



SPCH12004 *Speech Pathology Skills and Practice*

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Term 1 - 2017

Profile information current as at 16/05/2024 11:31 am

All details in this unit profile for SPCH12004 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 students will begin to develop the practical skills required for speech pathology practice, through interaction with children and adults in a structured, interprofessional setting. Students will have the opportunity to engage with both children and adults and develop skills in informal assessment, case history taking, test administration and therapy program delivery. Clinical reasoning and reflective practice are embedded throughout the unit. There is an emphasis on the integration of theoretical knowledge and the development of clinical skills, with a focus on working within the International Classification of Functioning, Disability and Health (ICF) framework and understanding the importance of using evidence based practice. In order to commence this unit, students must have completed all pre-clinical requirements, as outlined in the 'Professional Practice Guide for Allied Health Students - Pre Practice Requirements' handbook, and maintain these requirements throughout the unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: SPCH11001 Introduction to Speech Pathology Co-requisite: SPCH12002 Communication Development and Disorders in Early Childhood Co-requisite: SPCH12006 Linguistics and Phonetics 1

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 - 2017

- 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. **Practical Assessment**

Weighting: 40%

2. **Written Assessment**

Weighting: 40%

3. **Portfolio**

Weighting: 20%

4. **On-campus Activity**

Weighting: Pass/Fail

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 a Say' staff feedback

Feedback

Learning resources and experiences can be difficult to access, especially if you have not met all the pre-clinical requirements.

Recommendation

The Moodle site will continue to be strengthened. All students enrolling in this course are reminded to check that they currently meet all the pre-clinical requirements before the beginning of term. Students transferring from other courses will be reminded of the clinical pre-requisite requirements during SPCH11001 Introduction to Speech Pathology and when they transfer into the CB87 Bachelor of Speech Pathology (Honours).

Action

Access to the Moodle site was checked. All students were reminded before term (and during the previous year of study) regarding the need to obtain and maintain their pre-clinical requirements. Students are now required to meet their pre-clinical requirements in SPCH11001 Introduction to Speech Pathology, regardless of their course enrolment.

Feedback from 'Have a Say' verbal feedback from industry partners and students staff feedback

Feedback

The practical learning and shared experiences with the occupational therapy students, continue to be identified as strengths of this course.

Recommendation

The practical learning and shared experiences with the occupational therapy students will continue to be provided. Industry based experiences will continue to be a feature of the course.

Action

These practical learning experiences and inter-professional practice experiences continue to be strengths for the unit.

Unit Learning Outcomes

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

1. Describe the basic principles of professional clinical practice: information gathering, diagnostic decision making, management planning, implementation and evaluation.
2. Administer and evaluate formal and informal measures of communication in adults and children.
3. Demonstrate the development of reflective practice skills by addressing each of the four generic professional competencies, as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
4. Deliver a structured therapy program.

Speech Pathology Range of Practice covered:

- Adult - Voice
- Child - Speech, Language, Multimodal Communication

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

- Unit 1 Assessment - Elements 1.1, 1.2 and 1.3 to Novice standard
- Unit 2 Analysis and interpretation - Elements 2.1, 2.2 and 2.4 to Novice standard
- Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2, 3.3, 3.4, 3.6 and 3.7 to Novice standard
- Unit 4 Implementation of speech pathology practice - Elements 4.1, 4.2, 4.3, 4.5 and 4.6 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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical Assessment - 40%	•	•		
2 - Written Assessment - 40%	•	•		
3 - Portfolio - 20%	•	•	•	
4 - On-campus Activity - 0%	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•

Textbooks and Resources

Textbooks

SPCH12004

Prescribed

Language disorders in children: Fundamental concepts of assessment and intervention

Edition: 2 (2015)

Authors: Joan Kaderavek

Pearson

USA

Binding: Paperback

SPCH12004

Supplementary

Communication Sciences and Disorders: A clinical evidence-based approach

Edition: 3 (2014)

Authors: Laura Justice and Erin Redle

Pearson

Boston , USA

Binding: Paperback

Additional Textbook Information

The Justice & Redle (2014) text is the same textbook prescribed for SPCH11001, so you should already have a copy of this.

Digital versions are an option for both texts. Please ensure that you are purchasing a full digital version of the text.

