SPCH12004 *Speech Pathology Work-Integrated Learning 1*

Term 2 - 2021

Profile information current as at 12/10/2024 05:36 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.

General Information

Overview

In this unit you will begin to develop the practical skills required for speech pathology practice, through a range of learning activities and observation of children in a clinical setting. You will have the opportunity to learn how to engage with children and their carers while developing your skills in informal assessment, case history taking, and test administration/analysis. 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.

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 2 - 2021

- 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. **Reflective Practice Assignment**
Weighting: 40%
2. **Written Assessment**
Weighting: 60%
3. **Electronic Focused Interactive Learning (eFIL)**
Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say

Feedback

Students enjoyed the weekly case studies and in class activities which aimed to link theory with practical application.

Recommendation

Students should continue to be given the opportunity to consolidate their learning through assessment case studies which link what they have learnt in class with practical application.

Feedback from Have Your Say

Feedback

Students would like the weekly readings to align more clearly with the lecture content.

Recommendation

The unit coordinator should ensure that the weekly readings clearly align with lecture content and the in-class activities.

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, assessment reporting, diagnostic decision making, and management planning
2. Analyse formal and informal measures of communication in children
3. Demonstrate reflective practice skills across the professional standards described by Speech Pathology Australia.

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

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
1 - Written Assessment - 60%	•	•	
2 - Reflective Practice Assignment - 40%			•
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - 60%	•	•	•	•			•	•		
2 - Reflective Practice Assignment - 40%	•	•	•	•				•		
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•							

Textbooks and Resources

Textbooks

SPCH12004

Prescribed

Assessment in Speech-Language Pathology: A Resource Manual
Edition: 6th (2015)
Authors: Shipley, K.G., & McAfee, J.G.
Nelson Education
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.
Binding: Paperback

Additional Textbook Information
Both paper and eBook versions can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Barbra Zupan Unit Coordinator
b.zupan@cqu.edu.au
Clancy Conlon Unit Coordinator
c.conlon@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic

Online lectures/activities: • Introduction to assessment in speech pathology • Range of Practice Areas in paediatric speech pathology • The Competency-Based Occupational Standards and the Professional Standards **Tutorial:** • Generic Professional Competency - Professionalism • Identifying personal values	Readings will be outlined on Moodle.	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Building therapeutic relationships/communication with families • Multi-cultural considerations **Tutorial:** • Generic Professional Competency: Communication	Readings will be outlined on Moodle.	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Gathering pre-assessment information • Taking a case history **Tutorial:** • Generic Professional Competency: Lifelong learning	Readings will be outlined on Moodle.	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Considerations for Culturally Linguistically Diverse Populations **Tutorial:** • Generic Professional Competency: Reasoning	Readings will be outlined on Moodle.	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Informal assessment measures in speech pathology **Tutorial:** • Informal assessment measures: Observations	Readings will be outlined on Moodle.	

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Online lectures/activities: • Reflecting using the D-I-O framework **Tutorial:** • Using reflections to inform life-long learning	Readings will be outlined on Moodle.	

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Writing personal goals using the SMART framework **Tutorial:** • Planning to meet personal goals	Readings will be outlined on Moodle.	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Standardised and criterion referenced assessments **Tutorial:** • Administering standardised and criterion referenced assessments	Readings will be outlined on Moodle.	**REFLECTION ON CLINICAL COMPETENCIES** Due: Week 8 Friday (10 Sept 2021) 9:00 am AEST

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture/activities: • Integrating and interpreting assessment results **Tutorial:** • Integrating and interpreting assessment results	Readings will be outlined on Moodle.	

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Written communication in speech pathology **Tutorial:** • Writing progress notes	Readings will be outlined on Moodle.	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Writing assessment reports **Tutorial:** • Writing assessment reports	Reading will be outlined on Moodle.	

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Providing treatment recommendations **Tutorial:** • Providing treatment recommendations	Readings will be outlined on Moodle.	

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		eFIL Due: Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST
Exam Week - 18 Oct 2021		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

As part of this unit, students are required to complete two half day observations at the CQUniversity Health Clinic. The dates and times of these observations will be posted on Moodle. In addition to these observations days, students are required to complete a one hour orientation session at the CQUniversity Health Clinic. The date and time of this observation will be posted on Moodle.

Information regarding the expectations when participating in clinical placements such as dress code, attendance requirements and mandatory checks (pre-clinical requirements) can be found in the Speech Pathology Clinical Education Handbook (located on Moodle). Note that all pre-clinical requirements mentioned in the Speech Pathology Clinical Education Handbook (and also stipulated on the online SONIA database) must be completed prior to commencing a placement and must remain current for the duration of the placement. Any student who fails to comply will risk not being permitted to commence their placement which will affect their ability to complete this unit. Further information and instructions regarding all mandatory checks (pre-clinical requirements) can be found on the SONIA database or obtained by contacting the Work-Integrated Learning (WIL) team via email: smas-clinicalplacements@cqu.edu.au.

