SPCH12004 *Speech Pathology Work-Integrated Learning 1*
Term 1 - 2020

Profile information current as at 02/05/2024 05:48 pm

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.

Corrections

Unit Profile Correction added on 17-04-20

Assessment 2 has now been changed to an alternate form of assessment. Please see your Moodle site for details.
Assessment 3 has now been changed to an alternate form of assessment. Please see your Moodle site for details.

General Information

Overview
In this unit you will begin to develop the practical skills required for speech pathology practice, through interaction with children, carers and educators in a structured, interprofessional setting. You will have the opportunity to engage with children, their carers and educators while developing your skills in informal assessment, case history taking, and test administration. 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.

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 DisordersALLH12007 Research Methods for Health Professionals OR ALLH11009 Research Methods for Health Professionals ALLH11006 Life Course Development for Health ProfessionalsSPCH12006 Linguistics Co-requisites: SPCH12002 Communication Development and Disorders in Early ChildhoodSPCH13005 Acoustics and 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 - 2020
- 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

Feedback

The execution of joint speech pathology and occupation therapy classes was poor.

Recommendation

The unit is being modified for 2020 and joint classes will be discontinued until the speech pathology staff until a clearer design for the unit is in place.

Feedback from Have Your Say

Feedback

Assessment tasks and rubrics were unclear and not explained well.

Recommendation

Assessment tasks and rubrics will be reviewed and updated before the 2020 offering of this 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, and management planning
2. Administer and analyse formal and informal measures of communication in children
3. Use observations of a child to prepare and implement an interprofessional plan
4. Demonstrate reflective practice skills across the professional competencies described by Speech Pathology Australia.

Speech Pathology Range of Practice covered:

- Child - Speech, Language.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.

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 - 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
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

Assessment of speech-language pathology: A resource manual
Edition: 6th (2015)
Authors: Shipley, K.G., & McAfee, J.G.
Plural Publishing
United States
ISBN: 978-1635502046
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
ISBN: 978-1597567244
Binding: Paperback

Additional Textbook Information
Copies are available for purchase 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

Clancy Conlon Unit Coordinator
c.conlon@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: • Introduction to the unit • Class expectations and assessment requirements • General professional competencies for speech pathologists • Guidelines for working as an Allied Health Assistant SESSION 2: • An introduction to self-reflection • Developing a personal philosophy • Writing personal goals	**REQUIRED** **Journal articles** Lewis, A. (2013). Reflective practice: what is it and how do I do it? *Journal of Clinical Practice in Speech Pathology, 15*(2), 70-74. Retrieved from https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1846&context=ecuworks2013 Caty, M., Kinsella, E. & Doyle, P. (2016). Reflective practice in speech-language pathology: relevance for practice and education. *Canadian Journal of Speech-Language Pathology and Audiology, 40*(1), 81-91. Retrieved from http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=f00f5387-bb22-4b07-b70e-8ba79d575354%40pdc-v-sessmgr06 Permalink https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_proquest1826917558	In week 1 or 2, you will be required to attend an induction at the University Clinic outside of normal class hours. Date and time will be confirmed via Moodle at least one week prior.

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: • Building therapeutic relationships • Communicating with children and families • Professionalism in a clinical context SESSION 2: • Multicultural considerations in a clinical setting • Working with complex family dynamics as part of the therapeutic process • Identifying personal values	**REQUIRED** **Textbooks** Shipley, K. & McAfee, J. (2016). *Assessment in speech-language pathology: a resource manual* (5th ed.). Boston, MA: Cengage Learning • Chapter 2 - Multicultural considerations Burrus, A. & Willis, L. (2017). *Professional communication in speech-language pathology: how to write, talk and act like a clinician* (3rd ed.). San Diego, CA: Plural Publishing • Chapter 1 - The nature of professionalism and professional communication pp 10-14 • Chapter 10 Interacting with clients and families pp 129-137 • Chapter 12 – Interacting with individuals from diverse backgrounds **OPTIONAL (available online through the library):** **Textbooks** Pagano, M. (2017). *Health communication for health care professionals: an applied approach.* New York, NY: Springer Publishing Company • Chapter 3 - Interpersonal and gendered communication pp 29-50 Williams, R., Smith, J. & Sharp, R. (2016). Culture and health. In J.Smith (Ed.), *Australia's rural, remote and indigenous health* (pp 45-71). Chatswood, NSW: Elsevier • Chapter 3 pp 45-65	In week 1 or 2, you will be required to attend an induction at the University Clinic outside of normal class hours. Date and time to be announced.

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: • Gathering pre-assessment information • Taking a case history SESSION 2: • Selecting appropriate assessments for children • How to provide a clinical justification for decision making	**REQUIRED** **Textbooks** Shipley, K. & McAfee, J. (2016). *Assessment in speech-language pathology: a resource manual* (5th ed.). Boston, MA: Cengage Learning • Chapter 1 Foundations of Assessment, Chapter 5 Assessment procedures common to most communicative disorders • Chapter 3 - Obtaining pre-assessment information Burrus, A. & Willis, L. (2017). *Professional communication in speech-language pathology: how to write, talk and act like a clinician* (3rd ed.). San Diego, CA: Plural Publishing • Chapter 10 Interacting with clients and families pp 138-143	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

SESSION 1:
• The clinical relevance of conducting observations
• Types of observations
• How to collect data using observations
SESSION 2:
• Interpreting assessment results
• How to integrate evidence to form a clinical hypothesis

REQUIRED Textbooks
Paul, R., Norbury, C. & Goose, C. (2018). Language disorders from infancy through adolescence: listening, speaking, reading, writing and communicating. St. Louis, Missouri: Elsevier
• Chapter 2 Evaluation and assessment pp 55-56

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1 (Tuesday 07/04 9:00am-11:00am): • Guest Lecturer: Leisa Skinner (Clinical Education Coordinator) - Expectations for the University Clinic placement • Professional writing in speech pathology • Types of Written Communication • Writing progress notes SESSION 2 (Wednesday 08/04 1:00pm-3:00pm): • Types of Reports • Writing assessment reports	**REQUIRED Textbooks** Burrus, A. & Willis, L. (2017). *Professional communication in speech-language pathology: how to write, talk and act like a clinician* (3rd ed.). San Diego, CA: Plural Publishing • Chapter 1 - Professional Communication in Speech Pathology pp1-10 • Chapter 4 – Documentation and technical writing • Chapter 9 – Professional correspondence **OPTIONAL Textbooks** Roth, F. & Worthington, C. (2016). Treatment resource manual for speech-language pathology (5th ed.). Clifton Park, NY: Cengage Learning • Chapter 2 – Information reporting systems and techniques pp 68-77	All pre-clinical requirements (mandatory checks) must have been met and uploaded to the Sonia database before students can commence any clinical experiences, including observations.

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: • Managing children's behaviour • Understanding the principles of positive behaviour support • Identifying and targeting functions of behaviour SESSION 2: • Reflecting on sessions from the University Clinic • Introduction to developing treatment recommendations • Clinical decision making in therapy planning	**REQUIRED Textbooks** This book is available online through the library. It is written for teachers however the strategies are applicable to paediatric practice: Morgan, N. & Ellis, G. (2011). *A kit bag of positive behaviour in the classroom.* Philadelphia, PA. Jessica Kingsley Publishers • Chapter 1: Creating a positive learning environment **Journal Articles** Read one of the following articles which you will be required to discuss in class: Lobb, D. (2011). Positive behavior support. *Intellectual Disability Australasia, 32*(1), 3-6. Retrieved from https://search.informit.com.au/fullText;dn=250813721530516;res=IELHEA Permalink: https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_informit250813721530516 Hill, D. & Brown, D. (2011). Supporting inclusion of at-risk students in secondary school through positive behaviour support. *International Journal of Inclusive Education, 17*(8), 868-881. doi: 10.1080/13603116.2011.602525 Permalink: https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_informaworld_s10_1080_13603116_2011_602525 Jones, S. (2014). How positive behaviour support can reduce challenging behaviour. *Learning Disability Practice, 17*(10), 36-38. Retrieved from https://search.proquest.com/docview/1784797521?rfr_id=info%3Axri%2Fsid%3Aprimo Permalink: https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_proquest1784797521	Students will be required to attend Work-Integrated-Learning (WIL) on Mondays (weeks 6-13) for a 3.5 hour period between 8:00am-5:00pm. Times will be allocated by Week 5, Session 1. **Reflection on Clinical Competencies** Due: Week 6 Friday (24 Apr 2020) 9:00 am AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

| | The following readings will be covered across weeks 7 and 8: | |
| The following topics will be covered across weeks 7 and 8:
 • Reflecting on sessions from the university clinic.
 • An introduction to counselling families in a paediatric setting
 • Effectively providing treatment results to families | **REQUIRED Textbooks**
 Burrus, A. & Willis, L. (2017). *Professional communication in speech-language pathology: how to write, talk and act like a clinician* (3rd ed.). San Diego, CA: Plural Publishing
 • Chapter 10 - Interacting with clients and families
 OPTIONAL Textbooks
 Roth, F. & Wrothington, C. (2016). *Treatment resource manual for speech-language pathology* (5th ed.). Clifton Park, NY: Cengage Learning
 • Chapter 11 – Client and family counselling | Students will be required to attend Work-Integrated-Learning (WIL) on Mondays (weeks 6-13) for a 3.5 hour period between 8:00am-5:00pm. Times will be allocated by Week 5, Session 1. |

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
The following topics will be covered across weeks 7 and 8: • Reflecting on sessions from the university clinic. • An introduction to counselling families in a paediatric setting • Effectively providing treatment results to families	The following readings will be covered across weeks 7 and 8: **REQUIRED Textbooks** Burrus, A. & Willis, L. (2017). *Professional communication in speech-language pathology: how to write, talk and act like a clinician* (3rd ed.). San Diego, CA: Plural Publishing • Chapter 10 - Interacting with clients and families **OPTIONAL Textbooks** Roth, F. & Wrothington, C. (2016). *Treatment resource manual for speech-language pathology* (5th ed.). Clifton Park, NY: Cengage Learning • Chapter 11 – Client and family counselling	Students will be required to attend Work-Integrated-Learning (WIL) on Mondays (weeks 6-13) for a 3.5 hour period between 8:00am-5:00pm. Times will be allocated by Week 5, Session 1.

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Wednesday 13/05 9:00am-11:00am • Guest lecturer: Jo Bristow (Australasian Hanen Representative) • Utilising approaches that aim to help parents, support their child's communication development • Research associated with the concept of coaching parents		Students will be required to attend Work-Integrated-Learning (WIL) on Mondays (weeks 6-13) for a 3.5 hour period between 8:00am-5:00pm. Times will be allocated by Week 5, Session 1.

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Reflecting on sessions from the University Clinic. • Utilising reflective practice in a paediatric setting		Students will be required to attend Work-Integrated-Learning (WIL) on Mondays (weeks 6-13) for a 3.5 hour period between 8:00am-5:00pm. Times will be allocated by Week 5, Session 1.

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

Guest Lecturer: Glenn Skinner
• Stress and coping
• Mental preparation for clinical placements
• Developing resilience

Students will be required to attend Work-Integrated-Learning (WIL) on Mondays (weeks 6-13) for a 3.5 hour period between 8:00am-5:00pm. Times will be allocated by Week 5, Session 1.

Assessment Report Due: Week 11 Monday (25 May 2020) 9:00 am AEST

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Reflecting on sessions from the university clinic. • Developing and editing reports based on feedback		Students will be required to attend Work-Integrated-Learning (WIL) on Mondays (weeks 6-13) for a 3.5 hour period between 8:00am-5:00pm. Times will be allocated by Week 5, Session 1. **Reflective Practice Assignment** Due: Week 12 Friday (5 June 2020) 9:00 am AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		On Monday the 8th of June, you will be required to conduct a final session for your clinical placement at the University Clinic. This session will be utilised to provide feedback to your clients' family regarding assessment results. This session will occur between 8:00am-5:00pm.

