OCCT14003 *Transition to Professional Practice*
Term 2 - 2017

Profile information current as at 04/05/2024 05:54 pm

General Information

Overview

This capstone unit will provide occupational therapy students and speech pathology students with an opportunity to examine and critique contemporary health practice issues prior to their entry into the professional workforce. This will involve an analysis of the current political, social and economic trends in Australian health care that will impact on their practice across a variety of settings. Students' sense of professional engagement will be encouraged and their professional identity reinforced through a series of professional seminar presentations. The unit will include a range of professional socialisation experiences that will prepare students to move into their professional roles as new graduate health practitioners.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisites: (OCCT13006 and OCCT13005) or SPCH14003
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2017

- Bundaberg
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 30%
2. **Portfolio**
Weighting: 30%
3. **Presentation and Written Assessment**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from student feedback

Feedback

Students reported that the 6-week intensive suited them well and were very positive about the course design, suite of learning resources and guest speakers organised within that six weeks.

Recommendation

The 6-week intensive will be considered again as an option in T2 2017 amidst course planning for CB84. This will also factor in the needs of the six speech pathology students who may potentially take this unit in 2017.

Feedback from student feedback and unit coordinator reflection

Feedback

Assessment suite received very positive feedback, in particular the task requirements and the feedback. However, a few students highlighted the timing of assessments could be reviewed, particularly the final assessment piece.

Recommendation

The assessment suite will remain the same, however the timing requirements of each piece will be reviewed for T2 2017.

Feedback from student feedback

Feedback

Two of the eleven students highlighted that they enjoyed learning in an interdisciplinary unit.

Recommendation

The unit coordinator will liaise with key stakeholders about the benefits and challenges of providing this as an interdisciplinary offering and the logistics of this will be considered for T2 2017.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Articulate an understanding of the role of new graduate health professionals in the contemporary Australian health care system.
2. Generate and synthesise a range of resources to support the commencement of professional practice.
3. Investigate the current trends in the provision of professional services to rural/remote and regional practice.

The learning objectives and assessment pieces in the unit are designed to meet requirements in the Australian Minimum Competency Standards for New Graduate Occupational Therapists 2010. Students will undertake activities that prepare them to meet performance criteria in the seven units of the competency standards and/or map prior learning experiences to demonstrate their ability to meet those requirements.

The learning and assessment in the unit are aligned with the requirements for accreditation by Speech Pathology Australia as outlined in the Competency-based Occupational Standards for Speech Pathologists (CBOS 2011) and the Competency Assessment in Speech Pathology (COMPASS (R) Generic Professional Competencies.

Competency-based occupational standards for speech pathologists (CBOS 2011

- unit 5 planning - elements 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 to entry level
- unit 6 professional and supervisory practice - elements 6.2 to entry level
- unit 7 lifelong learning and reflective practice - elements 7.1, 7.2, 7.3 and 7.4 to entry level

Competency Assessment in Speech Pathology (COMPASS (R)) Generic Professional Competencies

- unit 1 Reasoning: elements 1.1, 1.2 and 1.3 to entry-level
- unit 2 Communication - elements 2.1, 2.2, and 2.3 to entry-level
- unit 3 Learning - elements 3.1, 3.2, 3.3 and 3.4 to entry-level
- unit 4 Professionalism - elements 4.1, 4.2, 4.3, 4.4 and 4.5 to entry level

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	●	●	
2 - Portfolio - 30%	●	●	
3 - Presentation and Written Assessment - 40%	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	●	●	●
2 - Problem Solving	●	●	●
3 - Critical Thinking	●	●	●
4 - Information Literacy	●	●	●
5 - Team Work	●		●
6 - Information Technology Competence	●	●	●
7 - Cross Cultural Competence	●	●	●
8 - Ethical practice	●	●	●
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	●	●	●	●		●		●		
2 - Portfolio - 30%	●			●		●				

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Presentation and Written Assessment - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
No textbook is required for this unit. Students will be provided with citations in order to access contemporary literature pertinent to the content within this unit.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Desley Simpson Unit Coordinator
desley.simpson@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

