



# SPCH11001 *Introduction to Communication and Swallowing Disorders*

## Term 1 - 2018

Profile information current as at 30/04/2024 02:34 am

All details in this unit profile for SPCH11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will be introduced to developmental and acquired communication and swallowing disorders across the lifespan. You will study the types of disorders that speech pathologists assess and manage across the lifespan and be familiarised with the range of intervention settings in which speech pathologists are employed. You will be oriented to the standards required, and terminology used in, contemporary speech pathology practice in Australia. The International Classification of Functioning, Disability and Health framework and the principles of evidence based, interprofessional and reflective practice are embedded throughout this unit.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

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 1 - 2018

- 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. **Portfolio**

Weighting: Pass/Fail

#### 2. **Reflective Practice Assignment**

Weighting: 60%

#### 3. **Examination**

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 Have Your Say Week 12 In Class Evaluations

##### **Feedback**

The primary feedback received concerning assessment items was that the students saw the importance of reflective practice but found it difficult to grasp the concept and to write reflectively.

##### **Recommendation**

The reflective practice assignment will remain as it is an essential element of learning within the speech pathology course. Students will be given regular practice at writing reflections and provided with feedback on these practice reflections. The reflective practice assessment will be broken into smaller sections with overt guidelines and interim feedback provided.

#### Feedback from Have Your Say Week 12 In Class Evaluations

##### **Feedback**

The inclusion of guest speakers received unanimous positive feedback, with all students acknowledging the value of their inclusion in this introductory unit. The students specifically mentioned that hearing from CQUniversity graduates and current speech pathology students was motivating and helpful.

##### **Recommendation**

The inclusion of guest speakers will continue to occur in this unit. This facilitates ongoing engagement with community and CQUniversity.

#### Feedback from Have Your Say Week 12 In Class Evaluations

##### **Feedback**

Students provided positive feedback regarding the interactive nature of the class, the content included, the knowledge of the principal lecturer and the supportive learning environment.

##### **Recommendation**

The unit coordinator will aim to deliver a high quality unit that provides students with interactive and engaged learning opportunities within a supportive environment.

## Unit Learning Outcomes

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

1. Describe the different types of communication and swallowing disorders
2. Identify the scope of practice for speech pathologists in accordance with Speech Pathology Australia's guidelines
3. Successfully complete all pre-clinical requirements
4. Discuss the principles of evidence-based and interprofessional practice in the speech pathology context
5. Apply the International Classification of Functioning, Disability and Health framework to simple cases involving communication and swallowing disorders
6. Demonstrate the principles of reflective practice at an introductory level.

### Range of Practice:

Adult - Speech, Fluency, Voice, Swallowing, Language and Multimodal Communication

Child - Speech, Fluency, Voice, Swallowing, Language and Multimodal Communication

### Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

Unit 1 Assessment - Elements 1.1 and 1.2 to Novice standard

Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3, 2.4 and 2.5 to Novice standard

Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2 and 3.5 to Novice standard

Unit 5 Planning, providing and managing speech pathology services - Elements 5.4 to Novice standard

Unit 7 Lifelong learning and reflective practice - Elements 7.1, 7.2, 7.3 and 7.4 to Novice standard

### Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Novice standard

Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Novice standard



































Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Novice standard

Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Novice standard



















## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1		2		3	4 5 6
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 - Portfolio - 0%										
2 - Reflective Practice Assignment - 60%										
3 - Examination - 40%										

## Textbooks and Resources

### Textbooks

SPCH11001

#### Prescribed

**Communication Sciences and Disorders. A Clinical Evidence-Based Approach.**

Edition: 3(e) (2013)

Authors: Laura M. Justice & Erin E. Redle

Pearson

Boston , USA

ISBN: 0133387224

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### 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

**Tina Janes** Unit Coordinator

[t.janes@cqu.edu.au](mailto:t.janes@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## SESSION 1:

### INTRODUCTION:

- Introduction to the course and the speech pathology profession
- Introduction to the unit
- Unit outline
- Unit outcomes
- Assessments
- Rubrics
- Class requirements
- Broad overview of the profession - What is Speech Pathology?
- Speech Pathology Australia (SPA) resources
- Speech pathology quiz
- What is communication?
- Head of Course visit

Justice, L. and Redle, E. (2014). Communication Sciences and Disorders.