Assessment Tasks

1 REFLECTION ON CLINICAL COMPETENCIES

Assessment Type
Reflective Practice Assignment

Task Description
For this assessment task you will need to:

1. Identify **three** 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. You must reflect on and describe how each GPC unit relates to speech pathology practice based on your observation at the University Clinic and with reference to the literature.
3. Write one personal goal per GPC unit in direct relation to the element/s that you identified (this means 3 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.

Assessment Due Date
Week 8 Friday (10 Sept 2021) 9:00 am AEST

This assessment task is to be submitted through Moodle by the due date/time

Return Date to Students
Week 10 Friday (24 Sept 2021)

Feedback will be provided through Moodle

Weighting
40%

Minimum mark or grade
This is a MUST PASS assessment task. Students must receive a grade of 50% to pass this assessment task.

Assessment Criteria

1. The first criterion assesses your ability to interpret and apply the generic professional competencies in relation to paediatric speech pathology practice including writing personal goals and forming a learning plan.

2. The second criterion focuses on writing style and conventions and use of APA referencing.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
This assessment task is to be uploaded through Moodle

assessmentOutcome

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

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

2 CASE STUDY

Assessment Type
Written Assessment

Task Description
For this assessment task, you will be provided with information pertaining to a case study child. You are required to:
Step 1: Carefully read all documentation supplied to you regarding the case study child.
Step 2: Mark the assessments based on the specific assessment instructions.
Step 3: Write an assessment report that includes:

- A summary of the background information provided to you by the parent as part of the case history.
- A summary and interpretation of the speech and language assessment results with reference to the literature. Your interpretation should be written using language that the client can understand and include information regarding the potential impact of the assessment results on the client's functioning and day to day activities.
- Recommendations for the client regarding the need for further assessment and/or treatment and/or referrals to other professionals. Your recommendations in this regard must integrate information provided in the case history and assessment results and outline the importance/need for any gaps in information.
- Describe three strategies that can be implemented by the client's family to facilitate speech and/or language development in the home environment.

Assessment Due Date
Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST

This assessment task is submitted through Moodle by the due date/time

Return Date to Students
Exam Week Friday (22 Oct 2021)

Feedback will be uploaded through Moodle

Weighting
60%

Minimum mark or grade
This is a MUST PASS assessment task. Students must receive a grade of 50% to pass this assessment task.

Assessment Criteria

1. The first criterion assesses your ability to interpret the case history information obtained, accurately interpret speech and language assessment results and provide appropriate evidence-based strategies for facilitating speech and language development in the home environment.
2. The second criterion focuses on writing style and conventions and use of APA referencing.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
This assessment task is submitted through Moodle

assessmentOutcome

- Describe the basic principles of professional clinical practice, including information gathering, assessment reporting, diagnostic decision making, and management planning
- Analyse formal and informal measures of communication in children

assessmentGradAttribute

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

3 eFIL

Assessment Type
Electronic Focused Interactive Learning (eFIL)

Task Description
As part of this unit, you are required to engage with interactive, online content to support your learning. This content is referred to as eFIL. eFIL refers to any activities included on your Moodle page in relation to course content. This may include (but is not limited to) recorded lectures, H5P interactive learning activities, discussion forums, tasks set by your lecturer requiring you to email or upload content including work samples or videos, surveys and formative (i.e., non-graded) Moodle quizzes.

Assessment Due Date
Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

Students are to complete the activities allocated through Moodle

Return Date to Students
Exam Week Friday (22 Oct 2021)

Some online activities will provide you immediate feedback (e.g., H5P interactive learning activities). For other eFiL activities (e.g., work sample submissions, discussion forums), you will be provided feedback in the form of 1-2 comments by your lecturer, provided the activities are completed by 11:59pm on Sunday of the week the activity was set.

Weighting
Pass/Fail

Minimum mark or grade
This is a MUST PASS assessment task. Students must receive a grade of 100% on all Moodle quizzes and must complete 80% of eFIL activities.

Assessment Criteria
There are two requirements to pass this assessment task:

1. You must complete a minimum of 80% of the eFIL activities. An activity will be considered ‘complete’, when it has met the task requirements set for the individual activity (e.g., completion of an H5P activity, meeting activity instructions and guidelines such as posting a reflection in the discussion forum).
2. You must complete 100% of the formative Moodle Quizzes and must receive a mark of 100% on each quiz. You may re-attempt each quiz as many times as you need to achieve the minimum grade of 100%. Your Moodle quiz will appear on your Moodle page in the ‘Quiz’ section for each associated week.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Students are to complete the activities allocated through Moodle

assessmentOutcome

- Describe the basic principles of professional clinical practice, including information gathering, assessment reporting, diagnostic decision making, and management planning
- Analyse formal and informal measures of communication in children

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking

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