assessment is **Thursday 18 April**.

Timon has not completed the self-assessment.

If you wish to view your other students' placements please click

CURRENT PLACEMENTS

TO DO

Mid-placement Professional Competencies

- ☒ Unit 1
- ☒ Unit 2 - no opportunity
- ☒ Unit 3
- ☒ Unit 4

Occupational (CBOS) Competencies

- ☒ Unit 1
- ☒ Unit 2
- ☒ Unit 3
- ☒ Unit 4
- ☒ Unit 5
- ☒ Unit 6
- ☒ Unit 7

Overall

- ☐ Overall rating
- ☐ Student progress
- ☐ Comments

SUBMIT ASSESSMENT

TIMON'S GOALS

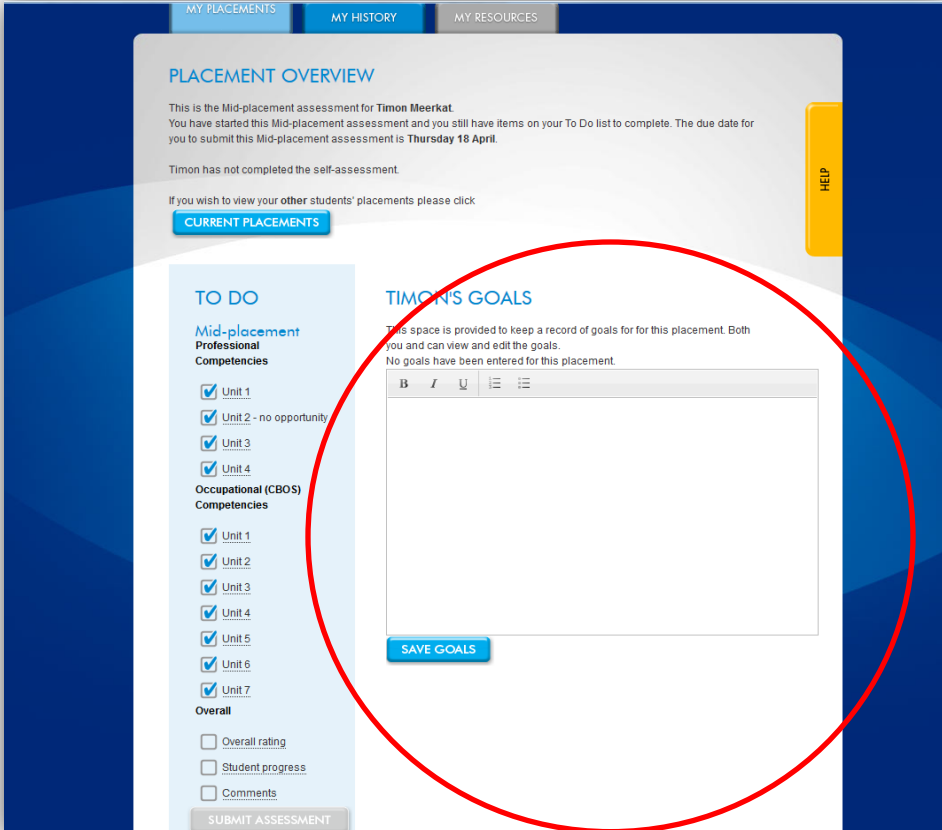
This space is provided to keep a record of goals for for this placement. Both you and can view and edit the goals.
No goals have been entered for this placement.

SAVE GOALS

HELP

Goal Setting

- A record of student goals for the placement can be viewed on the placement overview in the My Placements Tab



The screenshot displays the 'MY PLACEMENTS' tab in the ACU system. The 'PLACEMENT OVERVIEW' section for 'Timon Meerkat' shows a due date of 'Thursday 18 April' and a 'CURRENT PLACEMENTS' button. A red circle highlights the 'TIMON'S GOALS' section, which includes a 'TO DO' list of competencies and a 'SAVE GOALS' button.

MY PLACEMENTS | MY HISTORY | MY RESOURCES

PLACEMENT OVERVIEW

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CURRENT PLACEMENTS

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Occupational (CBOS) Competencies

- ☒ Unit 1
- ☒ Unit 2
- ☒ Unit 3
- ☒ Unit 4
- ☒ Unit 5
- ☒ Unit 6
- ☒ Unit 7

Overall

- ☐ Overall rating
- ☐ Student progress
- ☐ Comments

SUBMIT ASSESSMENT

TIMON'S GOALS

This space is provided to keep a record of goals for for this placement. Both you and can view and edit the goals.
No goals have been entered for this placement.