- Chapter 1 - Fundamentals of Communication Sciences and Disorders
- Chapter 2 - An Overview of Communication Development

## SESSION 2:

- Pre-clinical requirements (PCR's) - Special Guest CEC - Leisa Skinner
- Clinical observation information
- NDIS - National Disability Insurance Scheme
- Student guests

## Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>SESSIONS 1 &amp; 2:</p> <p><b>SPA, ICF, EBP, ROP, COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Range of Practice (ROP) areas</li> <li>• Scope of practice</li> <li>• Speech Pathology Australia standards</li> <li>• EBP (evidence based practice) and speech pathology</li> <li>• International Classification of Functioning, Disability and Health (ICF) and speech pathology</li> <li>• Anatomical bases of communication disorders</li> <li>• Communication</li> <li>• Communication disorders</li> <li>• Reflective Practice</li> <li>• Conventions - including referencing, grammar, syntax etc.</li> <li>• <b>Meet with year 4 students</b> - session 2.</li> </ul>	<p>Justice, L. and Redle, E. (2014). Communication Sciences and Disorders.</p> <ul style="list-style-type: none"> <li>• Chapter 3 - Anatomical and Physiological Bases of Communication and Communication Disorders</li> <li>• Chapter 6 - Communication Assessment and Intervention: Evidence-Based Practices</li> </ul>	

## Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>COMMUNICATION &amp; HEARING</b></p> <p>SESSION 1:</p> <ul style="list-style-type: none"> <li>• Communication and hearing</li> <li>• Hearing disorders</li> </ul> <p>SESSION 2:</p> <ul style="list-style-type: none"> <li>• Continue hearing disorders</li> <li>• Special guest - Kate Huntly - Audiologist - Australian Hearing.</li> </ul>	<p>Justice, L. and Redle, E. (2014). Communication Sciences and Disorders.</p> <ul style="list-style-type: none"> <li>• Chapter 13- Paediatric Hearing Loss</li> <li>• Chapter 14 - Hearing Loss in Adults</li> </ul>	

## Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## **SPEECH - Paediatrics**

### **SESSION 1:**

- Speech sound disorders in children
- Speech pathology in paediatrics
- **Clinic observations** - Please note that the clinical observations may occur outside the regular class times.

### **SESSION 2:**

- Competency Based Occupational Standards (CBOS) for child speech range of practice
- Motor speech disorders in children
- Reflect informally on clinic observations

Paediatric Speech Pathology guest to be confirmed (TBC).

Justice, L. and Redle, E. (2014).

Communication Sciences and Disorders.

- Chapter 9 - Speech Sound Disorders in Children
- Chapter 12 - Motor Speech Disorders

## **REFLECTIVE PRACTICE**

### **ASSESSMENT - PART A (Written**

Reflection). 15% of 60% of the Reflective Practice Assessment. (Due **Thursday** 5pm).

## **REFLECTIVE PRACTICE**

### **ASSESSMENT - PART A (Written**

Reflection) is due this week.

## **Week 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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### **SESSION 1: NO CLASS - EASTER**

### **SESSION 2:**

#### **SPEECH - Adults:**

- Introduction to speech disorders in adults
- CBOS for adult speech range of practice

Justice, L. and Redle, E. (2014).

Communication Sciences and Disorders.

- Chapter 12 - Motor Speech Disorders

## **Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## **Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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### **LANGUAGE (including literacy) - Paediatrics:**

### **SESSION 1:**

- Introduction to language disorders in paediatrics
- CBOS for child language range of practice
- **Clinic Observations**- Please note that the clinical observations may occur outside the regular class times.

Justice, L. and Redle, E. (2014).

Communication Sciences and Disorders.

- Chapter 7 - Language Disorders in Early and Later Childhood

### **SESSION 2:**

- Reflect informally on clinical observations
- Continue the above
- Special guests

## **Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**LANGUAGE (including literacy) - Adults:**

**SESSION 1:**

- Introduction to language disorders in adults
- CBOS for adult language range of practice

NB: 3 hr class due to public holiday on Wednesday.

Justice, L. and Redle, E. (2014). Communication Sciences and Disorders.  
 • Chapter 8 - Adult Language Disorders and Cognitive Based Dysfunction

**SESSION 2: NO CLASS - ANZAC DAY**

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>REFLECTIVE PRACTICE ASSESSMENT - PART B</b> (Reflective <b>oral presentation</b> on clinical observations). Please note class times will need to be extended to cater for inclusion of this task.		<b>REFLECTIVE PRACTICE ASSESSMENT - PART B</b> (Reflective <b>oral presentation</b> on clinical observations). 20% of 60% of the Reflective Practice Assessment.