[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

Judith Broadhurst Unit Coordinator

j.broadhurst@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Observational Assessment

1. Introduction to the course, assessment, shared content and observations
2. Observation and assessment with children
3. Models and frameworks of practice
4. Observing and clinical assessment of oral peripheral skills

Justice L.M. & Redle E.E (2014) Communication Sciences and Disorders: A Clinical Evidence Based Approach. Upper Saddle River NJ: Pearson. Ch 2, pp36-77; Ch 3, pp 83-104.

Observations:

This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1.

These experiences and associated assessment include:

- **Early childhood facilities.** You will be required to attend mornings in Week 1-5.
- **Paediatric Therapy Services** - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12.
- **Practical learning experiences** - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Gathering Information <ol style="list-style-type: none">1. Developing reflective practice.2. Medicolegal approach to writing: opinion, fact and fiction3. Clinical practice of documentation4. Gathering information.<ul style="list-style-type: none">• ethical practice and working with families• culturally sensitive interviews• interview structures	Reflection formats and information will be available on Moodle Ages and Stages 3 Assessment information will be in Moodle Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Chapter 2, pp15-43. Justice L.M. & Redle E.E (2014) Communication Sciences and Disorders: A Clinical Evidence Based Approach. Upper Saddle River NJ: Pearson. Chapter 6, pp167-183.	Observations: This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1. These experiences and associated assessment include: <ul style="list-style-type: none">• Early childhood facilities. You will be required to attend mornings in Week 1-5.• Paediatric Therapy Services - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12.• Practical learning experiences - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Administering Standardised Assessments <ol style="list-style-type: none">1. Standardised assessment in speech pathology2. How to administer assessments in a reliable and valid way3. Integrating interviewing and recording skills4. Scoring standardised assessments	Paul, R & Norbury, C.F. (2012) Language Disorders from Infancy to Adolescence. St Louis, Missouri: Elsevier Mosby. Chapter 2. pp22-60. Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Chapter 3, pp45-59.	Observations: This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1. These experiences and associated assessment include: <ul style="list-style-type: none">• Early childhood facilities. You will be required to attend mornings in Week 1-5.• Paediatric Therapy Services - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12.• Practical learning experiences - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<p>Writing and Setting Collaborative Goals</p> <ol style="list-style-type: none"> 1. Writing SMART goals and behavioural objectives 2. Collaborative goal setting and behavioural objectives 3. Family goals and priorities 4. Differences between long and short term objectives 	<p>Read Competency-Based Occupational Standards for Speech Pathology, which can be accessed through the Speech Pathology Australia Web site. Darrah, J. J., Wiart, L. L., Magill-Evans, J. J., Ray, L. L., & Andersen, J. J. (2012). Are family-centred principles, functional goal setting and transition planning evident in therapy services for children with cerebral palsy?. <i>Child: Care, Health & Development</i>, 38(1), 41-47. Bovend'Eerd, T., Botell, R., & Wade, D. (2009). Writing SMART rehabilitation goals and achieving goal attainment scaling: a practical guide. <i>Clinical Rehabilitation</i>, 23(4), 352-361.</p>	<p>Observations: This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1. These experiences and associated assessment include:</p> <ul style="list-style-type: none"> • Early childhood facilities. You will be required to attend mornings in Week 1-5. • Paediatric Therapy Services - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12. • Practical learning experiences - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Motor Skills Assessment and Intervention Planning <ol style="list-style-type: none"> 1. Interpreting assessment findings 2. Task analysis 3. Grading and adapting tasks: hierarchy of cues and prompts 4. Integrating play, communication and motor skills in developmental assessment 5. Communicating findings from assessment and therapy to different audiences 	<p>Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Ch4 & 5, pp97- 170.</p> <p>Paul, R & Norbury, C.F. (2012) Language Disorders from Infancy to Adolescence. St Louis, Missouri: Elsevier Mosby. Chapter 8. pp 286-333; Chapter 9. pp 247-377.</p>	<p>Observations: This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1. These experiences and associated assessment include:</p> <ul style="list-style-type: none"> • Early childhood facilities. You will be required to attend mornings in Week 1-5. • Paediatric Therapy Services - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12. • Practical learning experiences - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term. <p>(40%) Practical Assessment: Screening Report and Intervention Plan Due: Week 5 Friday (7 Apr 2017) 8:00 am AEST</p>

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Observations:

This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1.

