



SPCH12004 *Speech Pathology Work-Integrated Learning 1*

Term 1 - 2022

Profile information current as at 03/05/2024 07:29 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 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 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 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 - 2022

- 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: 60%

2. **Reflective Practice Assignment**

Weighting: 40%

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 Student discussion

Feedback

Students responded well to the combination of recorded lectures with face to face tutorials.

Recommendation

It is recommended that the unit continue to offer a combination of recorded lectures with face to face tutorials.

Feedback from Student discussion

Feedback

Students reported that assessment expectations should have been made clearer.

Recommendation

It is recommended that the unit coordinator provide a recorded or live discussion of the assessment task expectations.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 60%	•	•	
2 - Reflective Practice Assignment - 40%			•

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			

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

ISBN: 9781635502046

Binding: Paperback

Additional Textbook Information

You may have purchased this text in previous units.

[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

Susan Walker Unit Coordinator

s.walker3@cqu.edu.au

Barbra Zupan Unit Coordinator

b.zupan@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Introduction to assessment in speech pathology• Range of Practice Areas in paediatric speech pathology• The four Generic Competencies and the Professional Standards	Readings to be outlined on Moodle.	
Tutorial: <ul style="list-style-type: none">• Generic Professional Competency - Professionalism		

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures/activities:

- Building a therapeutic relationship/communication with families

Readings to be outlined on Moodle.

Tutorial:

- Generic Professional Competency-Communication

Week 3 - 21 Mar 2022**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Gathering pre-assessment information
- Taking a case history

Readings to be outlined on Moodle.

Tutorial:

- Gathering pre-assessment information

Week 4 - 28 Mar 2022**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Standardised and criterion referenced assessments

Tutorial:

- Administering standardised and criterion referenced assessments: The Renfrew Action Picture Test and the Articulation Survey

Readings to be outlined on Moodle.

Week 5 - 04 Apr 2022**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Writing assessment reports

Readings to be outlined on Moodle.

Tutorial:

- Writing assessment reports

Vacation Week - 11 Apr 2022**Module/Topic****Chapter****Events and Submissions/Topic****Week 6 - 18 Apr 2022****Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Assessing hearing loss in children

Online lectures/activities:

Tutorial:

- Assessing hearing loss in children

Week 7 - 25 Apr 2022**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Audiological management of hearing loss in children

Readings to be outlined on Moodle.

Tutorial:

- Audiological management of hearing loss in children

Week 8 - 02 May 2022**Module/Topic****Chapter****Events and Submissions/Topic**

Online lectures/activities:

- Written communication in speech pathology: progress note writing

Readings to be outlined on Moodle.

Case study report Due: Week 8 Friday (6 May 2022) 9:00 am AEST**Tutorial:**

- Writing progress notes

Week 9 - 09 May 2022**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Informal assessment measures in speech pathology and dynamic assessments

Readings to be outlined on Moodle.

Tutorial:

- Conducting observations

Week 10 - 16 May 2022**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Providing speech pathology assessment results to families

Readings to be outlined on Moodle.

Tutorial:

- Providing speech pathology assessment results to families
- Counselling families

Week 11 - 23 May 2022**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Reflective practice and lifelong learning in speech pathology

Readings to be outlined on Moodle.

Tutorial:

- Reflecting using the D-I-O framework

Week 12 - 30 May 2022**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Writing personal goals using the SMART framework

Readings to be outlined on Moodle.

Tutorial:

- Developing professional plans to meet learning goals

Review/Exam Week - 06 Jun 2022**Module/Topic****Chapter****Events and Submissions/Topic**

Reflection on clinical competencies Due: Review/Exam Week Friday (10 June 2022) 9:00 am AEST

Exam Week - 13 Jun 2022**Module/Topic****Chapter****Events and Submissions/Topic**

Term Specific Information

Work Integrated Learning

As part of this unit, students are required to attend a screening clinic at CQUniversity Health Clinic over three half days. The dates and times of these clinics will be posted on Moodle. In addition to these clinic 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 Cupboard Access

Students may require access to the CQU Speech Pathology assessment cupboard to prepare for assessment tasks and/or their Work Integrated Learning experiences. Students will be provided with scheduled access to the Speech Pathology assessment cupboard, the scheduled time slots are:

Wednesdays 1:00pm-2:30pm

Fridays 11:00am -1:00pm

The room location will be provided on Moodle.

Students are not permitted to remove the assessments from the allocated room.

Office Hours

If you wish to contact the Unit Coordinator/Clinical Educator Coordinator (Susan Walker), a virtual open office period is provided from **10:00am-12 noon on Tuesdays** from weeks 1-12. Students are encouraged to drop in via Zoom link which is provided on the Moodle page. Alternatively, meetings can be arranged at a mutually suitable time by making contact via email (s.walker3@cqu.edu.au).

Assessment Tasks

1 Case study report

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/caregiver as part of the case history.
- A summary and interpretation of the speech, language and hearing assessment results with reference to the literature. Your interpretation should be written using language that the parent/caregiver 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, it must also identify pertinent gaps in the information, and explain how to source this information.

Assessment Due Date

Week 8 Friday (6 May 2022) 9:00 am AEST

This assessment task is submitted via Moodle.

Return Date to Students

Week 10 Friday (20 May 2022)

Feedback will be provided via Moodle.

Weighting

60%

Minimum mark or grade

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

Assessment Criteria

1. The first criterion assesses your ability to interpret the case history information obtained, accurately interpret speech, language and hearing assessment results, and make appropriate recommendations based on the assessment.
2. The second criterion focuses on writing style and conventions and use of APA 7th referencing.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

The task is submitted via Moodle.

Learning Outcomes Assessed

- 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

2 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 (GPC), as outlined by Speech Pathology Australia, including the specific elements of each professional competency you would like to target in relation to improving your clinical practice.
2. You must reflect on, and describe, how each professional competency relates to speech pathology practice based on your placement at the CQU University Clinic and, with reference to the literature.
3. Write one personal goal per professional competency 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

Review/Exam Week Friday (10 June 2022) 9:00 am AEST

This assessment task is submitted via Moodle.

Return Date to Students

Exam Week Friday (17 June 2022)

Feedback will be provided via Moodle.

Weighting

40%

Minimum mark or grade

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

Assessment Criteria

1. The first criterion assesses your ability to interpret, reflect on 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 7th referencing.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

This assessment task is submitted via Moodle.

Learning Outcomes Assessed

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

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