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Welcome to SPCH12004 Speech Pathology Work-Integrated Learning 1. Clancy Conlon has recently joined the speech pathology team at Central Queensland University and will be the unit coordinator and primary lecturer for this unit. This unit will have a practical focus, preparing you to enter speech pathology practice at a novice level, with an emphasis on assessment in the paediatric population. In conjunction with completing a clinical placement, blended lectures will occur on Wednesdays (weeks 1-6 only) and Thursdays (weeks 1-12).

This term you will be completing a clinical placement at the University Clinic, on Mondays, commencing in week 6 (20th April) and continuing weekly, with your final session running on Monday of week 13 (8th June). As part of this clinical placement, you will be assessing the speech and language development of a child under the supervision of a clinical educator. You will be required to attend the clinic on Mondays, for a 3.5 hour period between 8:00am-5:00pm. Your specific time frame will be allocated once term 1 commences. Please note that you will also be required to attend a clinic induction outside of class time, in week 1 or 2 of term 1. Date and time to be confirmed via Moodle at least one week prior.

Please ensure you purchase the textbooks required for this unit as you will need them throughout your undergraduate studies and they will also be excellent reference texts for your assessment tasks. In addition to the prescribed textbooks for this unit, the prescribed textbook for SPCH12007 Speech Pathology Work Integrated Learning 2 in Term 2, is also a recommended resource this term, if you are able to purchase it at this time. This resource is also available in the library. Roth, F., & Worthington, C. (2016). *Treatment resource manual for speech-language pathology* (5th ed.). Clifton Park, NY: Cengage Learning.

1 Reflection on Clinical Competencies

Assessment Type
Written Assessment

Task Description
For this assessment task you will need to:

1. Identify each of the generic professional competencies as outlined by Speech Pathology Australia including the specific elements of each professional unit you would like to target in relation to improving your clinical practice.
2. With reference to the literature, describe how each GPC relates to speech pathology practice with an emphasis on a paediatric setting. You must also provide at least one 'real-life' or practical example for each GPC based on the content covered in SPCH12004.
3. Write one personal goal per GPC in direct relation to the element/s that you identified (this means 4 goals overall). This goal must be written in the SMART goal format.
4. Describe a plan for how you will meet each goal in relation to a clinical placement context. This section can be written in dot points.

Assessment Due Date
Week 6 Friday (24 Apr 2020) 9:00 am AEST
Electronic copy to be uploaded to Moodle.

Return Date to Students
Week 8 Monday (4 May 2020)
Feedback will be uploaded to Moodle

Weighting
30%

Minimum mark or grade
This is a must pass assessment task. 50% or 15/30 is required to pass.

Assessment Criteria
The complete rubric detailing the criteria and associated grading is on Moodle, but in summary you will be marked on the following:

- Understanding of the generic competencies and their link to clinical practice.
- Integrating appropriate literature to support your content.
- Ability to write personal goals in the SMART format.
- Ability to make a plan to reach personal goals.
- Professional writing style.
- Use of APA referencing style.

Referencing Style

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

Submission
Online

Submission Instructions
Electronic copy to be submitted online via Moodle

Learning Outcomes Assessed

- Describe the basic principles of professional clinical practice, including information gathering from children and adults, diagnostic decision making, and management planning
- 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 Assessment Report

Assessment Type
Practical Assessment

Task Description
For this assessment task, you will be assigned a paediatric client at the university clinic as part of Work Integrated Learning from weeks 6-12. You will need to do the following:
Step 1: Complete a case history.
Step 2: Complete the Articulation Survey and a language screener (you will choose the language screener based on the client allocated to you). Please note that across these 'assessment' sessions you must also take qualitative observations of your client to use as evidence in your report.
Step 3: Summarise your evidence into the 'summary of evidence document'. This document must be included as an appendix.
Step 4: Write an assessment report that summarises the background information provided to you by the client (or their carer) as part of the case history. The information obtained should demonstrate your understanding of the ICF as well as Brofenbrenner's Bioecological Model of Development. Your background information should identify any gaps in information and show evidence of your understanding of the significance of this information. You must include any raw data obtained (e.g., The completed 'Articulation Survey' form) as an appendix to your report.