These experiences and associated assessment include:

- **Early childhood facilities.** You will be required to attend mornings in Week 1-5.
- **Paediatric Therapy Services** - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12.
- **Practical learning experiences** - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Diagnostic Processes <ol style="list-style-type: none"> 1. Assessment criteria for developmental conditions 2. Understanding diagnostic processes 3. Communicating findings from assessment and therapy to different audiences 	<ol style="list-style-type: none"> 1. Westby, Carol E. (1980). Assessment of Cognitive and Language Abilities Through Play. Language, Speech, and Hearing Services in Schools, 11(3), 154-168. doi: 10.1044/0161-1461.1103.154 2. Justice L.M. & Redle E.E (2014) Communication Sciences and Disorders: A Clinical Evidence Based Approach. Upper Saddle River NJ: Pearson. Chapter 6, pp54-57. 3. Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Ch 6, pp171-179; Ch 7, pp 203-209; Ch 8, pp 235-253; Ch 9, pp271-278. 	Observations: This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1. These experiences and associated assessment include: <ul style="list-style-type: none"> • Early childhood facilities. You will be required to attend mornings in Week 1-5. • Paediatric Therapy Services - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12. • Practical learning experiences - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Self-Care Occupations <ol style="list-style-type: none"> 1. Communication needs of children for self-care occupations 2. Teaching strategies: chaining, modelling and adapting 3. Writing Case Histories 4. Hand function in childhood occupations - what does this mean for speech pathology? 5. Development of oral motor functioning and implications for speech and mealtime skills 6. Recognising gaps in information 		Observations: This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1. These experiences and associated assessment include: <ul style="list-style-type: none"> • Early childhood facilities. You will be required to attend mornings in Week 1-5. • Paediatric Therapy Services - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12. • Practical learning experiences - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Sensory and Cognitive Functioning <ol style="list-style-type: none"> 1. Neurophysiology of sensory and cognitive functioning. 2. Neurophysiology pathway disruption 3. Sensory and cognitive functioning and the implications in speech pathology practice 4. Data collection: speech and language sampling 	<p>Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Chapter 2, pp15-26; Ch 9, pp278-279.</p>	<p>Observations: This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1. These experiences and associated assessment include:</p> <ul style="list-style-type: none"> • Early childhood facilities. You will be required to attend mornings in Week 1-5. • Paediatric Therapy Services - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12. • Practical learning experiences - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term. • between Vacation Week and Week 12.

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
<p>Fine-motor Functioning in Childhood Occupations</p> <ol style="list-style-type: none"> 1. Facilitating physical functioning for children with cerebral palsy and other neurogenic conditions. 2. Debrief and write reflection on observation. 3. Self Care occupations and the implications in speech pathology practice 4. Managing the clinical setting for assessment and treatment 	<p>Justice L.M. & Redle E.E (2014) Communication Sciences and Disorders: A Clinical Evidence Based Approach. Upper Saddle River NJ: Pearson. Chapter 6, pp 166-197.</p>	<p>Observations: This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1. These experiences and associated assessment include:</p> <ul style="list-style-type: none"> • Early childhood facilities. You will be required to attend mornings in Week 1-5. • Paediatric Therapy Services - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12. • Practical learning experiences - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Play and Communication: Behaviour adults find challenging

1. Cultural definitions of play
2. Effects of disability on play and interaction
3. Being an effective adult playmate to facilitate learning and communication
4. Features of therapeutic play: play as a means to an end
5. Symbolic play and communication
6. Debrief and write reflection on observation.
7. Play and challenging behaviour
8. The implications of challenging behaviour in the assessment and therapy context
9. Strategies to manage the child's behaviour in therapy
10. Data collection techniques: reliability and barriers to their effectiveness

Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Chapter 6, pp179-201.

Observations:

This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1.

These experiences and associated assessment include:

- **Early childhood facilities.** You will be required to attend mornings in Week 1-5.

- **Paediatric Therapy Services** - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12.

- **Practical learning experiences** - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Eating and Feeding Occupations <ol style="list-style-type: none"> 1. Development of self-feeding skills 2. Mealtimes and social eating 3. Sensory approaches to eating 4. Debrief and write reflection on observation. 5. Practise articulation and phonology tests 6. Practise phonological awareness tests and managing the dynamic environment of therapy. 7. Eating and feeding occupations 8. Integrating information from paediatric communication and swallowing assessments 		Observations: This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1. These experiences and associated assessment include: <ul style="list-style-type: none"> • Early childhood facilities. You will be required to attend mornings in Week 1-5. • Paediatric Therapy Services - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12. • Practical learning experiences - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Review

1. Debrief and write reflection on observation.
2. Review the process creating a portfolio.
3. Integrated learning
4. Considering therapy from the customer's perspective.

Observations:

This unit requires your participation in clinical workplace learning experiences. Information about your schedule will be explained at the class in Week 1.

These experiences and associated assessment include:

- **Early childhood facilities.** You will be required to attend mornings in Week 1-5.
- **Paediatric Therapy Services** - You will be required to participate in some paediatric therapy sessions between Vacation Week and Week 12.
- **Practical learning experiences** - More information about other practical activities will be provided in Week 1. These experiences will be scheduled throughout the term.

(40%) Written Scripts for

Assessment and Treatment Due: Week 12 Friday (2 June 2017) 5:00 pm AEST

(P/F) On-campus Activity Due: Week 12 Friday (2 June 2017) 5:00 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		(20%) Portfolio Due: Review/Exam Week Friday (9 June 2017) 5:00 pm AEST

Exam Week - 12 Jun 2017

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

Welcome to SPCH12004 Speech Pathology Skills and Practice 1.

This unit of study is the beginning of your transition from student to clinician and requires you to participate in community activities involving children and adults.

Please ensure that your clinical pre-requisites have been met and all certificates are current for the full duration of the term. If you have any concerns about the clinical pre-requisites, please contact Leisa Skinner by email l.skinner@cqu.edu.au.

The learning experiences in the unit will develop your early clinical skills in assessment and treatment. Many of these clinical skills are common across health professions. Therefore, SPCH12004 Speech Pathology Skills and Practice 1 provides you with an opportunity to learn with, alongside and from students studying other health professional courses. This year you will have learning experiences each week to develop speech pathology specific skills. These classes and clinical activities will occur with other students enrolled in SPCH12004 Speech Pathology Skills and Practice 1. Some clinical experiences will occur with students enrolled in SPCH14003 Speech Pathology Skills and Practice 5.

You will also share some classes and learning experiences each week with occupational therapy students studying OCCT12003 Occupational Performance across the Lifespan. During the term you will have some learning experiences with students studying their Master of Clinical Psychology.

Your participation in these practical learning experiences and your completion of written tasks are linked to your unit assessment.

Your Unit Coordinator is Judy Broadhurst. You can contact Judy either email j.broadhurst@cqu.edu.au or phone [07 4930 6481](tel:0749306481).

Assessment Tasks

1 (40%) Practical Assessment: Screening Report and Intervention Plan

Assessment Type

Practical Assessment

Task Description

This assessment consists of a **Screening Report and Appendices (Part A)** and an **Intervention Plan (Part B)**.

Both reports must be completed.

These reports are completed as part of your fieldwork experience in an early childhood facility.

Screening Report and Appendices (Part A)

Over a 3 week period you will develop a screening outcome report and appendices related to documentation from your fieldwork. The screening report will be submitted for marking, returned to you with suggested edits you need to make before being resubmitted by Wednesday Week 6 and sent to the school for distribution to teachers and parents. You will need to utilise consent forms approved by the educational facility to obtain prior written consent from the child's parents or legal guardian to participate in the screening and any planned intervention.

You will need to gather information from a range of sources to complete this task. Ensure you present the information in an objective and factual manner. The screening report must have an overall Flesch-Kincaid readability level of Grade 5 or lower. This requires a score of <6.0. To lower a high readability score- one idea, one sentence; use short sentences; use words with fewer syllables; use dot points.

Your Screening Report and Appendices will inform the development of your Part B Intervention Plan.

Your screening report and appendices will include:

1. A brief description of the facility you visited- physical environment, the culture and values of centre including expectations on children. (up to 75 words)
2. A clinical profile (called strengths and concerns in the template) for a child in the facility including the child's approximate chronological age in years and months. This profile will include a) the child's areas of strengths as identified by staff, parents, child and from your completion of the ASQ-3. b) any identified areas of concern from staff, parents, child or scored as needing monitoring or follow up in the ASQ-3. (500 words)
3. Summary and analysis of the child's ASQ-3 score (what the scores mean in relation to their expected level of participation and development). (75 words)
4. Correctly and clearly identify which of the 3 follow up action options on the report template are relevant for this child.
5. Appendix 1 & 2 with inclusions as noted below

Appendices for Screening Report

Appendix 1 will contain:

1. A completed consent form from the child's legal guardian
2. The completed ASQ-3 forms and scores.
3. Relevant comments or additional observations in the ASQ-3 age specific templates to help justify your scoring.
4. All the child details accurately documented on the ASQ-3 first page and signed and dated scoring summary sheet.
5. Evidence (screen shot) of your screening report Flesch-Kincaid readability level which must be less than 6.0.
6. References for at least 2 professional sources that support your interpretation of the ASQ-3 results.
7. The reference for the ASQ-3 screening tool

Appendix 2 will contain:

1. The completed TOES form with clear comments about your observations justifying every rating.
2. The reference for the TOES publication source

The Intervention Plan (Part B)

You will use the information from the screening outcome report to develop a tailored five X 60 minute session plan for intervention with the child. The plan will be submitted for marking, returned to you with suggested changes you need to make. These changes will need to be made before the implementation with a child at fieldwork in weeks 7-11.

The Intervention Plan will require you to:

1. Use the information you gather from the ASQ-3 & the Test of Occupational Supportiveness (TOES) (Parham & Fazio, 2008, p. 81) to list the physical, social and cultural supports and barriers to the child's performance present in the context. Include your reasoning why these factors supported or hindered the child's performance. (150 words)
2. Complete information in a table that clearly outlines each of the five sessions you will carry out with the child. Provide details for each activity, the duration, resources (spaces, equipment, support) and preparation needed. Provide evidence that supports your choices. (600 words)
3. Reflect on the knowledge and skills you still need to develop in relation to working with children. The knowledge

- gaps you identify here should relate to the priorities for goals you write in the table below. (150 words)
4. Write 2 SMART goals for your own learning to improve your knowledge or skills. (50 words)
 5. For each goal, write 2 realistic, achievable and relevant strategies. Your strategies will clearly describe the steps and actions you will take to achieve your learning goals. (100 words)

Assessment Due Date

Week 5 Friday (7 Apr 2017) 8:00 am AEST

Return Date to Students

Week 6 Friday (21 Apr 2017)

Weighting

40%

Minimum mark or grade

Students must pass each assessment piece to pass this course.

Assessment Criteria

Your assessment will be marked according to the following assessment criteria.

This assessment task is worth 40 % of your grade.

The total assessment will be marked out of 40, with Part A (including the Appendices) marked out of 15 Marks, and the Intervention Plan marked out of 25 Marks.

Part A Marking Criteria (15 Marks)

- Clear and professional factual description of the environment where child was seen.(2 Marks)
- Accurate, valid, clear, understandable and succinct description of the child's strengths clearly indicating evidence for statements (4 Marks)
- Accurate, valid, readable and succinct description of child's areas of concern clearly indicating evidence for statements (4 Marks)
- Accurate and valid recording in test forms and understandable, clear and professional analysis of the child's ASQ-3 results.(5 Marks)

Part B Marking Criteria (25 Marks)

- Succinct analysis of supports and barriers for child's performance using observations & TOES (6 Marks)
- Intervention plan clearly shows approach used, session plan activities, duration, resources and preparation needed. Choices synthesise high quality evidence for best practice. (10 Marks)
- Analysis of own learning provides thoughtful insight and valid plan of action for learning needs identified (4 Marks)
- Accurate referencing using APA Referencing Style (5 marks)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the basic principles of professional clinical practice: information gathering, diagnostic decision making, management planning, implementation and evaluation.
- Administer and evaluate formal and informal measures of communication in adults and children.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Team Work
- Cross Cultural Competence
- Ethical practice

2 (40%) Written Scripts for Assessment and Treatment

Assessment Type

Written Assessment

Task Description

You will be provided with a clinical scenario which will include:

- background information and
- clinical data

You will be required to prepare and submit a written paper demonstrating:

- your ability to design scripts that assist your clinical planning and interaction (you must submit the scripts in your paper). You will be required to develop 4 scripts. One script for each of the following aspects of clinic: greeting and explaining the process of the appointment; gathering information in an initial assessment; explaining and interpreting assessment results; and, acknowledging carer concerns.
- your ability to explain the contents of your scripts in terms of theoretical frameworks for clinical assessment and treatment, including referencing your reasoning.
- your awareness of issues relating to professional interactions with carers and staff

Students will have an opportunity in class to practise these skills before completing their assessment task.

Assessment Due Date

Week 12 Friday (2 June 2017) 5:00 pm AEST

Friday June 5th at 5:00pm for final (submission) of case history

Return Date to Students

Exam Week Friday (16 June 2017)

Friday, June 19th

Weighting

40%

Minimum mark or grade

Students must pass all pieces of assessment to pass this course.

Assessment Criteria

This assessment is worth 40% of your overall grade.

You will receive a mark out of 40 for this assessment with the marks being allocated as follows:

Script 1:Greeting and explaining the process of the appointment **(out of 10 marks)** which will be allocated according to the following criteria:

- Writing style (including appropriate use of grammar and spelling; accurate referencing, coherent ideas and information) (out of 2 marks)
- Appropriate use of lay and professional terminology (out of 2 marks)
- Script accurately interprets the background information from the scenario (out of 2 marks)
- Script accurately explains the process of the appointment (out of 2 marks)
- Provides clear, logical and evidence based reasoning for the choice of script (out of 2 marks)

Script 2: Gathering information in an initial assessment **(out of 10 marks)** which will be allocated according to the following criteria:

- Writing style (including appropriate use of grammar and spelling; accurate referencing, coherent ideas and information) (out of 2 marks)
- Appropriate use of lay and professional terminology (out of 2 marks)
- Script accurately interprets the background information from the scenario (out of 2 marks)
- Script accurately explains the process of the appointment (out of 2 marks)
- Provides clear, logical and evidence based reasoning for the choice of script (out of 2 marks)

Script 3: Analysing, explaining and interpreting assessment results **(out of 10 marks)** which will be allocated according to the following criteria:

- Writing style (including appropriate use of grammar and spelling; accurate referencing, coherent ideas and information) (out of 2 marks)

- ii. Appropriate use of lay and professional terminology (out of 2 marks)
- iii. Script accurately interprets the background information from the scenario (out of 2 marks)
- iv. Script accurately explains the process of the appointment (out of 2 marks)
- v. Provides clear, logical and evidence based reasoning for the choice of script (out of 2 marks)

Script 4: Acknowledging Carer Concerns (out of 10 marks) which will be allocated according to the following criteria:

- i. Writing style (including appropriate use of grammar and spelling; accurate referencing, coherent ideas and information) (out of 2 marks)
- ii. Appropriate use of lay and professional terminology (out of 2 marks)
- iii. Script accurately interprets the background information from the scenario (out of 2 marks)
- iv. Script accurately explains the process of the appointment (out of 2 marks)
- v. Provides clear, logical and evidence based reasoning for the choice of script (out of 2 marks)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the basic principles of professional clinical practice: information gathering, diagnostic decision making, management planning, implementation and evaluation.
- Administer and evaluate formal and informal measures of communication in adults and children.

Graduate Attributes

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

3 (20%) Portfolio

Assessment Type

Portfolio

Task Description

As a requirement of graduation, each student must compile a portfolio demonstrating how they have met, through direct and indirect evidence the Competency Based Occupational Standards(CBOS) set out by Speech Pathology Australia. In SPCH12004 Speech Pathology Skills and Practice 1, you will be required to commence a portfolio in which you will need to:

- demonstrate your own work and thinking
- address the four generic professional competency areas of reasoning, communication, lifelong learning, and professionalism. For each of the 4 Generic Professional Competencies (reasoning, communication, lifelong learning, and professionalism) you will be required to:
 - Explain a different situation for each area of generic professional competency
 - Explain how you developed your competence across the term
- demonstrate your professional reflections from field work and classes (this may include clinical experiences attached to other units of study in the term)
- identify opportunities to further progress your competency in the future
- provide assessed documents or resources which may assist in evidencing your development of clinical competence (such as assignment marks or assessed resources).

Your portfolio will need to have:

- structure
- clinical reasoning and reflection under each of the generic professional competencies
- evidence

Assessment Due Date

Review/Exam Week Friday (9 June 2017) 5:00 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

Electronic feedback will be available by the due date. Hard copies of portfolios will be available for collection at the beginning of Term 2.

Weighting

20%

Minimum mark or grade

Students must pass all pieces of assessment to pass this course.

Assessment Criteria

This assessment is worth 20% of the grade for SPCH12004 Speech Pathology Skills and Practice 1.

You will receive a mark (out of 100) using the following criteria:

Summary of Evidence for Range of Practice Areas form (out of 10 Marks)

- the form is accurately completed with all assessments correctly entered under the appropriate range of practice area on the form.
- the evidence referred to in the form is included in the portfolio.

Organisation of Portfolio (out of 10 Marks)

- Clear indexing system with evidence generally easy to locate.
- information logically and professionally organised

Professional Reasoning section (out of 20 marks) The 20 marks available for this section will be distributed as follows:

- Language structures (out of 5 marks) - write a professional, coherent report that uses correct grammar and language structures
- Reflective Thinking (out of 5 marks) - the reflection explains your own thinking and learning process, as well as the implications for future learning
- Analysis (out of 5 marks) - the reflection is an in-depth analysis of the learning experience, the value of the derived learning to yourself, and the enhancement of your appreciation for the discipline of speech pathology
- Making Connections (out of 5 marks) - the reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.

Communication section (out of 20 marks) The 20 marks available for this section will be distributed as follows:

- Language structures (out of 5 marks) - write a professional, coherent report that uses correct grammar and language structures
- Reflective Thinking (out of 5 marks) - the reflection explains your own thinking and learning process, as well as the implications for future learning
- Analysis (out of 5 marks) - the reflection is an in-depth analysis of the learning experience, the value of the derived learning to yourself, and the enhancement of your appreciation for the discipline of speech pathology
- Making Connections (out of 5 marks) - the reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.

Lifelong Learning section (out of 20 marks) The 20 marks available for this section will be distributed as follows:

- Language structures (out of 5 marks) - write a professional, coherent report that uses correct grammar and language structures
- Reflective Thinking (out of 5 marks) - the reflection explains your own thinking and learning process, as well as the implications for future learning
- Analysis (out of 5 marks) - the reflection is an in-depth analysis of the learning experience, the value of the derived learning to yourself, and the enhancement of your appreciation for the discipline of speech pathology
- Making Connections (out of 5 marks) - the reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.

Professionalism section (out of 20 marks) The 20 marks available for this section will be distributed as follows:

- Language structures (out of 5 marks) - write a professional, coherent report that uses correct grammar and language structures
- Reflective Thinking (out of 5 marks) - the reflection explains your own thinking and learning process, as well as the implications for future learning
- Analysis (out of 5 marks) - the reflection is an in-depth analysis of the learning experience, the value of the

- derived learning to yourself, and the enhancement of your appreciation for the discipline of speech pathology
- Making Connections (out of 5 marks) - the reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.

Referencing Style

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

Submission

Offline Online

Submission Instructions

The compiled portfolio needs to be directly submitted to either the instructor or administrative staff.

Learning Outcomes Assessed

- Describe the basic principles of professional clinical practice: information gathering, diagnostic decision making, management planning, implementation and evaluation.
- Administer and evaluate formal and informal measures of communication in adults and children.
- Demonstrate the development of reflective practice skills by addressing each of the four generic professional competencies, as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Graduate Attributes

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

4 (P/F) On-campus Activity

Assessment Type

On-campus Activity

Task Description

Many of the units in CB87 Bachelor of Speech Pathology (Honours) require your participation in experiential learning activities (apply theory to practice).

SPCH12004 Speech Pathology Skills and Practice 1 includes real life clinical experiences to enhance your achievement across all learning outcomes.

Your participation in on-campus tasks reflects the practical nature of SPCH12004 Speech Pathology Skills and Practice 1. The activities include:

- Video analysis tasks of parent interviews
- Reflecting on personal experiences throughout the term
- Administering and interpreting results of assessments
- Participating in scheduled clinics

Assessment Due Date

Week 12 Friday (2 June 2017) 5:00 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

Weighting

Pass/Fail

Minimum mark or grade

80% attendance in all scheduled tasks and activities. You must pass this assessment to pass the unit.

Assessment Criteria

On-campus activities are designed to enhance students' learning opportunities, teamwork and engagement with the course.

You will be allocated specific tasks to complete and demonstrate during class time and fieldwork. Attendance is required in lectures, tutorials and fieldwork to be able to complete these tasks.

You will be marked according to the following criteria:

Attendance is recorded and an 80% attendance rate at classes and fieldwork experiences is required to pass this assessment. Explained absences with supporting documentation (e.g. medical certificate, funerals, family illness) are not included in the attendance calculation.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Describe the basic principles of professional clinical practice: information gathering, diagnostic decision making, management planning, implementation and evaluation.
- Demonstrate the development of reflective practice skills by addressing each of the four generic professional competencies, as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
- Deliver a structured therapy program.

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