



SPCH12004 *Speech Pathology Work-Integrated Learning 1*

Term 1 - 2019

Profile information current as at 26/04/2024 07:28 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 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 Communication and Swallowing Disorders ALLH12007 Research Methods for Health Professionals OR ALLH11009 Research Methods for Health Professionals ALLH11006 Life Course Development for Health Professionals SPCH12006 Linguistics Co-requisites: SPCH12002 Communication Development and Disorders in Early Childhood SPCH13005 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 - 2019

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Practical Assessment**

Weighting: 40%

3. **Reflective Practice Assignment**

Weighting: 30%

Assessment Grading

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

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say Peer reflection by interdisciplinary unit coordinators

Feedback

The assessment tasks were not explained early enough and with sufficient clarity for each assessment task to be accurately completed. There were differences between the professions in the interprofessional assessment requirements.

Recommendation

The unit coordinator will continue to explain all assessment tasks at the beginning of term and actively encourage students to seek further clarification if required. The similarities and differences in work-integrated assessment tasks for each discipline will be more explicitly explained to the speech pathology students.

Feedback from Have Your Say

Feedback

Work-integrated learning experiences with prep age primary school students was enjoyed by the students and facilitated their learning.

Recommendation

The authentic paediatric experiences in work-integrated learning will be maintained. The work-integrated learning activities should continue to include students from occupational therapy.

Feedback from Have Your Say Unit coordinator reflection

Feedback

Some students had difficulty accessing Moodle resources.

Recommendation

The unit coordinator will seek assistance from Learning & Teaching regarding the Moodle setup prior to the Moodle publication dates for Term 1, 2019. The unit coordinator will check the links to Moodle readings and more explicitly explain to students how unlinked resources can be accessed through the library.

Feedback from Unit coordinator reflection Have Your Say

Feedback

The students had difficulty submitting assessments through Mahara.

Recommendation

The unit coordinator will arrange additional student support in Mahara before reintroducing this as an assessment submission mode. In-class opportunities will be provided to practice using Mahara.

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 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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•		
2 - Practical Assessment - 40%		•	•	
3 - Reflective Practice Assignment - 30%				•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4

Graduate Attributes	Learning Outcomes			
	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 - Written Assessment - 30%	•	•	•	•		•	•	•		
2 - Practical Assessment - 40%	•	•	•	•	•	•	•	•	•	
3 - Reflective Practice Assignment - 30%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

SPCH12004

Prescribed

Articulation and Phonology in Speech Sound Disorders

Edition: 5th or 6th (2016)

Authors: Bauman-Waengler, J.

Pearson Education

Oxnard , California , USA

ISBN: 978-0-13-381037-0

Binding: Paperback

SPCH12004

Prescribed

Language disorders from infancy through adolescence: listening speaking, reading, writing and communicating

Edition: 5th (2018)

Authors: Paul, R., Norbury, C., Gosse, C.

Elsevier

St Louis , Missouri , USA

ISBN: 978-0-323-44234-3

Binding: Hardcover

SPCH12004

Prescribed

Professional Communication. Speech-Language Pathology. How to write, talk, and act like a clinician.

Edition: 3rd (2013)

Authors: Burrus, A.E., & Willis, L.B.

Plural Publishing

San Diego , CA , USA

ISBN: 9781597567244

Binding: eBook

SPCH12004

Supplementary

Communication: Core interpersonal skills for health professionals.

Edition: 3rd (2014)

Authors: O'Toole, G.

Elsevier

Chatswood , NSW , Australia

ISBN: 9780729542449

Binding: Paperback

Additional Textbook Information

The ebooks would be a suitable option for students who prefer to study this way. If you choose an ebook, you need to be familiar with aspects of electronic tabs, notes and highlights.

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

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Judith Broadhurst Unit Coordinator

j.broadhurst@cqu.edu.au

Barbra Zupan Unit Coordinator

b.zupan@cqu.edu.au

Schedule

Week 1: Developing therapeutic relationships with children and families. - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Developing therapeutic relationships.	Justice L.M.& Redle E.E. (Eds) (2014) Communication Sciences and Disorders: A Clinical Evidence Based Approach. Upper Saddle River NJ: Pearson. Chapter 6, pp 168-196.	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.
Reflective practice - introduction.	Paul, R., Norbury, C.E., & Gosse, C. (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 2, pp 35-42.	Work-Integrated Learning (WIL) Orientation - Mandatory pre-WIL briefing and orientation.
	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).	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 and interact with children and discuss a child's progress with the teaching staff members.
		CQUniversity Health Clinic - You must complete an orientation at the CQUniversity Health Clinic.

Week 2: Planning multidisciplinary sessions with children. - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Planning multidisciplinary sessions with children and families.

Reflective practice - communication.

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.
 Justice L.M. & Redle E.E. (Eds) (2014) Communication Sciences and Disorders: A Clinical Evidence Based Approach. Upper Saddle River NJ: Pearson. Chapter 2, pp 37-77.
 Paul, R., Norbury, C.E., & Gosse, C. (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 2, pp 25-35.

