



SPCH12004 *Speech Pathology Work-Integrated Learning 1*

Term 1 - 2023

Profile information current as at 06/05/2024 09:21 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 engage in a work integrated learning experience to develop the practical skills required for speech pathology practice at a beginner level. You will learn how to interact with children and families to deliver speech pathology services. There is an emphasis on the integration of theoretical knowledge and the development of beginner 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. Clinical reasoning and reflective practice are a focus of this unit. You must have completed all pre-clinical requirements, and maintain these requirements throughout the unit to engage in your work integrated learning.

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

SPCH11001 Introduction to Communication and Swallowing SPCH12006 Linguistics SPCH12008 Phonetics (Co Req for 2023; Pre-Req for 2024) OR SPCH13005 SPCH12002 Communication Development and Needs in Early Childhood (Co Req) ALLH11001 Introduction to Allied Health Practice ALLH11006 Life Course Development for Health Professionals PSCY11010 Fundamentals of Psychology

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 - 2023

- 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. **Portfolio**

Weighting: 40%

3. **Professional Practice Placement**

Weighting: Pass/Fail

4. **Learning logs / diaries / Journal / log books**

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 Student ratings and evaluations.

Feedback

The feedback suggests that students continue to be struggling with assessment expectations.

Recommendation

It is recommended that a live Q&A time be made in tutorial in the lead up to assessment due dates.

Feedback from Student ratings and personal reflection

Feedback

The tutorial content needs to be adjusted to align with distance teaching.

Recommendation

It is recommended that, if this unit continues as a distance teaching unit, unit content is reviewed and updated to implement distance teaching strategies.

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 and interpret formal and informal assessments for children
3. Demonstrate self-awareness, critical reflection, and professional conduct at a beginner level
4. Document and track the work-integrated learning experiences gained across areas of communication.

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
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 60%	•	•		
2 - Portfolio - 40%	•		•	
3 - Professional Practice Placement - 0%			•	
4 - Learning logs / diaries / Journal / log books - 0%				•

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		•	•	

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Tina Janes Unit Coordinator

t.janes@cqu.edu.au

Barbra Zupan Unit Coordinator

b.zupan@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 1 RECORDED / ONLINE <ul style="list-style-type: none">• Speech Pathology Australia Standards• Generic Professional Competency - Professionalism TUTORIAL <ul style="list-style-type: none">• Prepare for clinic• Introduction to assessment in speech pathology• Introduction to reflective practice - Describe, Interpret, Outcome (D-I-O)	Readings for week 1 will be placed on Moodle	

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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WEEK 2**RECORDED / ONLINE**

- Gathering pre-assessment information
- Taking a case history
- Generic Professional Competency - Communication

Readings for week 2 will be placed on Moodle

TUTORIAL

- Introduction to standardised and criterion referenced assessments
- Administering standardised and criterion referenced assessments

Week 3 - 20 Mar 2023**Module/Topic****Chapter****Events and Submissions/Topic****WEEK 3****RECORDED / ONLINE**

- Standardised and criterion referenced assessments continued
- Generic Professional Competency - Lifelong learning

Readings for week 3 will be placed on Moodle

TUTORIAL

- Administering standardised and criterion referenced assessments continued

Week 4 - 27 Mar 2023**Module/Topic****Chapter****Events and Submissions/Topic****WEEK 4****RECORDED / ONLINE**

- Generic Professional Competency - Reasoning
- Building a therapeutic relationship

Readings for week 4 will be placed on Moodle

TUTORIAL

- Analysing standardised and criterion referenced assessments continued
- Reflection in action

Week 5 - 03 Apr 2023**Module/Topic****Chapter****Events and Submissions/Topic****WEEK 5****RECORDED / ONLINE**

- Informal assessment measures in speech pathology (including dynamic assessment)
- Taking a case history

Readings for week 5 will be placed on Moodle

TUTORIAL

- Building a therapeutic relationship in practice
- Providing feedback to families/caregivers
- Reflection in action

Vacation Week - 10 Apr 2023**Module/Topic****Chapter****Events and Submissions/Topic****Week 6 - 17 Apr 2023****Module/Topic****Chapter****Events and Submissions/Topic**

WEEK 6**RECORDED / ONLINE**

- Cultural and linguistic considerations in assessment and intervention in speech pathology
- International Classification of Functioning, Disability and Health Framework (ICF)

Readings for week 6 will be placed on Moodle

TUTORIAL

- Practical application of the ICF in speech pathology
- SMART goal setting
- Reflection in action