1. National registration and professional associations

a) Awareness of relevant professional associations (OT Australia, Speech Pathology Australia, SARRAH - Services for Australian Rural & Remote Allied Health)

b) National Registration of relevant professional associations, regulations and requirements

2. Understanding ongoing CPD requirements following graduation

a) requirements for developing a CPD plan

b) requirements for developing a CPD portfolio

Reading One

Barry, M., Kuijer-Siebelink, W., Nieuwenhuis, L., Scherpbier-de Haan, N. (2017). Communities of practice: A means to support occupational therapists' continuing professional development. A literature review. *Australian Occupational Therapy Journal, 64* (2), pp. 185-193. DOI: 10.1111/1440-1630.12334

Reading Two

Ezzamel, S. Blogging in occupational therapy: Knowledge sharing, professional development, and ethical dilemmas (2013) *British Journal of Occupational Therapy, 76* (11), pp. 515-517. DOI: 10.4276/030802213X13833255804711

Websites used throughout lecture/workshop

https://www.otaus.com.au/

http://www.speechpathologyaustralia.org.au

https://www.ahpra.gov.au

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic

3. Examining relevant Australian health care systems and funding interfaces with allied health services
a) Introduction to the National Disability Insurance Scheme
b) Medicare Benefits Schedule - Occupational Therapy and Speech Pathology services
c) State-based patient funding models e.g. Medical Aids Subsidy Scheme, Vehicle Options Subsidy Scheme

Reading One
Dew, A., Barton, R., Ragen, J., Bulkeley, K., Iljadica, A., Chedid, R., Brentnall, J., Bundy, A., Lincoln, M., allego, ., Veitch, C. (2016). The development of a framework for high-quality, sustainable and accessible rural private therapy under the Australian National Disability Insurance Scheme. *Disability and Rehabilitation, 38* (25), pp. 2491-2503. DOI: 10.3109/09638288.2015.1129452
Reading Two
Dickinson, H., Carey, (2017). Managing care integration during the implementation of large-scale reforms: The case of the Australian National Disability Insurance Scheme. *Journal of Integrated Care, 25* (1), pp. 6-16. DOI: 10.1108/JICA-07-2016-0026
Reading Three
Whitburn, B., Moss, J., O'Mara, J. The policy problem: the National Disability Insurance Scheme (NDIS) and implications for access to education (2017) *Journal of Education Policy, 32* (4), pp. 467-479. DOI: 10.1080/02680939.2017.1280185

Websites used throughout lecture/worskhop
Australian Institute of Health and Welfare website.
http://www.aihw.gov.au/home/

Australian Department of Human Services webpage (focus on Medicare site for Health Professionals)
https://www.humanservices.gov.au/ health-professionals/ subjects/ health-professional-guidelines

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Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

	Reading One Mattarozzi, K., Sfrisi, F., Caniglia,F. Palma, A.D., Martoni, M. (2017). What patients' complaints and praise tell the health practitioner: Implications for health care quality. A qualitative research study. *International Journal for Quality in Health Care, 2* (1) DOI: 10.10/inthc/mzw1	
4. Interprofessional skills readying you for practice (part 1) a) documentation standards b) customer service skills to support patient/client/ consumer satisfaction **5. Interprofessional skills readying you for practice (part 2)** a) ethics in clinical practice b) motivational Interviewing	**Reading Two** Schoo, A.M., Lawn, S., Rudnik, E., & Litt, J.C. (2015). Teaching health science students foundation motivational interviewing skills: use of motivational interviewing treatment integrity and self-reflection to approach transformative learning. BMC Medical Education, 15, 228-238. Doi: 10.1186/s12909-015-0512-1 **Reading Three** Hudon, A., Laliberté, M., Hunt, M., Sonier, V., Williams-Jones, B., Mazer, B., Badro, V., Ehrmann Feldman, D. (2014). What place for ethics? an overview of ethics teaching in occupational therapy and physiotherapy programs in Canada *Disability and Rehabilitation, 36* (9), pp. 775-78. DOI:10.3109/09638288.2013.81308 **Optional recommended reading** Cook, P.F., Manzouri, S., Aagaard, L., O'Connell, L., Corwin, M., Gance- Cleveland, B. (2017). Results From 10 Years of Interprofessional Training on Motivational Interviewing. *Evaluation and the Health Professions, 40* (2), pp. 159-179. DOI: 10.1177/0163278716656229	