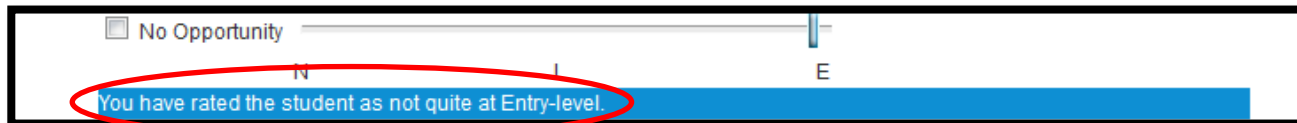
SAVE GOALS

Entry-level

- You will be advised if you have marked a student at Entry-level

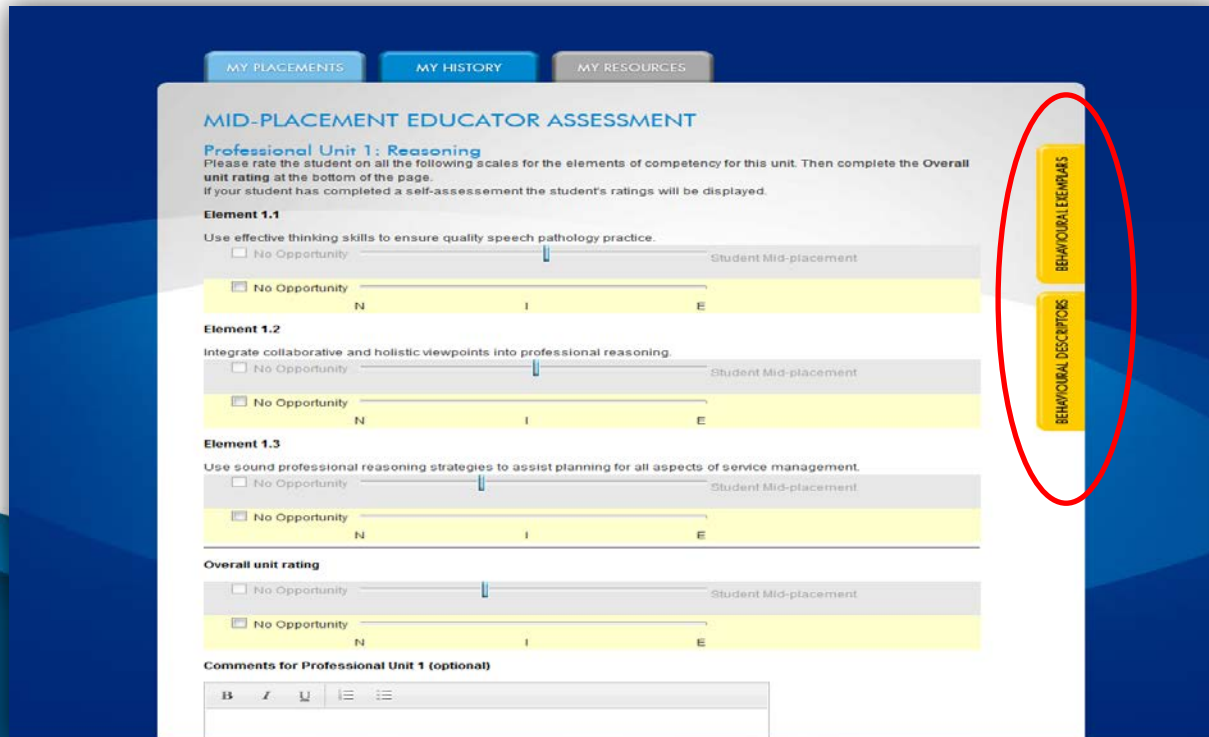


- You will also be advised if you have marked your student near, but NOT AT Entry-level



Behavioural Descriptors and Behavioural Exemplars

- Behavioural Descriptors are available in a yellow tab to the right of each unit page
- Behavioural Exemplars specific to the unit are also available in a yellow tab on the right of each unit page



MY PLACEMENTS MY HISTORY MY RESOURCES

MID-PLACEMENT EDUCATOR ASSESSMENT

Professional Unit 1: Reasoning
Please rate the student on all the following scales for the elements of competency for this unit. Then complete the Overall unit rating at the bottom of the page.
If your student has completed a self-assessment the student's ratings will be displayed.