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

Week 3: Reflective practice, learning plans and skills for professional communication. - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clinical reasoning and documentation.	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.
Reflective practice - Gibbs' reflective cycle.	Paul, R., Norbury, C.E., & Gosse, C. (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 2, pp 45-52. https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/CBOS/CBOS.aspx?hkey=c1509605-c754-4aa8-bc10-b099c1211d4d	

Week 4: Goal setting for children. - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Goal setting for effective interventions with children.	Paul, R., Norbury, C.E., & Gosse, C. (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 2, pp 52-59; Chapter 3, pp 67-70.	Work-Integrated Learning continues.
Standardised testing in speech pathology.		
Reflective practice - professionalism.		

Week 5: Interprofessional practice. - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Interprofessional practice.	Paul, R., Norbury, C.E., & Gosse, C. (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 2, pp 45-54.	No Work-Integrated Learning in school settings this week as it is school holidays.
Analysing Assessment Information.		
Reflective Practice - concept mapping.		

Vacation Week. - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
No classes for SPCH12004 during Vacation Week.	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: Managing children's behaviour. - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

<p>Understanding and responding to children's behaviour.</p> <p>Reflective practice - community change models.</p>	<p>Maul, C.A., Findley, B.R. & Adams, A.N. (2016) Behavioural Principles in Communicative Disorders. San Diego, CA: Plural Publishing, USA. Pp 64-88.</p> <p>Paul, R., Norbury, C.E., & Gosse, C. (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 3, 70-77; pp80-90.</p> <p>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</p>	<p>Work-Integrated Learning continues.</p>
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Week 7: Writing professional reports. - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Interprofessional practice.</p> <p>Report writing.</p> <p>Reflective practice - evaluation.</p>	<p>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.</p> <p>Paul, R. & Norbury, C.E. (2012) Language Disorders from Infancy through Adolescence (4th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 2, pp 58-60.</p>	<p>Work-Integrated Learning continues.</p> <p>Assessment due: Clinical Scripts.</p> <p>Clinical Scripts Due: Week 7 Tuesday (30 Apr 2019) 9:00 am AEST</p>

Week 8: Sensory and cognitive functioning in children. - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Sensory and cognitive functioning.</p> <p>Reflective practice - integrating knowledge of the whole child.</p>	<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>Paul, R., Norbury, C.E., & Gosse, C. (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 4, pp102-144.</p>	<p>Work-Integrated Learning continues.</p>

Week 9: The therapeutic use of play routines. - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>The therapeutic use of play routines.</p> <p>Reflective practice - evaluating personal progress in WIL sessions.</p>	<p>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</p> <p>Paul, R., Norbury, C.E., & Gosse, C. (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 7, pp 258-262; Chapter 9, pp 360-363.</p>	<p>Work-Integrated Learning continues.</p>

Week 10: Learning from everyday activities. - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

Individual consultations regarding ASQ and activity summary report.

Reflective practice - integration of learning.

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.

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: Community responses to service delivery. - 27 May 2019

Module/Topic

Chapter

Events and Submissions/Topic

Culture and health in service delivery.

Smith, J.D. (Ed) (2016) Australia's rural, remote and indigenous health (3rd Ed.). Chatswood, NSW: Elsevier, Australia. Chapter 3, pp 45-71.

Assessment due: School Student Report.

School Student Report Due: Week 11 Tuesday (28 May 2019) 9:00 am AEST

Week 12: Reporting on your reflective practice. - 03 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

Review

Collating and analysing your reflective practice report.

There is no new content in the class this week. The scheduled class time will provide an opportunity for you to finalise and check your reflective practice report.

Review/Exam Week - 10 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

Assessment due: Reflective practice report.

Reflective Practice Report Due: Review/Exam Week Friday (14 June 2019) 10:00 am AEST

Exam Week - 17 Jun 2019

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.

The learning experiences in the unit will develop your early clinical skills in assessment. 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 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 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; and, your choice of professional interactions with carers and staff in the context of each script.
- Clear APA referencing of your reasoning.

Assessment Due Date

Week 7 Tuesday (30 Apr 2019) 9:00 am AEST

All files must be submitted by the due date through the Moodle site.

Return Date to Students

Week 8 Friday (10 May 2019)

The completed assessment rubric and feedback will be returned through Moodle.

Weighting

30%

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 30% 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

Submission Instructions

All files must be submitted by the due date through the Moodle site.

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
- Administer and analyse formal and informal measures of communication in children

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 scored ASQ-3 and Articulation Survey test forms** with any observation notes.
- **Two session plans** documenting your best two session plans during WIL. The plans need to include formative feedback from your clinical educator.