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>SESSION 1 - NO CLASS - MAY DAY.</b>		
<b>SESSION 2:</b> <b>MULTIMODAL COMMUNICATION:</b> NB: 3 hr class due to public holiday on Monday	Justice, L. and Redle, E. (2014). Communication Sciences and Disorders. • Chapter 4 - Augmentative and Alternative Communication	
<ul style="list-style-type: none"> <li>• CBOS for the multimodal communication range of practice.</li> <li>• Introduction to the multimodal communication range of practice in the paediatric and adult population</li> </ul>		

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>SESSION 1:</b> <b>SWALLOWING (Dysphagia) paediatric and adult:</b>		
<ul style="list-style-type: none"> <li>• Introduction to swallowing disorders (dysphagia) in the paediatric and adult population</li> <li>• CBOS for dysphagia range of practice</li> </ul>	Justice, L. and Redle, E. (2014). Communication Sciences and Disorders. • Chapter 15 - Feeding and Swallowing Disorders • Chapter 11 - Voice Disorders	
<b>SESSION 2:</b> <b>VOICE - paediatric and adult:</b>		
<ul style="list-style-type: none"> <li>• Introduction to the voice range of practice in both paediatrics and adults</li> <li>• CBOS for the voice range of practice</li> </ul>		

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**FLUENCY - Paediatric and Adult:****SESSIONS 1 & 2:**

- Introduction to the fluency range of practice for both paediatrics and adults
- CBOS for the fluency range of practice
- Guest speakers
- Completion of any voice content from previous week.

Justice, L. and Redle, E. (2014). Communication Sciences and Disorders.

- Chapter 10 - Fluency Disorders

**REFLECTIVE PRACTICE**

**ASSESSMENT - PART C (Written Reflection).** 25% of 60% of the Reflective Practice Assessment. (Due Friday 5pm).

**REFLECTIVE PRACTICE**

**ASSIGNMENT - 60%** Due: Week 11 Friday (25 May 2018) 5:00 pm AEST

**REFLECTIVE PRACTICE**

**ASSESSMENT - PART C (Written Reflection)** due.

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
REVISION		

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 11 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**PORTFOLIO - PRE-CLINICAL**

**REQUIREMENTS (PCR's) - Pass/Fail**  
Due: Exam Week Friday (15 June 2018) 12:00 pm AEST

## Term Specific Information

Welcome to SPCH11001- **Introduction to Communication and Swallowing Disorders**. This unit was previously named **Introduction to Speech Pathology** and has been taught as a first year, second term unit since its inception in 2015. The change in terms has occurred to allow those already enrolled in the CB87 - Bachelor of Speech Pathology, Honours Course to experience a discipline specific unit early in your study, and for students undertaking SPCH11001 as an elective, to consider CB87 as an option. The change in title is to more accurately reflect the content covered in the unit, and to promote the relevance of the content to students in other courses such as allied health, psychology and education.

This unit was previously offered in both distance and on-campus modes, but is now only on-campus to be consistent across the Speech Pathology Course.

Tina Janes is your unit coordinator and primary educator, however you are provided with guest speakers throughout the unit - both from the university and external professionals.

As this term includes three public holidays that you are likely to be impacted by, there may be times when classes are extended to ensure that all the content is covered without unnecessary haste. There will also be occasions where you will need to visit the clinic to conduct observations that add onto your scheduled classes. This will all be discussed with you in week one to ensure everyone is familiar with the unit's commitments.

Please ensure you have your textbook - Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd Ed.). Boston; USA: Pearson. Readings from this text commence in week 1 of term.

The teaching team in the CB87 course welcome you all to this exciting unit and course of study and we look forward to working with you over the coming years. More specifically, I hope you enjoy SPCH11001 and I look forward to meeting you all and learning with you over the term.

## Assessment Tasks

### 1 PORTFOLIO - PRE-CLINICAL REQUIREMENTS (PCR's) - Pass/Fail

**Assessment Type**

Portfolio

## Task Description

### ASSESSMENT 1: PRE-CLINICAL REQUIREMENTS - PASS/FAIL (0%)

This assessment is a pass/fail hurdle task that relates directly to Learning Outcome (LO) 3.

LO3: Successfully complete all pre-clinical requirements

This task must be appropriately completed in order to pass the unit overall. The specific requirements will be explained in detail to you by CQUniversity's Clinical Education Coordinator (CEC) for Speech Pathology - Leisa Skinner. It is a mandatory requirement in order to attend any clinical placements, including observations outside the university context.

The Generic Professional Competencies assessed at novice level are:

- 2.3 Communicate effectively with work teams
- 3.3 Demonstrate appropriate attitude to learning
- 4.1 Display appropriate organisational skills
- 4.2 Conduct self in a professional manner
- 4.4 Possess a professional attitude / orientation
- 4.5 Demonstrate ethical behaviour

### Assessment Due Date

Exam Week Friday (15 June 2018) 12:00 pm AEST

To be handed in to the unit coordinator.