Element 1.1
Use effective thinking skills to ensure quality speech pathology practice.

☐ No Opportunity Student Mid-placement

☐ No Opportunity N I E

Element 1.2
Integrate collaborative and holistic viewpoints into professional reasoning.

☐ No Opportunity Student Mid-placement

☐ No Opportunity N I E

Element 1.3
Use sound professional reasoning strategies to assist planning for all aspects of service management.

☐ No Opportunity Student Mid-placement

☐ No Opportunity N I E

Overall unit rating

☐ No Opportunity Student Mid-placement

☐ No Opportunity N I E

Comments for Professional Unit 1 (optional)

BEHAVIOURAL EXEMPLARS

BEHAVIOURAL DESCRIPTORS

Changes to Unit Titles

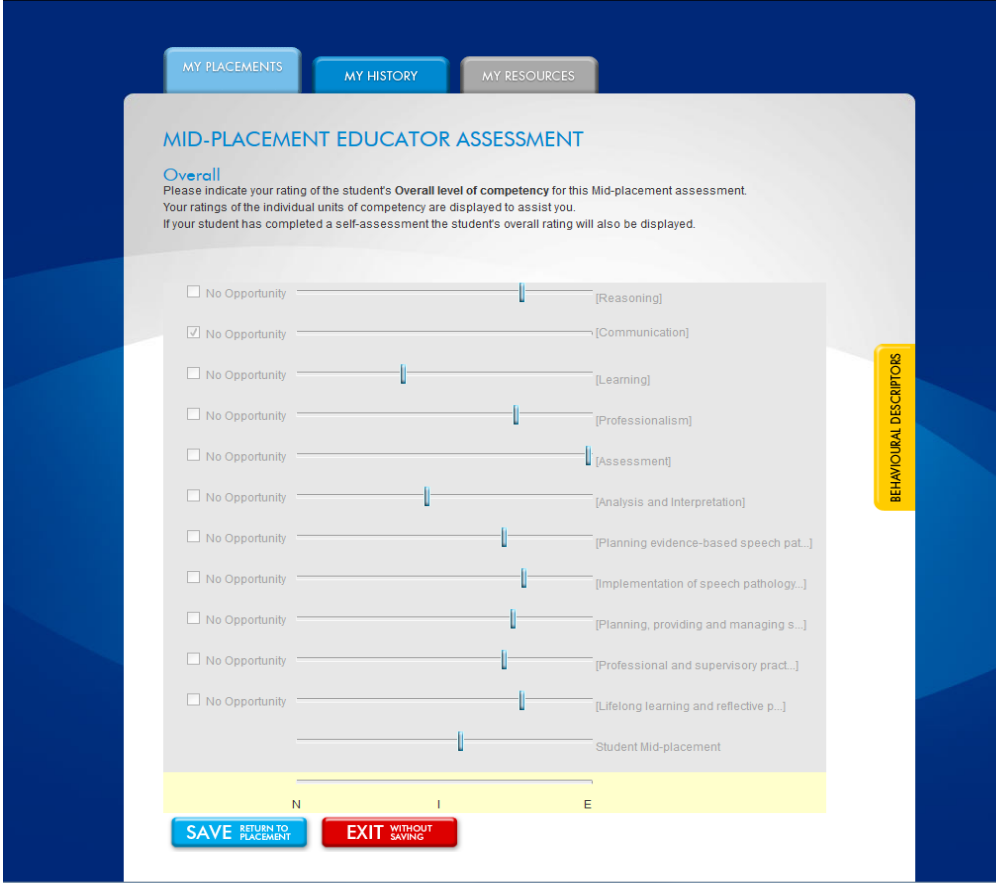
- Generic Professional Competency Unit 3
Lifelong learning → **Learning**
- CBOS Competency Unit 3
Planning of speech pathology intervention → **Planning evidence-based speech pathology practice**
- CBOS Competency Unit 4
Speech pathology intervention → **Implementation of speech pathology practice**