Assessment Due Date
Week 11 Monday (25 May 2020) 9:00 am AEST
Electronic submission through Moodle

Return Date to Students
Week 12 Monday (1 June 2020)
Feedback will be uploaded to Moodle

Weighting
40%

Minimum mark or grade
This is a must pass assessment task. 50% or 20/40 is required to pass.

Assessment Criteria
The complete rubric detailing the criteria and associated grading is on Moodle, but in summary you will be marked on the following:

- Utilising a holistic perspective in relation to Brofenbrenner's Bioecological Model of Development and the ICF framework.
- Reporting assessment results accurately using appropriate terminology.
- Appropriately collecting and organising the summary of evidence.
- Integrating qualitative and quantitative information effectively.
- Use of appropriate research evidence to support content.
- Provision of appropriate recommendations within the report framework.
- Use of a professional writing style in line with report writing guidelines.
- Use of APA referencing.

Referencing Style

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

Submission
Online

Submission Instructions
Submit as one document online through Moodle

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 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 Assignment

Assessment Type
Reflective Practice Assignment

Task Description
To complete your reflective practice assignment, you need to do the following:

1. For each of the four competency areas, you need to identify and reflect upon one area of strength and one area for improvement, specifically indicating which element these apply to. Your strength and area for improvement may fall within the same element of a competency area, or into two separate elements. Therefore, your assessment should include a total of four strengths and four areas for improvement.
2. For each strength and area of improvement, provide an explicit example using the Description-Interpretation-Outcome framework. Your example may relate to your work-integrated experiences or your academic learning experiences in SPCH12004. When describing your example, you need to consider and compare your understanding and performance for that competency at the beginning of term compared to the end of term. How has your competency developed across the term (even if an area of improvement, some development will have occurred)? What contributed to that development (e.g., feedback in WIL; content in class; discussion with your OT and speech peers)? Include supporting documentation where necessary (e.g., if you reference a reflection you wrote in Week 2 when describing performance at the beginning of term, include a copy of that reflection in an appendix).
3. For each area of improvement that you identify, write a SMART behavioural objective to describe how you will progress your competency. Discuss one strategy you can apply to assist you in meeting that objective.
4. In addition to your written reflections, you need to also upload the following documents to Moodle (Thus, you are required to submit three documents plus any reflections/session plans you reference within your reflections). These documents should be well organised and included as appendices.

- Observation attendance form signed by your supervisor.
- The completed Summary of Evidence for Range of Practice form.
- Any materials from the term that you reference as part of your reflections (e.g., one of your weekly reflections, a session plan; written feedback you're your supervisor).

Assessment Due Date
Week 12 Friday (5 June 2020) 9:00 am AEST
Upload electronically to Moodle

Return Date to Students
Exam Week Friday (19 June 2020)
Feedback will be uploaded to Moodle

Weighting
30%

Minimum mark or grade
This is a must pass task. 50% or 15/30 is required to pass.

Assessment Criteria
The complete rubric detailing the criteria and associated grading is on Moodle, but in summary you will be marked on the following criteria:

- Identifies and reflects on one specific area of strength and one specific area for improvement for each of the four generic professional competencies and provides an example for each.
- Formulates one SMART goal for each generic professional competency and discusses one strategy that will assist in continued development of that competency in order to meet the specified SMART goal.
- Use of professional writing conventions and overall professionalism of written document.

Referencing Style

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

Submission
Online

Submission Instructions
Upload electronically to Moodle

Learning Outcomes Assessed

- Demonstrate reflective practice skills across the professional competencies described by Speech Pathology Australia.

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