



SPCH11001 *Introduction to Communication and Swallowing Disorders*

Term 1 - 2019

Profile information current as at 04/05/2024 12:33 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 - 2019

- 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 In-class evaluation

Feedback

Students unanimously enjoyed the practical and 'real-life' examples that the lecturer and guest speakers brought to this unit.

Recommendation

The unit coordinator will continue to include community based guest speakers as well as continual examples of real-life scenarios, both of which are designed to enhance students' learning experiences.

Feedback from Have Your Say In-class evaluation

Feedback

Students provided mostly positive feedback regarding the assessment tasks with the exception of one comment - "The only aspect of this course I did not enjoy was Assessment Part B I found the topic to be a bit convoluted and hard to wrap my head around". This comment reinforces the need to clearly explain the requirements to the students and encourage them to ask questions if they remain confused.

Recommendation

The unit coordinator will retain the assessment tasks (reflective assignments) as reflection is integral to success as a student and health practitioner, but will aim to be explicit with explanations of the tasks.

Feedback from Have Your Say In-class evaluation

Feedback

Students resoundingly commented that the support provided by the lecturer/unit coordinator was one of the best features of the unit.

Recommendation

The unit coordinator will provide students with the same level of support and motivation to engage with the speech pathology course.

Feedback from Have Your Say

Feedback

The textbook for this unit has remained the same since 2015 and this comment affirmed the continued suitability of the text - "The textbook is a perfect fit for this unit. It is written at a level easily understood by first year students and covers the range of practice within the field perfectly".

Recommendation

The textbook will remain the same for the 2019 iteration of SPCH11001, but Australian options will be considered if they arise.

Feedback from Have Your Say In-class evaluation

Feedback

This was the first time clinical observations have been included in SPCH11001 and it was met favourably by the students.

Recommendation

Clinical observations will continue to be embedded into SPCH11001.

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: Third (2014)

Authors: Justice, L. & Redle, E.

Pearson.

Boston , USA

ISBN: ISBN-13: 978-0133123715

Binding: Paperback

Additional Textbook Information

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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

Schedule

Week 1 - 11 Mar 2019

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

INTRODUCTION:

- Introduction to the unit and course
- Assessments
- Class requirements
- Broad overview of the profession -

What is Speech Pathology?

- Speech Pathology Australia (SPA) resources

- Speech pathology quiz
- What is communication?
- Student Guests

SESSION 2:

- Pre-clinical requirements (PCRs) - Special Guest CEC - Leisa Skinner (subject to change)

- Clinical observation information
- NDIS - National Disability Insurance Scheme

- Potential guest re: NDIS
- Student guests

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

Week 2 - 18 Mar 2019

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

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
COMMUNICATION & HEARING SESSION 1: <ul style="list-style-type: none">• Special guest - Kate Huntly - Audiologist - Australian Hearing - 9am.• Communication and hearing• Hearing disorders SESSION 2: <ul style="list-style-type: none">• Continue hearing disorders	Justice, L. and Redle, E. (2014). Communication Sciences and Disorders. <ul style="list-style-type: none">• Chapter 13- Paediatric Hearing Loss• Chapter 14 - Hearing Loss in Adults	

Week 4 - 01 Apr 2019

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

SESSION 1:

- Queensland Health (QH) Speech Pathologist guest 9am-10am
- Speech sound disorders in children
- Speech pathology in paediatrics

SESSION 2:

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

Please note that clinical observations may occur in this week. This will be confirmed in class and posted on Moodle.

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

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

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>SESSIONS 1 & 2:</p> <p>SPEECH - Adults:</p> <ul style="list-style-type: none"> • Queensland Health (QH) Speech Pathologist guest 9am-10am • Introduction to speech disorders in adults • CBOS for adult speech range of practice <p>Please note that clinical observations may occur in this week. This will be confirmed in class and posted on Moodle.</p> <p>REFLECTIVE PRACTICE ASSESSMENT - PART A 15% (Written Reflection) is due this week - Monday 8th April at 9am.</p>	<p>Justice, L. and Redle, E. (2014). Communication Sciences and Disorders.</p> <ul style="list-style-type: none"> • Chapter 12 - Motor Speech Disorders 	<p>REFLECTIVE PRACTICE ASSESSMENT - PART A (Written Reflection). 15% of 60% of the Reflective Practice Assessment. Due Monday 8th April at 9am.</p>

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>SESSION 1: NO CLASS - ANZAC DAY</p> <p>LANGUAGE (including literacy) - Paediatrics:</p> <p>SESSION 2:</p> <ul style="list-style-type: none"> • Introduction to language disorders in paediatrics • CBOS for child language range of practice <p>Please note that special guests and clinical observations may occur in this week. This will be confirmed in class and posted on Moodle.</p>	<p>Justice, L. and Redle, E. (2014). Communication Sciences and Disorders.</p> <ul style="list-style-type: none"> • Chapter 7 - Language Disorders in Early and Later Childhood 	

Week 7 - 29 Apr 2019

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

Paediatric/Adults:

SESSIONS 1 & 2:

- Queensland Health (QH) Speech Pathologist guest 9am-10am Session 1
- Continue paediatric language disorders
- Introduction to language disorders in adults
- CBOS for adult language range of practice

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

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
REFLECTIVE PRACTICE ASSESSMENT - PART B (Reflective oral presentation on clinical observations).		REFLECTIVE PRACTICE ASSESSMENT - PART B (Reflective oral presentation on clinical observations). 20% of 60% of the Reflective Practice Assessment.