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:** draftreport_yourname
- Contents: Draft Report- first draft & evidence of feedback, plus the one page screenshot of your final report Flesch-Kincaid readability measure.
- **File Name:** CQureport2019_childsinitials_yourname
- Contents: Final report with changes - ready to be sent to school and caregivers.
- **File Name:** readability_yourname.
- Contents: Screenshot of the Flesch-Kincaid readability measure as evidence of the readability level of your revised report.
- **File Name:** skilltransfer_child'sinitials_yourname
- Contents: 1-2 pages of clear instructions and/or resources that will assist caregivers to enable skill transfer for the child at home or school.
- **File name:** forms_child'sinitials_yourname
- Contents: Completed, scored and signed ASQ-3 pages and Articulation Survey pages.
- **File Name:** session_plan1_yourname
- Contents: Session plan #1 documenting your best session plan from WIL with formative feedback from your unit coordinator.
- **File Name:** session_plan2_yourname
- Contents: Session plan #2 documenting your next best session plan from WIL with formative feedback from your unit coordinator.

Assessment Due Date

Week 11 Tuesday (28 May 2019) 9:00 am AEST

All files (using the correct filenames) must be submitted by the due date through the Moodle site.

Return Date to Students

Week 12 Friday (7 June 2019)

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% (50/100 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)
- Clear and professional **description of assessments** used. (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)
- Intelligent, relevant, succinct and professional **analysis of the child's Articulation Survey results**. (10 marks)
- Intelligent, relevant, succinct and professional **analysis of the child's ASQ-3 results**. (10 marks)
- Explains **two appropriate and evidence-based 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. (10 marks)
- Report ready: **readability score**. (5 marks)
- **Articulation screener and ASQ-3 pages are present in correct order**, clearly legible and sections are completed. (5 marks)
- Clearly expressed **records of 2 different session plans**, which include formative feedback from your unit coordinator. (2 X 10 =20 marks)

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

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

Graduate Attributes

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

3 Reflective Practice Report

Assessment Type

Reflective Practice Assignment

Task Description

Reflective practice is an important requirement for both student and practising speech pathologists, providing a process by which speech pathologists can learn by reflecting on past experiences; identify strengths and opportunities for further growth and development; and develop future goals for the continuous improvement of their clinical competency.

This assessment task requires you to demonstrate how you have progressed each generic professional competency and write personal goals for your development in the next term.

To successfully complete this assessment for SPCH12004, you will need to:

1. Review the four generic professional competency areas (reasoning, communication, lifelong learning, and professionalism). You will need to address each of the Novice Level behavioural descriptors for each of the competencies.
2. Identify your personal areas of strength and your personal areas of difficulty. You will need to provide explicit examples from your study and clinical experience.
3. Explain how you have progressed your competence over the term by comparing and contrasting your examples; describing your action during the term; and the impact this action had on your competence.
4. 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.
5. 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.
6. 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 (14 June 2019) 10:00 am AEST

All documents (including your analysis of the generic professional competencies; your personal goals and the copies of your evidence) must be submitted through Moodle.

Return Date to Students

Exam Week Friday (21 June 2019)

The completed assessment rubric and feedback will be returned through Moodle.

Weighting

30%

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 30% 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 forms (out of 5 Marks)

- the summary of clinical hours form is accurately completed by you and signed by your site supervisor.
- the summary of evidence form is accurately completed and all assessments are correctly entered under the appropriate range of practice area on the form.
- the evidence referred to in the summary of evidence form is included in the report.

Organisation of portfolio (out of 5 Marks)

- indexing system is clear and professional, with evidence generally easy to locate.
- information is logically and professionally organised.
- references from learning (formative feedback on reflections and planning; feedback on marked assessments) are attached.

Language Structures (out of 5 marks)

- the report is professionally and coherently written.
- APA referencing is consistently utilised.
- correct grammar and language structures is consistently utilised.

Behavioural description of the Generic Professional Competencies (Reasoning, Communication, Lifelong Learning, Professionalism) (out of 10 Marks)

- a table with all the Novice level behavioural descriptors is included.
- 8 strengths and 8 weaknesses are clearly identified.
- an explicit example from clinical practice is provided for each of the 16 highlighted behavioural descriptors (strengths and weaknesses). Each highlighted behavioural descriptor has a different example.

Analysis of progress in clinical competence - areas of strength. (out of 25 Marks)

- four strengths are analysed - representing each of the four Generic Professional Competencies (Reasoning, Communication, Lifelong Learning, Professionalism).
- competency at the beginning of term is clearly described and compared to competency at the end of term.
- the action taken during term is described.
- the report explains how this action improved competency.

- referencing is provided for each example of formative feedback from past written reflections, planning documents or marked assessments.

Analysis of progress in clinical competence - areas of weakness. (out of 25 Marks)

- four weaknesses are analysed - representing each of the four Generic Professional Competencies (Reasoning, Communication, Lifelong Learning, Professionalism).
- competency at the beginning of term is clearly described and compared to competency at the end of term.
- the action taken during term is described.
- the report explains how this action improved competency.
- referencing is provided for each example of formative feedback from past written reflections, planning documents or marked assessments.

Personal goals in clinical competence (out of 25 Marks)

- four future goals have been written. These goals progress each generic professional competency. (one goal for each competency)
- each goal sufficiently extends your future competence.
- each goal is written as a SMART behavioural objective using the format described in class.

Referencing Style

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

Submission

Online

Submission Instructions

All documents (including your analysis of the generic professional competencies; your personal goals and the copies of your evidence) must be submitted through Moodle.

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