Changes to Unit Titles

- CBOS Competency Unit 5
Planning, maintaining and delivering speech pathology services → **Planning, providing and managing speech pathology services**
- CBOS Competency Unit 6
Professional, group and community education → **Professional and supervisory practice**
- CBOS Competency Unit 7
Professional development → **Lifelong learning and reflective practice**

Overall Rating

- When making your overall rating for the placement, you can see a *summary of your unit ratings*



The screenshot displays the 'MID-PLACEMENT EDUCATOR ASSESSMENT' interface. At the top, there are three tabs: 'MY PLACEMENTS' (active), 'MY HISTORY', and 'MY RESOURCES'. Below the tabs, the title 'MID-PLACEMENT EDUCATOR ASSESSMENT' is followed by the section 'Overall'. A paragraph of instructions states: 'Please indicate your rating of the student's Overall level of competency for this Mid-placement assessment. Your ratings of the individual units of competency are displayed to assist you. If your student has completed a self-assessment the student's overall rating will also be displayed.'

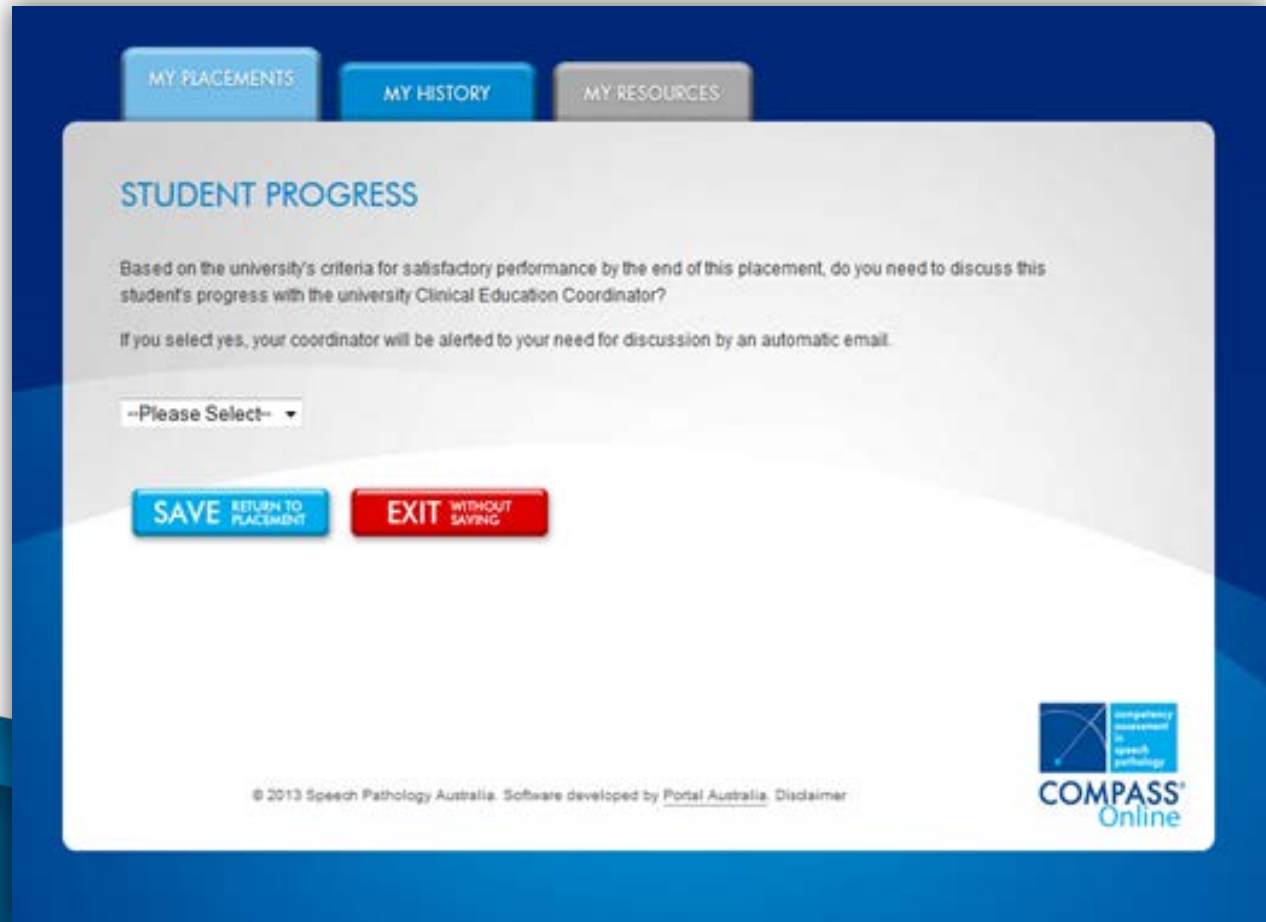
The main area contains a list of competency units, each with a 'No Opportunity' checkbox and a horizontal rating scale from N (Not Observed) to E (Excellent). The units and their current ratings are:

Competency Unit	Rating
[Reasoning]	Mid-range
[Communication]	Mid-range
[Learning]	Low
[Professionalism]	Mid-range
[Assessment]	High
[Analysis and Interpretation]	Low
[Planning evidence-based speech pat...]	Mid-range
[Implementation of speech pathology...]	Mid-range
[Planning, providing and managing s...]	Mid-range
[Professional and supervisory pract...]	Mid-range
[Lifelong learning and reflective p...]	Mid-range
Student Mid-placement	Mid-range

At the bottom, there are two buttons: 'SAVE RETURN TO PLACEMENT' and 'EXIT WITHOUT SAVING'. A vertical yellow bar on the right side is labeled 'BEHAVIOURAL DESCRIPTORS'.

Student Progress

- The previous rating of Satisfactory vs Unsatisfactory has been replaced by: 'Do you need to discuss this student's progress with the university clinical coordinator?'



The screenshot shows a web interface for 'STUDENT PROGRESS'. At the top, there are three tabs: 'MY PLACEMENTS' (active), 'MY HISTORY', and 'MY RESOURCES'. The main content area has the title 'STUDENT PROGRESS' in blue. Below it, the text reads: 'Based on the university's criteria for satisfactory performance by the end of this placement, do you need to discuss this student's progress with the university Clinical Education Coordinator?'. A sub-note states: 'If you select yes, your coordinator will be alerted to your need for discussion by an automatic email.' Below this is a dropdown menu with the text '--Please Select--'. At the bottom of the form are two buttons: a blue 'SAVE RETURN TO PLACEMENT' button and a red 'EXIT WITHOUT SAVING' button. The footer contains the copyright notice '© 2013 Speech Pathology Australia. Software developed by Portal Australia. Disclaimer' and the 'COMPASS Online' logo.

MY PLACEMENTS MY HISTORY MY RESOURCES

STUDENT PROGRESS

Based on the university's criteria for satisfactory performance by the end of this placement, do you need to discuss this student's progress with the university Clinical Education Coordinator?

If you select yes, your coordinator will be alerted to your need for discussion by an automatic email.

--Please Select--

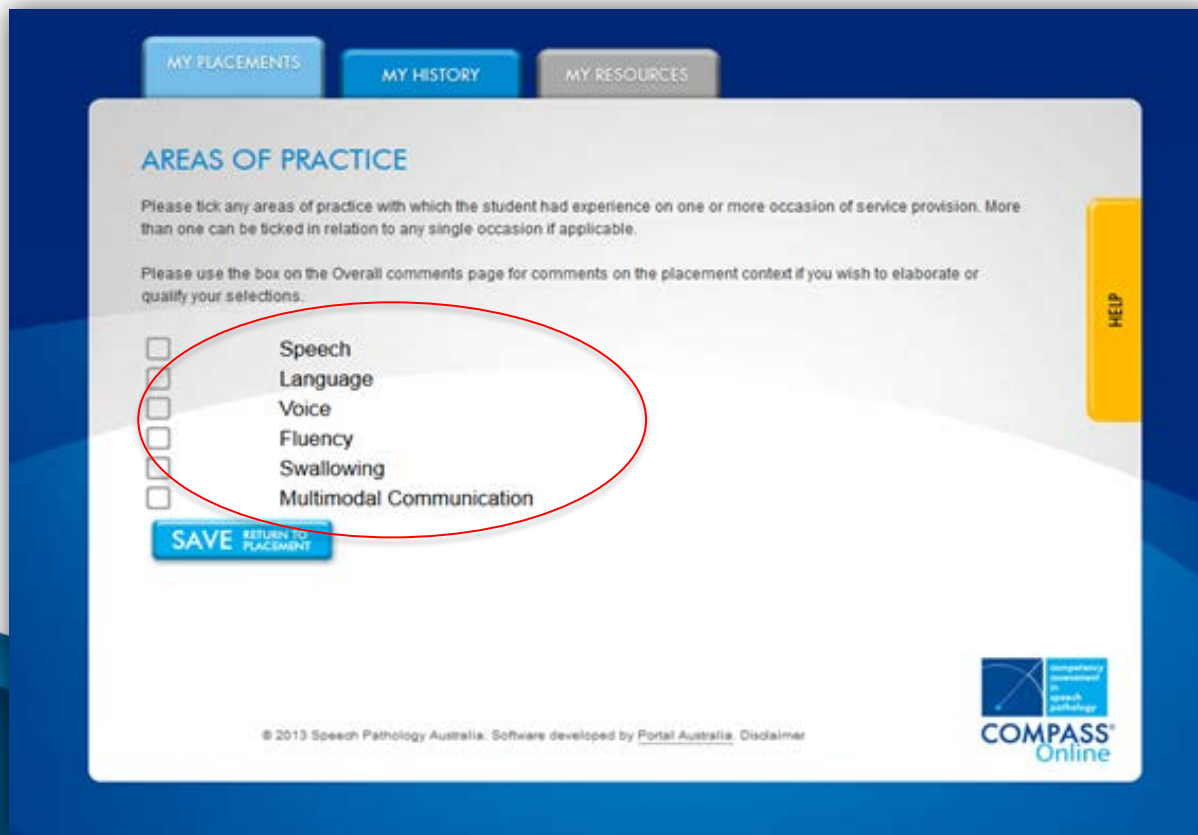
SAVE RETURN TO PLACEMENT EXIT WITHOUT SAVING

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Areas of Practice

- Expanded to include multimodal communication



MY PLACEMENTS MY HISTORY MY RESOURCES

AREAS OF PRACTICE

Please tick any areas of practice with which the student had experience on one or more occasion of service provision. More than one can be ticked in relation to any single occasion if applicable.

Please use the box on the Overall comments page for comments on the placement context if you wish to elaborate or qualify your selections.