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 7 NO CLASS (ANZAC DAY)	Readings for week 7 will be placed on Moodle	

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 8 RECORDED / ONLINE • Analysing conversational samples	Readings for week 8 will be placed on Moodle	WRITTEN ASSESSMENT 60% Due: Week 8 Friday (5 May 2023) 9:00 am AEST
TUTORIAL • Practical application of conversational analysis • Reflection in action		

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 9 RECORDED / ONLINE • Continue with analysis of conversational samples	Readings for week 9 will be placed on Moodle	
TUTORIAL • Continue with practical application of conversational analysis • Reflection in action		

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 10 RECORDED / ONLINE • Written communication in speech pathology: report writing • Evidence-based practice	Readings for week 10 will be placed on Moodle	
TUTORIAL • Transferring results to reports • Reflection in action		

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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WEEK 11

RECORDED / ONLINE

- Written communication in Speech Pathology: Progress Notes Writing

Readings for week 11 will be placed on Moodle

TUTORIAL

- Developing professional plans to meet learning goals
- Reflection in action

Week 12 - 29 May 2023

Module/Topic

Chapter

Events and Submissions/Topic

WEEK 12

RECORDED / ONLINE

- Writing personal goals using the SMART framework

Readings for week 12 will be placed on Moodle

TUTORIAL

- Reflection on clinical experiences

Review/Exam Week - 05 Jun 2023

Module/Topic

Chapter

Events and Submissions/Topic

REFLECTIVE PORTFOLIO 40% Due: Review/Exam Week Friday (9 June 2023) 9:00 am AEST

Exam Week - 12 Jun 2023

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

Welcome to SPCH12004 for 2023. This is your first **Work Integrated Learning** unit and as such you will complete four half-day observations at our CQU Health Clinic. The dates and times of these clinics will be posted on Moodle. Prior to these clinic days, you are required to complete an 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. If you fail to comply you will risk not being permitted to commence your placement which will affect your 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

You will require access to the CQU Speech Pathology assessment cupboard to prepare for assessment tasks and/or Work Integrated Learning experiences. The timetable for accessing the assessment cupboard is placed on Moodle and the room allocated to view these assessments is Building 7/1.18. You are not permitted to remove the assessments from the allocated room.

Office Hours

If you wish to contact the Unit Coordinator/Clinical Educator Coordinator (Tina Janes), I have open office times on Monday 1pm-2pm, Tuesday 1pm-2pm and Wednesday 11am-12pm. Alternatively you can email me to see if there are any other available times.

Assessment Tasks

1 WRITTEN ASSESSMENT 60%

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 and language 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 (5 May 2023) 9:00 am AEST

Your report is to be uploaded to Moodle by 9:00am Friday 5 May

Return Date to Students

Week 10 Friday (19 May 2023)

Your grade and feedback will be uploaded to Moodle

Weighting

60%

Minimum mark or grade

To pass this assessment and the unit you must achieve a minimum grade of 50% (i.e. 30/60)

Assessment Criteria

The complete assessment criteria are posted on Moodle, but in summary you will be assessed on the following:

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 edition referencing - <https://delivery-cqucontenthub.stylelabs.cloud/api/public/content/apa-referencing-style.pdf?v=51e1aea7>

Referencing Style

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

Submission

Online

Submission Instructions

You will upload your report to Moodle

Learning Outcomes Assessed

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

2 REFLECTIVE PORTFOLIO 40%

Assessment Type

Portfolio

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 (9 June 2023) 9:00 am AEST

Your portfolio must be uploaded to Moodle by Friday 9 June at 9am

Return Date to Students

Exam Week Friday (16 June 2023)

Your grade and feedback will be uploaded to Moodle

Weighting

40%

Minimum mark or grade

To pass this assessment and the unit you must achieve a minimum grade of 50% (i.e. 20/40)

Assessment Criteria

The complete assessment criteria are outlined on Moodle, but in summary you are assessed on:

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 edition referencing - <https://delivery-cqucontenthub.stylelabs.cloud/api/public/content/apa-referencing-style.pdf?v=51e1aea7>

Referencing Style

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

Submission

Online

Submission Instructions

You must upload your assignment to Moodle

Learning Outcomes Assessed

- Describe the basic principles of professional clinical practice, including information gathering, assessment reporting, diagnostic decision making, and management planning
- Demonstrate self-awareness, critical reflection, and professional conduct at a beginner level

3 PAEDIATRIC SESSIONAL PLACEMENT Pass/Fail

Assessment Type

Professional Practice Placement

Task Description

You will be required to attend and participate in a 4 week sessional placement, one partial day per week during Term 1, 2023. Information regarding these dates, as well as the duration and nature of the placement, will be provided to you by your Clinical Education Coordinator and/or Unit Coordinator prior to the commencement of your placement. Your paediatric sessional placement will provide you with an opportunity to participate in speech pathology sessions under the supervision of a Clinical Educator (CE) at the CQU Health Clinic. This particular placement will be focused on paediatric clinical practice. Further details regarding can be found in the 2023 Speech Pathology Clinical Education Handbook, which is available on Moodle. In addition, the handbook describes the expectations of students who are completing placements, including information regarding dress code, professional conduct, confidentiality, and managing a range of issues during placements. You should ensure that you are familiar with the contents of the 2023 Clinical Education Handbook prior to commencing any placement. This assessment item has a pass/fail criteria and must be passed in order to achieve a pass grade for this unit. Note that in order to commence this sessional placement, you must have met all pre-clinical requirements (i.e., mandatory checks) and these must remain current for the duration of your placement. Information regarding pre-clinical requirements can be obtained from the Work-Integrated Learning Office via email: smas-clinicalplacements@cqu.edu.au.

Assessment Due Date

You will be advised on Moodle as to the completion dates for this task, as you will be completing your clinical experiences in different time frames.

Return Date to Students

You will be notified of your placement outcome within two weeks of placement completion by the Clinical Education Coordinator.

Weighting

Pass/Fail

Minimum mark or grade

This is a PASS/FAIL task. All students must pass this task in order to pass the unit.

Assessment Criteria

During your placement, your CE, a qualified Speech Pathologist, will assess your competence by use of the assessment rubric provided on Moodle. To pass your professional placement, you must meet each of the following requirements:

A pass mark on the placement assessment using all the criterion of the SPCH12004 clinical placement rubric at the end of placement.

- Completion of any tasks assigned to you by your clinical educator
- You must also complete and submit any additional documentation that is required by the CE such as information for client files

You will be assessed under the three domains of Speech Pathology Australia's Professional Standards for Speech Pathologists in Australia (Professional Standards).

- professional conduct
- reflective practice and life-long learning
- speech pathology practice.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Demonstrate self-awareness, critical reflection, and professional conduct at a beginner level

4 Work Integrated Learning (WIL) Log

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

As you complete your sessional placement as part of this unit, you are required to track and record your work-integrated learning experiences by logging your hours on the "Work Integrated Learning Log" provided to you on Moodle. The instructions required to complete this process can be found in the 2023 Speech Pathology Clinical Education Handbook as well as on Moodle. To help ensure the accuracy of this hours record, it is strongly recommended that you record your time after each clinic.

It should be noted that Speech Pathology Australia (SPA) does not specify the number of clinical hours that students must complete during the course of any Australian university's Speech Pathology program. SPA instead places the focus on the minimum level of competence, skills and knowledge required for entry into the workforce as a qualified and competent speech pathologist (The Speech Pathology Association of Australia Limited, 2005). CQUniversity's approach is consistent with SPA's philosophy and therefore does not have a specific requirement regarding the minimum number of clinical hours each student must complete by the end of the Speech Pathology course. Submission of the record form for this unit is therefore a pass/fail assessment requirement. You should be aware however that you are also expected to track this data and keep copies for your own records, as evidence of clinical hours may be required if you are requested to provide evidence of clinical experience when applying for work as a speech pathologist overseas.

Assessment Due Date

Your Record of WIL Experiences are due within one week of completion of your sessional placement.

Return Date to Students

You will be informed of whether you have met the pass criteria for this assessment within fourteen days of the due date by the Clinical Education Coordinator.

Weighting

Pass/Fail

Minimum mark or grade

This is a PASS/FAIL task. All students must pass this task in order to pass the unit.

Assessment Criteria

In order to pass this assessment task you must complete and submit an electronic copy of the Speech Pathology Work-Integrated Learning Log, within one week of completing your paediatric clinical sessional placement. Instructions for completion can be found in the 2023 Speech Pathology Clinical Education Handbook as well as on Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

You must submit a record of your Learning Agreement and WIL hours, signed by your clinical educator and self, via Moodle no later than one week after the final placement day.

Learning Outcomes Assessed

- Document and track the work-integrated learning experiences gained across areas of communication.

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