SPCH12004 *Speech Pathology Work-Integrated Learning 1*
Term 1 - 2018

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 you will begin to develop the practical skills required for speech pathology practice, through interaction with children and adults in a structured, interprofessional setting. You will have the opportunity to engage with both children and adults while developing your 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. Throughout this unit you must maintain all pre-clinical requirements, as outlined in the 'Professional Practice Guide for Allied Health Students - Pre Practice Requirements' handbook.

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 PathologyALLH12007 Research Methods for Therapy ALLH11006 Life Course Development for Health ProfessionalSPCH12006 Linguistics Co-requisites: SPCH12002 Communication Development and Disorders in Early ChildhoodSPCH13005 Phonetics
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. **Written Assessment**
Weighting: 40%
2. **Practical Assessment**
Weighting: 40%
3. **Portfolio**
Weighting: 20%

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 Having Your Say

Feedback

The length of shared classes and scheduling of school based learning gave little time for students to have a break during the day.

Recommendation

The timing of the work integrated learning (school based placements) will be considered when scheduling this unit.

Feedback from Staff feedback Having Your Say

Feedback

Interprofessional and practical components of study facilitated student learning.

Recommendation

The interprofessional and practical learning experiences with occupational therapy and clinical psychology will be maintained and strengthened.

Feedback from Having Your Say

Feedback

The assessment tasks required further clarification after term had commenced.

Recommendation

The assessment guides and rubrics will be audited and modified to provide students with clear understanding of the assessment task expectations and marking requirements.

Feedback from Staff feedback Having Your Say

Feedback

The sequencing of the assessment tasks did not faciliate student learning.

Recommendation

The sequence of assessment tasks will be reviewed to enable student learning to progress more effectively throughout 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, including information gathering from children and adults, diagnostic decision making, management planning, implementation and evaluation.
2. Administer and analyse formal and informal measures of communication in children
3. Use work-integrated observations of a child to prepare and implement an interprofessional intervention plan
4. Demonstrate reflective practice skills across each of the four generic professional competencies described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Speech Pathology Range of Practice covered:

- Child - Speech, Language, Voice, Fluency, Swallowing.

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

- Unit 1 Assessment - Elements 1.1, 1.2, 1.3 and 1.4 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, 3.3, 3.4, 3.5, 3.6 and 3.7 to Novice standard.
- Unit 4 Implementation of speech pathology practice - Elements 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 to Novice standard.
- Unit 5 Planning, providing and managing speech pathology Services - Elements 5.1, 5.2 and 5.6 to Novice standard.
- Unit 6 Professional and supervisory practice - Elements 6.1 and 6.2 to Novice standard.
- Unit 7 Lifelong learning and reflective practice - Elements 7.1, 7.2 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, 4.3, 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

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%				●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4

Graduate Attributes | **Learning Outcomes**

Graduate Attributes	1	2	3	4
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 - Practical Assessment - 40%	•	•	•	•	•	•	•	•	•	
2 - Written Assessment - 40%	•	•	•	•		•	•	•		
3 - Portfolio - 20%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks
SPCH12004

Prescribed

Language disorders in children: Fundamental concepts of assessment and intervention
Edition: 2 (2015)
Authors: Joan Kaderavek
Pearson
Upper Saddle River , New Jersey , USA
ISBN: 9780133352023
Binding: Paperback
SPCH12004

Prescribed

PROFESSIONAL COMMUNICATION IN SPEECH LANGUAGE PATHOLOGY: HOW TO WRITE, TALK AND ACT LIKE A CLINICIAN
Edition: 3RD (2016)
Authors: BURRUS, A.E. & WILLIS L.B.
PLURAL PUBLISHING
SAN DIEGO , CALIFORNIA , USA
ISBN: 978-1-59756-724-4
Binding: Paperback
SPCH12004

Supplementary

Communication Sciences and Disorders: A clinical evidence-based approach
Edition: 3 (2014)
Authors: Laura Justice and Erin Redle
Pearson
Boston , Massechusetts , USA
ISBN: 9780133123715
Binding: Paperback
SPCH12004

Supplementary

Language Disorders from Infancy through Adolescence
Edition: 5th (2018)
Authors: Paul, R., Norbury, C.F. & Gosse, C.
Elsevier
St Louis , Missouri , USA
ISBN: 978-0-323-44234-3
Binding: Hardcover

Additional Textbook Information
You should already have a copy of the Justice & Redle (2014) text which was prescribed for SPCH11001. You will also need the Paul etal (2018) text for SPCH12002 and SPCH13004, as well as to support your lifelong paediatric work-integrated learning. The unit references will utlise the listed versions. Recent versions of the texts will have suitable content, however purchasing an older version will mean you must ensure your readings match the unit references. Digital versions are an option for the texts. Please ensure that you are purchasing a full digital version of the text and you can continue to access the text for the duration of CB87.

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 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice - Communication. Developing Therapeutic Relationships.	• Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Chapter 2, pp15-43. • Paul, D. and Roth, F.R. (2011) Guiding principles for clinical applications for speech-language pathology practice in early intervention. Language, Speech and Hearing Services in Schools. 42 (320-330).	**All pre-clinical requirements must have been met and evidence must have been uploaded to the Sonia database** before students can commence any clinical experiences, including observations. **Work-Integrated Learning (WIL) Orientation** - Mandatory pre-WIL briefing and orientation. **Early Childhood School Settings** - You will be required to attend afternoons throughout the term according to the schedule on Moodle. During these visits you will be required to work with occupational therapy students to assess children and implement therapy services. **CQUniversity Health Clinic** - You will be required to observe some paediatric therapy sessions and complete reflections from your observations.

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice - Professionalism. Planning Multidisciplinary Sessions with Children. Gathering information during assessment. 1. Types of assessments. 2. Recording methods.	• Andre, K., Heartfield, M. & Cusack, L. (2017) Portfolios for Health Professionals (3rd Ed.). Chatswood, NSW: Elsevier, Australia. Chapter 3: pp 33-51. • Burrus, A.E & Willis, L.B. (2017) Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician (3rd Ed.). San Diego, CA: Plural Publishing, USA. Chapter 1, 2 and 3. • Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Chapter 3, pp 45-59.	**Work-Integrated Learning continues -** There will be 2 afternoons of WIL - see the schedule on Moodle.

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic

Reflective Practice - Lifelong Learning.
1. Developing a personal learning plan.
2. You will be guided through further activities focusing on developing your professional competencies.

• Burrus, A.E & Willis, L.B. (2017) Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician (3rd Ed.). San Diego, CA: Plural Publishing, USA. Chapter 1, 2 and 3.

Work-Integrated Learning continues - There will be 2 afternoons of WIL - see the schedule on Moodle.

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice - Clinical Planning. **Goal setting for effective interventions with children.** 1. Writing SMART goals and behavioural objectives. 2. Collaborative goal setting. 3. Family goals and priorities. 4. Differences between long and short term objectives.	• Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Ch 4 & 5, pp 97- 170. • Speech Pathology Australia (2014) Competency-Based Occupational Standards for Speech Pathology https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/CBOS/SPAweb/Resources_for_Speech_Pathologists/CBOS/CBOS.aspx?hkey=c1509605-c754-4aa8-bc10-b099c1211d4d	**Work-Integrated Learning continues.**

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice - Stress and Coping • You will be guided through further activities focusing on developing your professional competencies. **Analysing Assessment Information.** 1. Standardised assessment data. 2. Interpretation of results. 3. Making recommendations based on assessment results.		**No Work-Integrated Learning in school settings this week as it is school holidays. You may be required to visit the CQUniversity Health Clinic**.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Self-directed learning and research/prepare for Assessment tasks.	**No Work-Integrated Learning in school settings this week as it is school holidays.**

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice - Clinical Reasoning 1. Different types of reasoning. 2. Applying reasoning in clinic. **Understanding and responding to children's behaviour** 1. Teaching strategies: prompts, cues and reinforcers. 2. Behaviour of concern. 3. Being an effective adult playmate. 4. Strategies for social competence and self control. 5. Managing behaviours that have already occurred. 6. Interprofessional responses. 7. Preparing Case Study.	• 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, pp 271-278. • Maul, C.A., Findley, B.R. & Adams, A.N. 2016) Behavioural Principles in Communicative Disorders. San Diego, CA: Plural Publishing, USA. Pp 64-88. • 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	**Work-Integrated Learning continues.** **Assessment due: Clinical Scripts.** **Clinical Scripts** Due: Week 6 Tuesday (17 Apr 2018) 9:00 am AEST

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Reflective Practice - Evaluation Interprofessional practice
1. Presenting information in interprofessional teams.
2. Negotiating roles in the team.
3. Preparing interprofessional summaries.
Report Writing
1. Using report templates.
2. Preparing reports for different audiences.
3. Using readability tools.

• Burrus, A.E & Willis, L.B. (2017) Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician (3rd Ed.). San Diego, CA: Plural Publishing, USA. Chapter 4-9.

Work-Integrated Learning continues.

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice - Integrating knowledge of the whole child Sensory and Cognitive Functioning 1. Neurophysiology of sensory and cognitive functioning. 2. Neurophysiology pathway disruption. 3. Sensory and cognitive functioning and the implications in speech pathology practice.	• 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. • 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, pp 271-278.	**Work-Integrated Learning continues.**

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice - Evaluating personal performance in therapy sessions **Play, Behaviour and Communication.** 1. Symbolic play and communication. 2. Data collection in the context of play. 3. Managing behaviour in therapy.	• Kaderavek, J.N. (2015) Language Disorders in Children. Upper Saddle River, New Jersey: Pearson Education. Chapter 6, pp 179-201.	**Work-Integrated Learning continues.**

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice - Integration of Learning **Individual Consultations regarding ASQ and activity Summary report.**		**Work-Integrated Learning continues.** **The DRAFT of your School Student Report is due. You will be provided with formative feedback on this report prior to your final assessment being submitted.**

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice - Lifelong Learning 1. Developing a lifelong learning attitude. 2. Reviewing personal goals for learning. **Mealtime occupation and speech pathology** 1. Development of self-feeding skills. 2. Mealtimes and social eating. 3. Sensory approaches to eating. 4. Roles in eating and feeding occupations. 5. Integrating information from paediatric communication and swallowing assessments.	• Evans Morris, S. & Dunn Klein, M (2000) Pre-Feeding Skills: a comprehensive resource for meal management (2nd Ed). Austen, Texas: Pro-Ed Inc, USA. pp 157-175, 187-213, 215-229, 353-397, 712-726 https://cqu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=61CQU_Alma5127532590003441&context=U&vid=61CQU&lang=en_US	**Assessment due: School Student Report.** **School Student Report** Due: Week 11 Tuesday (22 May 2018) 8:00 am AEST

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review **Collating and analysing your portfolio.**		

Review/Exam Week - 04 Jun 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assessment due: Portfolio of Clinical Reasoning and Experience.
		Portfolio of Clinical Reasoning and Experience Due: Review/Exam Week Friday (8 June 2018) 10:00 am AEST
Exam Week - 11 Jun 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

Welcome to SPCH12004 Speech Pathology Work-Integrated Learning 1.

In order to pass this unit, you must attain at least 50% for each and every assessment task.

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 their carers or teachers.

Please ensure that your clinical pre-requisites have been met and uploaded to Sonia before the beginning of term. All certificates must be current for the full duration of the term. If you have any concerns about the clinical pre-requisites, please contact Natalie Giles at the WIL Office in building 7. Her email address is n.giles@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 Work-Integrated Learning 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 Work-Integrated Learning 1. You will also have the opportunity to observe other students from CB87 during their clinical practice.

You will 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.

Assessment Tasks

1 Clinical Scripts

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 work individually and develop a written paper which includes:

- Four scripts that assist your clinical planning and interaction (you must submit the scripts in your paper). 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.
- An explanation of the contents of your scripts in terms of theoretical frameworks for clinical assessment and treatment, including referencing your reasoning.
- An explanation of your choice of professional interactions with carers and staff in the context of each script.

Assessment Due Date
Week 6 Tuesday (17 Apr 2018) 9:00 am AEST
All files must be submitted by the due date through the Moodle site.

Return Date to Students
Week 8 Monday (30 Apr 2018)
The completed assessment rubric and feedback will be returned through Moodle.

Weighting
40%

Minimum mark or grade
You must achieve a minimum mark of 50% (50/100 marks) in this assessment task to pass this unit.

Assessment Criteria
This assessment is worth 40% of your overall grade.
You will receive a mark out of 100 for this assessment with the marks being allocated as follows:
Script 1:Greeting and explaining the process of the appointment (out of 25 marks)
Script 2: Gathering information in an initial assessment (out of 25 marks)
Script 3: Analysing, explaining and interpreting assessment results (out of 25 marks)
Script 4: Acknowledging Carer Concerns (out of 25 marks)
Detailed marking criteria will be available on the unit Moodle site, and the marks for each script will be based on the following criteria:

1. Writing style (including appropriate use of grammar and spelling; accurate referencing, coherent ideas and information).
2. Appropriate use of lay and professional terminology.
3. Script accurately interprets the background information and data from the scenario.
4. Script provides an appropriate professional interaction relevant to the scenario and topic.
5. Provides clear, logical and evidence based reasoning for the choice of the script.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Describe the basic principles of professional clinical practice, including information gathering from children and adults, diagnostic decision making, management planning, implementation and evaluation.
- Use work-integrated observations of a child to prepare and implement an interprofessional intervention plan

Graduate Attributes

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

2 School Student Report

Assessment Type
Practical Assessment

Task Description
From your work-integrated learning experience in the school setting, you must prepare an end of term assessment and intervention report for a child with whom you have been working. This report must follow the templates and guidelines on the SPCH12004 Moodle site. The content you must include in your files for submission:

- **A first draft of a written report** summarising your work-integrated learning activities for a child with whom you worked and 2-3 recommendations for that child (use Report template provided - maximum of 2 pages/600 words).
- **A revised draft of your written report** with changes in response to feedback from your week 10 consult with academic staff.
- **A one-page screenshot of the Flesch-Kincaid readability measure** as evidence of the readability level of your revised report. The final report needs to be at a Grade 7 or less literacy level, with higher marks for excellent reports with lower readability scores.
- **Provide 1-2 pages of clear instructions and/or resources that will assist caregivers** to enable Skill

Transfer for the child at home or school. You will need to research 2-3 suitable recommendations for the child, based on your knowledge of their communication performance towards the end of your work-integrated learning during the term.

- **Copies of the child's signed consent form and your completed and scored ASQ-3 test forms** with any observation notes.
- **Two completed ISBAR templates** documenting your interprofessional team discussions for Joshua Nelson's case during IPE sessions 1 and 2.

Document Format and mandatory filenames for submission:
You must use the 6 filenames below and supplied templates (max 2MB each). Each document listed will include the following:

- **File Name**: Draft Report_yourname
- <u>Contents</u>**:** Fieldwork Report- first draft & evidence of feedback, plus the one page screenshot of your final report Flesch-Kincaid readability measure.
- **File Name**: CQU report 2018_childsname_yourname
- <u>Contents</u>: Final report with changes & Skill Transfer resources- ready to be sent to school and caregivers.
- **File name**: Forms_yourname
- <u>Contents</u>: Signed parental consent form, and completed scored ASQ-3 pages
- **File Name**: ISBAR records_yourname
- <u>Contents</u>: Session #1 for IPE case of Joshua Nelson and Session #2 for IPE case of Joshua Nelson

Assessment Due Date
Week 11 Tuesday (22 May 2018) 8:00 am AEST
All four files (using the correct filenames) must be submitted by the due date through the Moodle site.

Return Date to Students
Review/Exam Week Tuesday (5 June 2018)
The completed rubric with feedback will be returned through the Moodle site.

Weighting
40%

Minimum mark or grade
You must achieve a minimum of 50% (40/80 marks) on this assessment task to pass SPCH12004.

Assessment Criteria
School Student Report (100 marks):

- Clear, professional and factual description of the environment where child was seen. (5 marks)
- Accurate, valid, clear and succinct description of the child's strengths clearly indicating evidence for statements. (10 marks)
- Accurate, readable and succinct description of child's areas of concern clearly indicating evidence for statements (10 marks)
- Intelligible, relevant, succinct and professional analysis of the child's ASQ-3 results. (10 marks)
- Explains two appropriate and effective strategies recommended and provides resources to achieve child's communication performance needs. (2 X 10 =20 marks)
- Evidence of response to feedback in final report ready for caregivers to read. (20 marks)
- Required consent and ASQ-3 pages are present in correct order, clearly legible and sections are completed. (5 marks)
- Clearly expressed record of team discussions on an ISBAR for each IPE session, content is relevant to the paediatric case study. (2 X 10 =20 marks)

Referencing Style

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

Submission
Online

Submission Instructions
Submit all four files (max 2MB each) to Moodle with correct filenames.

Learning Outcomes Assessed

- Administer and analyse formal and informal measures of communication in children
- Use work-integrated observations of a child to prepare and implement an interprofessional intervention plan

Graduate Attributes

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

3 Portfolio of Clinical Reasoning and Experience

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. This assessment task is the beginning of a portfolio which will continue to evolve over the remainder of your study in CB87 Bachelor of Speech Pathology.
To successfully complete this assessment for SPCH12004, you will need to:

1. Analyse the four generic professional competency areas (reasoning, communication, lifelong learning, and professionalism) and explain how you have progressed your competence over the term.
2. Reference the feedback you have received through your studies in CB87 to date, to demonstrate how you have changed or developed or grown in your thinking as a result of that feedback.
3. Identify at least one future opportunity (goal) to further progress each generic professional competency. You must include a goal for Reasoning, a goal for Communication, a goal for Lifelong Learning, and a goal for Professionalism.
4. Complete and submit all documents or resources which you have used to evidence your learning (such as assignment feedback or assessed resources).

Assessment Due Date
Review/Exam Week Friday (8 June 2018) 10:00 am AEST
Your analysis of the generic professional competencies and your personal goals must be submitted through Moodle. Your evidence (documents and resources) can be submitted either through Moodle or offline

Return Date to Students
Exam Week Friday (15 June 2018)
The completed assessment rubric and feedback will be returned through Moodle. Any offline documents will need to be collected from the unit coordinator.

Weighting
20%

Minimum mark or grade
You MUST achieve a pass mark of 50% (50/100 marks) on this assessment task in order to pass SPCH12004.

Assessment Criteria
This assessment is worth 20% of the grade for SPCH12004 Speech Pathology Work-Integrated Learning 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 units, 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 units, 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 units, 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 units, past learning, life experiences and/or future goals.

Referencing Style

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

Submission
Offline Online

Submission Instructions
Your analysis of the generic professional competencies and your personal goals must be submitted through Moodle. Your evidence (documents and resources) can be submitted either through Moodle or offline. Offline submissions must be submitted to the unit coordinator.

Learning Outcomes Assessed

- Demonstrate reflective practice skills across each of the four generic professional competencies 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

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