☐ Speech
☐ Language
☐ Voice
☐ Fluency
☐ Swallowing
☐ Multimodal Communication

SAVE RETURN TO PLACEMENT

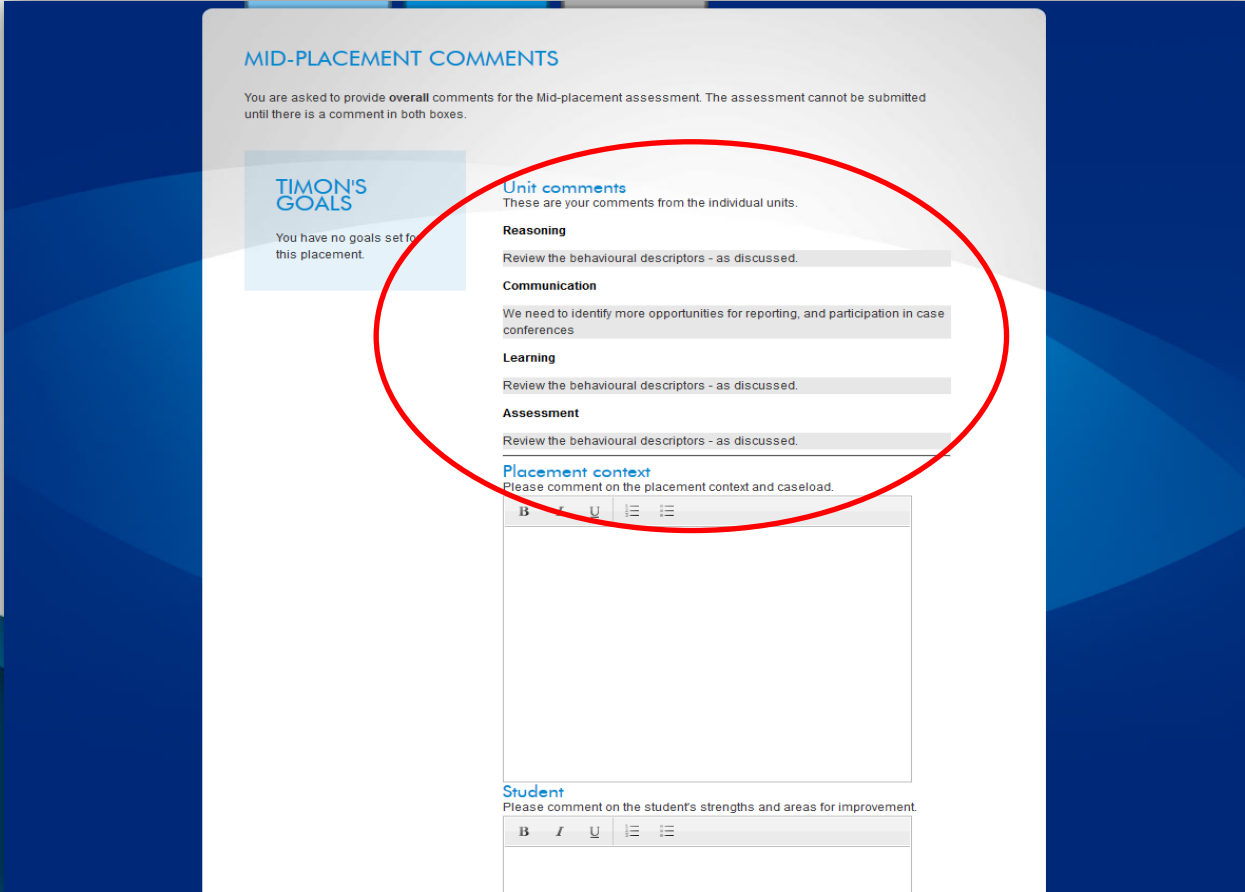
HELP

COMPASS Online

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Unit Comments

- You can now see a summary of your comments from within each unit



MID-PLACEMENT COMMENTS

You are asked to provide **overall** comments for the Mid-placement assessment. The assessment cannot be submitted until there is a comment in both boxes.

TIMON'S GOALS

You have no goals set for this placement.

Unit comments

These are your comments from the individual units.

Reasoning

Review the behavioural descriptors - as discussed.

Communication

We need to identify more opportunities for reporting, and participation in case conferences

Learning

Review the behavioural descriptors - as discussed.

Assessment

Review the behavioural descriptors - as discussed.