### Return Date to Students

You will be provided with feedback regarding the completeness of your PCR's Portfolio within 10 working days of submission.

### Weighting

Pass/Fail

### Minimum mark or grade

All of the pre-clinical requirements must be completed in order to pass the unit.

### Assessment Criteria

The below requirements are to be completed by the end of Exam Week 2 (Friday 15th June):

- Australian Federal Police Check – you need to provide evidence of having submitted your application
- Blue Card – you need to provide evidence of having submitted your application
- CQUniversity Student Declaration – this form needs to be completed in full by students (including all necessary signatures and dates)
- First Aid Certificate – you must provide evidence of having booked into a training course prior to the end of this year (2018).
- CPR Certificate – you must provide evidence of having booked into a training course prior to the end of this year (2018).
- Vaccinations – you must provide evidence of having either completed or having commenced the courses of vaccinations for (or having immunity against) the Vaccine Preventable Diseases (VPDs) stipulated by Queensland Health:  
[https://www.health.qld.gov.au/\\_data/assets/pdf\\_file/0018/444240/information-sheet-student-placements.pdf](https://www.health.qld.gov.au/_data/assets/pdf_file/0018/444240/information-sheet-student-placements.pdf)
- Tuberculosis (TB) screening – you must complete a TB Screening form and submit it to the Work-Integrated Learning (WIL) Office
- Queensland Health Student Orientation requirements, including:
  - all necessary training modules (<https://www.health.qld.gov.au/ahwac/html/training-modules>)
  - Student Orientation Checklist  
(<https://www.health.qld.gov.au/employment/clinical-placement/students/australian/documents>)
  - Student Deed Poll  
(<https://www.health.qld.gov.au/employment/clinical-placement/students/australian/documents>)
- You must provide evidence of having completed all of the student placement requirements listed above (and described on the Queensland Health website via the links provided)

Please note that you will be expected to independently upload some of the above items (to be nominated) to the Sonia database. Details will be provided in class.

### Referencing Style

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

**Submission**

Offline Online

**Submission Instructions**

Specific instructions will be provided by the CEC.

**Learning Outcomes Assessed**

- Successfully complete all pre-clinical requirements

**Graduate Attributes**

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 REFLECTIVE PRACTICE ASSIGNMENT - 60%

**Assessment Type**

Reflective Practice Assignment

**Task Description**

The learning outcomes assessed in this task are:

- L04: Discuss the principles of evidence-based and interprofessional practice in the speech pathology context
- L06: Demonstrate the principles of reflective practice at an introductory level

This task is designed to develop the skill of reflective practice that will be used throughout your undergraduate studies, professional career, further studies and personal lifelong experiences.

Reflection is “the purposeful contemplation of thoughts, feelings and happenings that pertain to recent experiences” (Kennison & Misselwitz in Hill, Davidson & Theodoros, 2012, p. 414) and is considered an essential characteristic of professionally competent clinical practice and lifelong learning (Coty, Kinsella & Doyle, 2014).

It is one assessment task that is separated into three components:

1. PART A - WRITTEN REFLECTION - 15%
2. PART B - ORAL PRESENTATION - 20%
3. PART C - WRITTEN REFLECTION - 25%

It is a must pass assessment which means that you need to achieve a combined minimum of 30/60 (50%) to pass this unit. It is possible to ‘fail’ one of these parts and still pass the assessment overall. For example, if you only achieved 7/15 for part A, but 12/20 for part B and 15/25 for part C, that is 34/60 overall – and therefore you have passed.

It is not uncommon for students to find reflective practice difficult, which is why it is important to explicitly address this in Year 1, Term 1. The reflective assignment is separated into two written components and one oral presentation component, to cater for different learning and reflecting styles. As you can see by the above description, the weighting increases with each part from 15% for part A to 25% for part C.

The Generic Professional Competencies assessed at novice level in this task are:

- 1.1 Use effective thinking skills to ensure quality speech pathology practice
- 1.2 Integrate collaborative and holistic viewpoints into professional reasoning
- 2.1 Use interpersonal communication skills to facilitate the effective practice of speech pathology
- 2.2 Use oral and written reporting and presentation skills to successfully meet Speech Pathology objectives
- 2.3 Communicate effectively with work teams
- 3.1 Reflect on performance
- 3.2 Structure own learning
- 3.3 Demonstrate appropriate attitude to learning
- 3.4 Be able to change performance
- 4.1 Display appropriate organisational skills
- 4.2 Conduct self in a professional manner
- 4.4 Possess a professional attitude / orientation
- 4.5 Demonstrate ethical behaviour

The Competency Based Occupational Standards (CBOS) assessed at novice level in this task are:

- 5.4 Update, acquire and/or develop resources.
- 7.1 Uphold the Speech Pathology Australia Code of Ethics and work within all the relevant legislation and legal constraints, including medico-legal responsibilities.
- 7.2 Participate in professional development and continually reflect on practice.
- 7.3 Demonstrate an awareness of formal and informal networks for professional development and support.
- 7.4 Advocate for self, client and the speech pathology profession.

### **Assessment Due Date**

Week 11 Friday (25 May 2018) 5:00 pm AEST

PLEASE NOTE - this is the due date of the FINAL reflective practice assignment task. Part A is due Thursday, Week 4 (29/03/18) at 5pm, Part B is during class in Week 8 and Part C is due on Friday, Week 11 (25/05/18) at 5pm.

### **Return Date to Students**

Feedback will be provided within 10 working days of each section being submitted.

### **Weighting**

60%

### **Minimum mark or grade**

A minimum of 50% (i.e. a total of 30 out of 60 for parts A, B and C combined) must be achieved for this task in order to pass the unit.

### **Assessment Criteria**

Please note: The complete assessment criteria for each part of this task are included on the rubrics in Moodle.

### **PART A: WRITTEN REFLECTION - 15%**

DUE DATE: THURSDAY 29TH MARCH (WEEK 4) at 5pm. (Please note Friday 30th is Good Friday – hence the due date of Thursday rather than Friday).

REFLECTION TITLE: **Reflective Practice – What it is and what it means to me.**

Your assessment needs to address the following areas:

- What is reflective practice?
- What is the relevance of reflective practice to you personally and as a student?
- What is the value of reflective practice to the health profession?

WORD LIMIT: 1000 words (+/- 10%)

APA referencing is a MUST. See your APA (2016) guide or go to <https://owl.english.purdue.edu/owl/section/2/10/> for a complete referencing source. Your reflection should be typed, double-spaced on standard-sized paper 2.54cm margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.

### **PART B: ORAL PRESENTATION - 20%**

DUE DATE: WEEK 8 – Monday 30th April and Wednesday 2nd May, 2018.

FORMAT:

- 10-15 minute (inclusive of questions/comments) oral presentation supported by either PowerPoint or Prezi visual tools.
- PowerPoint or Prezi – 6 to 10 slides or screens

PowerPoints or the Prezi link are to be emailed to the unit coordinator by 9pm Sunday 29th April to enable them to be uploaded and ready for the in-class presentations

Ensure you use APA referencing to reference slides – including graphics.

TOPIC/S: Further details will be provided in class, however your presentation is to address specified general professional competencies and/or competency based occupational standards that relate to this assessment task. You are required to reflect upon how your observations from the clinic relates to these competencies and your lifelong learning.

### **PART C: WRITTEN REFLECTION - 25%**

DUE DATE: FRIDAY 25TH MAY (WEEK 11) at 5pm.

REFLECTION TITLE: **Communication and swallowing disorders: A reflection.**

Your assessment needs to include the following areas:

- What is communication
- The nature of communication and swallowing disorders
- The impact of communication and swallowing disorders on the individual, family and community (ICF framework)
- What you have learnt about working with communication and swallowing disorders

- How you will use what you have learnt
- Any personal impact/impressions that the content in this unit has had

WORD LIMIT: 1600 words (+/- 10%)

APA referencing is a MUST. See your APA (2016) guide or go to <https://owl.english.purdue.edu/owl/section/2/10/> for a complete referencing source. Your reflection should be typed, double-spaced on standard-sized paper 2.54cm margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.

### Referencing Style

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

### Submission

Offline

### Submission Instructions

Each part will be submitted to the unit coordinator via email on the due dates stipulated.

### Learning Outcomes Assessed

- Discuss the principles of evidence-based and interprofessional practice in the speech pathology context
- Demonstrate the principles of reflective practice at an introductory level.

### Graduate Attributes

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

## Examination

### Outline

Complete an invigilated examination.

### Date

During the examination period at a CQUniversity examination centre.

### Weighting

40%

### Length

180 minutes

### Minimum mark or grade

A minimum of 50% (i.e. 20/40) on the examination is required to pass this unit.

### Exam Conditions

Closed Book.

### Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).  
No calculators permitted

## 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