Week 4 - 31 Jul 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**

	Reading One	
6. Rural and regional population and health demographics and allied health workforce demographics in those areas	Gardner, K., Bundy, A., & Dew, A. (2016). Perspectives of rural carers on benefits and barriers of receiving occupational therapy via information and communication technologies. Australian Occupational Therapy Journal, 63, 117-122. Doi: 10.1111/1440-1630.12256	
	Reading Two	
	Dunkley, C., Wilson, P.L., & McAllister, L. (2010). A comparison of rural speech-language pathologists' and residents' access to an attitudes towards the use of technology for speech-language pathology service delivery. *International Journal of Speech Language Pathology, 12*(4), 333-343. doi: 10.3109/17549500903456607	
	Websites used throughout lecture/worskhop	
	[http://www.aihw.gov.au/ australias-health/ 2014/ how-healthy/](http://www.aihw.gov.au/australias-health/2014/how-healthy/) [http://www.aihw.gov.au/ australias-health/ 2014/ health-system/#t3](http://www.aihw.gov.au/australias-health/2014/health-system/#t3)	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
7. Working as a sole therapist/clinician a) the nature of rural caseloads b) strategies for caseload management c) delegation authorities d) developing & managing oneself in rural practice e) factors influencing workforce retention in rural/regional areas g) support self-care in rural/regional practice	**Reading One** CRO Moran, M., Simpson, D., & Henwood, N. (2017). Occupational therapy practice in regional, rural and remote Australia. In T. Brown, H. Bourke-Taylor, S. Isbel, & R. Cordier (Eds.), *Occupational Therapy in Australia: Professional and Practice Issues.* Allen and Unwin: Australia. **Reading Two** Merritt, J., Perkins, D., & Boreland, F. (2013). Regional and remote occupational therapy: A preliminary exploration of private occupational therapy practice. Australian Occupational Therapy Journal, 60(4), 276-287. **Reading Three** Smith, R. & Duffy, J. (2010). Developing a competent and flexible workforce using the Calderdale Framework. International Journal of Therapy & Rehabilitation, 17(5), 254-262.	**Written Assessment 30%** Due: Week 5 Friday (11 Aug 2017) 11:45 pm AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

8. Writing a curriculum vitae and/or resume, interviewing skills and addressing selection criteria
Career Specialist at CQ Uni careers to attend and give presentation on resume development, responding to selection criteria etc.

A live panel of experienced Allied Health recruiters will attend on the BDG and/or ROK campus to advise on graduate recruitment processes, merit-based selection, shortlisting. Panel members will include seniors or Directors of allied health disciplines

No assigned reading for topic 8

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Students will commence preparation for the Student-Led Seminar Series in week	Please refer to the Seminar Preparation Readings Lists	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Student preparation for the Student-Led Seminar Series	Please refer to the Seminar Preparation Readings Lists	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Student preparation for the Student-Led Seminar Series	Please refer to the Seminar Preparation Readings Lists	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Student preparation for the Student-Led Seminar Series	Please refer to the Seminar Preparation Readings Lists	**Portfolio 30%** Due: Week 9 Friday (15 Sept 2017) 11:45 pm AEST

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Student preparation for the Student-Led Seminar Series	Please refer to the Seminar Preparation Readings Lists	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapy students will undertake the seminars in Week 11.		**Presentation and Written Assessment (Student-led seminars) 40%** Due: Week 11 Tuesday (26 Sept 2017) 8:00 am AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

The teaching of OCCT14003 is designed to be delivered in an 'intensive mode' over weeks 1-5 plus break week. This is to enable the speech pathology students to receive all content required prior to commencing their block placement in week 6. Occupational therapy 4th year unit coordinators have ensured that no teaching is occurring across the OCCT1400 units in week 6 as a result.

Seminars for occupational therapy students have been timetabled for week 11. Seminars for speech pathology students have been timetabled for the examination week, following the completion of your block placement.