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
MULTIMODAL COMMUNICATION: SESSIONS 1 & 2: • Multimodal range of practice content • Potential guest speaker • Revise and/or complete content from earlier weeks	Justice, L. and Redle, E. (2014). Communication Sciences and Disorders. • Chapter 4 - Augmentative and Alternative Communication	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: SWALLOWING (Dysphagia) paediatric and adult: • Queensland Health (QH) Speech Pathologist guest 9am-10am • Introduction to swallowing disorders (dysphagia) in the paediatric and adult population • CBOS for dysphagia range of practice • Potential guest speaker SESSION 2: VOICE - paediatric and adult: • Introduction to the voice range of practice in both paediatrics and adults • CBOS for the voice range of practice • Complete any SWALLOWING content from session 1	Justice, L. and Redle, E. (2014). Communication Sciences and Disorders. • Chapter 15 - Feeding and Swallowing Disorders • Chapter 11 - Voice Disorders	

Week 11 - 27 May 2019

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

- Complete any VOICE content from previous week
- Introduction to the fluency range of practice for both paediatrics and adults
- CBOS for the fluency range of practice

Justice, L. and Redle, E. (2014).
Communication Sciences and Disorders.
• Chapter 10 - Fluency Disorders

**REFLECTIVE PRACTICE
ASSESSMENT - PART C (Written
Reflection) due FRIDAY 31st MAY
5pm.**

**REFLECTIVE PRACTICE
ASSESSMENT - PART C (Written
Reflection). 25% of 60% of the
Reflective Practice
Assessment. FRIDAY 31st MAY
5pm.**

**REFLECTIVE PRACTICE
ASSIGNMENT - PARTS A, B and C -
60% Due: Week 11 Friday (31 May
2019) 5:00 pm AEST**

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: • Fluency content completed. SESSION 2: • Revision		PORTFOLIO - PRE-CLINICAL REQUIREMENTS (PCR's) - Pass/Fail Due: Week 12 Monday (3 June 2019) 9:00 am AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Welcome to SPCH11001- Introduction to Communication and Swallowing Disorders. 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 and community members. There will also be occasions where you will need to visit the clinic to conduct observations that may require additional time outside of 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.

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 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

Week 12 Monday (3 June 2019) 9:00 am AEST

To be confirmed.

Return Date to Students

Exam Week Monday (17 June 2019)

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

You are required to complete the following:

- 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 (2019).
- CPR Certificate – you must provide evidence of having booked into a training course prior to the end of this year (2019).
- 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
- 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

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 - PARTS A, B and C - 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

The REFLECTIVE PRACTICE ASSIGNMENT is ONE assessment task that is separated into THREE components:

PART A: WRITTEN REFLECTION - 15%

DUE DATE: MONDAY WEEK 5 (8th APRIL) - 9AM.

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?
- The history / development of reflective practice in the health profession
- What is the relevance of reflective practice to you personally and as an allied health student?
- What is the value of reflective practice to the health profession?

WORD LIMIT: 1500 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 REFLECTION - 20%

DUE DATE: WEEK 8 – CLASS TIMES

FORMAT:

- 10-15 minute (inclusive of questions/comments) oral presentation supported by either PowerPoint or Prezi visual tools.
- PowerPoint or Prezi – 8 to 12 slides or screens

PowerPoints or the Prezi link are to be emailed to the unit coordinator by 5pm TUESDAY 7th May to enable them to be uploaded and ready for the in-class presentations

Ensure you use APA referencing on your slides – including graphics.

You will choose TWO General Professional Competencies (GPCs) from the below four:

1. REASONING
2. COMMUNICATION
3. LEARNING
4. PROFESSIONALISM

Consult the Competency Based Occupational Standards (CBOS) document for a thorough explanation of these GPCs. You will use the descriptions of the elements within each competency as a basis to reflect upon what you have observed in the clinic (what); what does this mean for your learning or what impact has it had upon you (so what); and the why or how this might affect future thoughts and behaviours (now what or what next). Remember to NOT use student or client names in your oral reflection.

PART C: WRITTEN REFLECTION – 25%

DUE DATE: FRIDAY 31st 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 - 2000 (+/- 10%)

Each section of 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 (Caty, Kinsella & Doyle, 2014). 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.

Assessment Due Date

Week 11 Friday (31 May 2019) 5:00 pm AEST

PLEASE NOTE - this is the due date of the FINAL reflective practice assignment task.

Return Date to Students

Review/Exam Week Friday (14 June 2019)

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

Weighting

60%

Assessment Criteria

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.

The full assessment criteria for each assessment part are explained on the rubrics uploaded to MOODLE. It is ESSENTIAL that you address each of these criteria in order to pass this assessment task.

PART A ORAL PRESENTATION includes the following criteria:

- The concept of reflective practice is thoroughly and widely researched
- You have integrated your research on the principles and practices of reflection to personal and academic contexts
- You have integrated the "what is reflective practice" to aptly describe the relevance to the health profession
- Clarity of expression and ease of reading, including overall structure and organisation
- Research
- Referencing

PART B ORAL PRESENTATION includes the following criteria:

- Required components
- Depth of reflections
- Audience engagement
- Presentation skills
- Resource materials
- Research
- Referencing

PART C WRITTEN REFLECTION includes the following criteria:

- Required components
- Depth of reflections
- Audience engagement
- Presentation skills
- Resource materials
- Research
- Referencing

Referencing Style

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

Submission

Online

Submission Instructions

Part C will be uploaded to MOODLE. Parts A and B will be emailed to the unit coordinator.

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

Exam Conditions

Closed Book.

Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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