Placement context

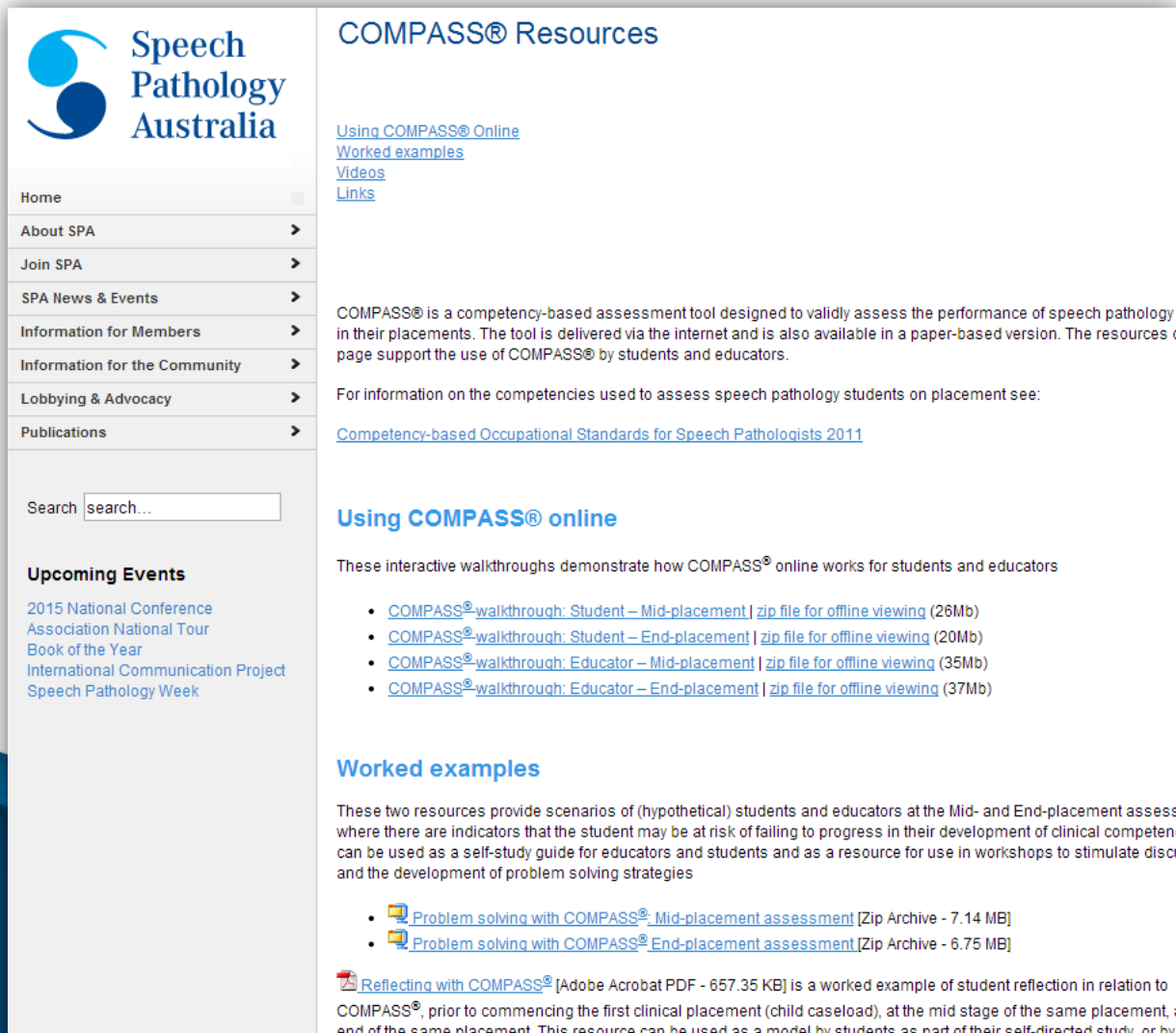
Please comment on the placement context and caseload.

Student

Please comment on the student's strengths and areas for improvement.

Now, do the Educator Walkthrough

- http://www.speechpathologyaustralia.org.au/index.php?option=com_content&view=article&id=254



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Book of the Year
International Communication Project
Speech Pathology Week

COMPASS® Resources

[Using COMPASS® Online](#)
[Worked examples](#)
[Videos](#)
[Links](#)

COMPASS® is a competency-based assessment tool designed to validly assess the performance of speech pathology students in their placements. The tool is delivered via the internet and is also available in a paper-based version. The resources on this page support the use of COMPASS® by students and educators.

For information on the competencies used to assess speech pathology students on placement see:

[Competency-based Occupational Standards for Speech Pathologists 2011](#)

Using COMPASS® online

These interactive walkthroughs demonstrate how COMPASS® online works for students and educators

- [COMPASS®-walkthrough: Student – Mid-placement](#) | [zip file for offline viewing](#) (26Mb)
- [COMPASS®-walkthrough: Student – End-placement](#) | [zip file for offline viewing](#) (20Mb)
- [COMPASS®-walkthrough: Educator – Mid-placement](#) | [zip file for offline viewing](#) (35Mb)
- [COMPASS®-walkthrough: Educator – End-placement](#) | [zip file for offline viewing](#) (37Mb)

Worked examples

These two resources provide scenarios of (hypothetical) students and educators at the Mid- and End-placement assessments where there are indicators that the student may be at risk of failing to progress in their development of clinical competencies. These resources can be used as a self-study guide for educators and students and as a resource for use in workshops to stimulate discussion and the development of problem solving strategies

- [Problem solving with COMPASS®: Mid-placement assessment](#) [Zip Archive - 7.14 MB]
- [Problem solving with COMPASS®: End-placement assessment](#) [Zip Archive - 6.75 MB]

[Reflecting with COMPASS®](#) [Adobe Acrobat PDF - 657.35 KB] is a worked example of student reflection in relation to COMPASS®, prior to commencing the first clinical placement (child caseload), at the mid stage of the same placement, and at the end of the same placement. This resource can be used as a model by students as part of their self-directed study, or by educators in workshops to stimulate discussion and the development of problem solving strategies

Happy COMPASSing!



USERNAME

PASSWORD

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