Assessment Tasks

1 Written Assessment 30%

Assessment Type
Written Assessment

Task Description
Assessment Description: Prescriber Application
This assessment requires you to explore a patient/client/consumer case scenario, and undertake an evidence-based intervention which complies with Queensland prescribing guidelines (including funding constraints) and minimum competency standards. You will learn the process of complex equipment selection, prescription and application, and will be able to transfer that process in the context of changing application schemes (e.g. National Disability Insurance Scheme). There are two components to this written assessment.

Part one is based on the information provided in a case scenario and the following activities must be completed:

a) choose an appropriate assistive device/daily living aid/technology and

b) complete the standardised paperwork in accordance with the prescriber guidelines

Part two focuses on reflection of the clinical reasoning process. In addition to the submitted application form, you will document (up to 1500 words) your clinical reasoning process, including patient/client/consumer assessment, the equipment trial process, deliberation of suitable options and intervention decisions. References will be included in the reflection section of this written assessment.

This is an authentic assessment piece. The prescriber application that you are required to do is an example of an actual prescription process that graduate therapists use for mobility aids and/or daily living aid prescription. It is a technical skill that will be utilised in professional practice upon graduation. This task enables you to develop skills which enable you to demonstrate how you meet new graduate competency standards. The reflection component of this task supports you to articulate your professional reasoning and rationale for intervention decisions. This reflection supports you to participate in developing your continuing professional development plans and your supervision plans.

Assessment Due Date
Week 5 Friday (11 Aug 2017) 11:45 pm AEST

Return Date to Students
Week 7 Friday (1 Sept 2017)

Weighting
30%

Minimum mark or grade
Students must achieve 50% of the total of this mark

Assessment Criteria
Documentation relevance, accuracy and completeness
Selection of appropriate evidence-based intervention
Client-centred approach to practice

Articulation of clinical reasoning
Written expression

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
Part One of this assessment will be a completed, scanned PDF of relevant prescriber application form and must be uploaded to Moodle. Part two will be a Word document which must be submitted through Moodle.

Learning Outcomes Assessed

- Articulate an understanding of the role of new graduate health professionals in the contemporary Australian health care system.
- Generate and synthesise a range of resources to support the commencement of professional practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

2 Portfolio 30%

Assessment Type
Portfolio

Task Description

There are three components to this assessment submission. **Firstly**, you will develop a curriculum vitae (four pages maximum) based on the accumulated knowledge throughout your training and reflections throughout the unit about how to frame your information. **Secondly**, you will consider your professional experiences and skills and use those considerations to prepare responses to selection criteria for a new graduate position. **Thirdly**, you will compose a cover letter addressed to the selection panel highlighting your skills and abilities in a professional and succinct manner.

The final authentic assessment piece in this unit is designed to ensure ongoing engagement throughout the unit, resulting in documents that can be used to assist in applying for professional positions upon graduation. You will be supplied with a choice of two role descriptions per discipline and may choose which one you submit your assessment piece on. The skills obtained in this assessment exercise may then be applied in the real-world context to job applications upon graduation.

Assessment Due Date
Week 9 Friday (15 Sept 2017) 11:45 pm AEST

Return Date to Students
Week 11 Friday (29 Sept 2017)

Weighting
30%

Minimum mark or grade
Students must achieve 50% of the total of this mark

Assessment Criteria
This piece of work is worth 30% of the overall unit mark but will be marked out of 100% and scaled.
Your curriculum vitae, selection criteria document and cover letter will be assessed on the following criteria:
Appearance (25%)
Your curriculum vitae (CV) ought to be impressive. It should be neat, succinct and aesthetically pleasing. Think carefully about how information is organised and how headings are displayed, and which font is used. The CV, cover letter and responses to the selection criteria should make a strong first impression.
Organisation (25%)
Your documents must be well organised in order to allow the reader to quickly assess your competencies and attributes in order to be shortlisted.

Content (25%)
You must convey your technical and interpersonal skills in an effective, succinct way.

Writing (25%)
All submitted documents must be grammatically correct and without spelling or punctuation errors. The documents must convey your knowledge, skills and abilities through high level written communication.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Articulate an understanding of the role of new graduate health professionals in the contemporary Australian health care system.
- Generate and synthesise a range of resources to support the commencement of professional practice.

Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence

3 Presentation and Written Assessment (Student-led seminars) 40%

Assessment Type
Presentation and Written Assessment

Task Description
You will design and deliver a student-led seminar based on one of the allocated topics within the unit. The seminars will be 75 minutes in total, and students will run these seminars during the Seminar Intensive days as allocated in week one. Depending on the number of enrolments, you will run these seminars either individually, in pairs or in groups. The purpose of these seminars is to provide you with an opportunity to acquire knowledge aligned to unit learning outcomes and to learn and practice the skills required for planning and presenting professional information to your colleagues. The graduate attributes of 'teamwork' and 'communication' are required to be exhibited at the graduate level as you reach the end of your fourth year of studies, and each 'team member' within a pair/group will receive the same mark based upon the overall delivery. It is therefore important that you contribute equally and hold one another to account in the planning and delivery of these seminars. Each student/pair/group will be given a broad topic area, on which you must complete the following tasks:
1. Perform some preliminary research on the allocated seminar topic
2. Generate learning objectives for the seminar topic which are clearly articulated and met in the seminar
3. Generate a presentation for your student peers which will address those learning objectives
4. The presentation must include substantial, evidence-based content, and interactive activities for students to consolidate learning and reinforce the learning objectives you have developed
5. Each seminar must be of no less than 60 minutes' duration with an additional 15 minutes built-in for discussion and questions
6. You must be able to proffer appropriate questions to the class to help you determine if learning outcomes have been met. You must also demonstrate an adequate knowledge of the material to respond to questions from the class group.
The written component of this task will be a one-page A4 or A3 poster as though you were attracting registrants to a professional seminar and informing them of the proposed content. The professional poster will highlight the '*seminar overview*' and articulate the '*key learning outcomes*' that participants will leave with following your seminar. This part of the task will allow you to demonstrate creative skills in written expression, while communicating key messages succinctly and effectively.
Guidelines for your poster are as follows:

- Your title should be concise but must effectively convey the question that generates your presentation – the audience must be able to grasp the overall message at a glance

- Provide an overview of the main content that will be covered in the seminar

- Communicate what the attendees will get out of their attendance – what new knowledge will they acquire? What skills might they consolidate?

- Don't forget the power of graphics in this poster

- Please try to keep the proportion of text to graphics at 60%-40%

Please note: Draft seminar content (mind-map or bullet point summary is sufficient) and draft posters must be submitted to the unit coordinator via email two weeks prior to the allocated seminar date. This is because you are teaching your peers about content that is in addition to that provided in the lectures/workshops and it is therefore essential that they are given correct and contemporary information. The seminar topics are as follows:
1. Models of team-work in professional practice - what you may encounter upon graduation
2. Establishing a private practice – ethical and legislative guidelines, eligible Medicare items....
3. The National Disability Insurance Scheme (NDIS) rolls out in Bundaberg and Rockhampton from 1 July 2017 - 30 June 2018. How will this impact on professional practice?
4. Using social media effectively to support professional practice and promote services

Assessment Due Date
Week 11 Tuesday (26 Sept 2017) 8:00 am AEST
Speech pathology students will deliver their seminars on Tuesday 17th October

Return Date to Students
Review/Exam Week Friday (13 Oct 2017)

Weighting
40%

Minimum mark or grade
Students must achieve 50% of the total of this mark

Assessment Criteria
Organisation of seminar optimises peer learning outcomes (10)
Evidence of critical, professional reasoning and research in generation of content (10)
Professional communication (presentation and written poster) (10)
Knowledge of the topic (10)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline Online

Submission Instructions
Please have copies of posters made available in the seminar rooms prior to the seminars. Submit the PDF of your presentaion online via Moodle the morning of the seminars.

Learning Outcomes Assessed

- Articulate an understanding of the role of new graduate health professionals in the contemporary Australian health care system.
- Generate and synthesise a range of resources to support the commencement of professional practice.
- Investigate the current trends in the provision of professional services to rural/remote and regional practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem