SPCH12007 *Speech Pathology Skills and Practice 2*
Term 2 - 2017

Profile information current as at 18/05/2024 05:36 pm

All details in this unit profile for SPCH12007 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 develop the professional skills required to practise as speech pathologists, with a particular focus on the knowledge and practical skills required to conduct assessments, and plan and implement therapeutic interventions across a range of practice areas. While undertaking Work-Integrated Learning (WIL) components of this unit, you will develop clinical competencies during therapy sessions at clinics and structured aged care or disability facilities. In order to commence this unit, students must have completed all pre-clinical requirements, as outlined in the 'Professional Practice Guide for Allied Health Students - Pre Practice Requirements' handbook, and maintain these requirements throughout the unit.

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

Prerequisite: SPCH12006 Linguistics and Phonetics 1 SPCH12004 Speech Pathology Skills and Practice 1 SPCH12002 Communication Development and Disorders in Early Childhood
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 - 2017

- 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. **In-class Test(s)**
Weighting: 40%
2. **Group Work**
Weighting: 35%
3. **On-campus Activity**
Weighting: Pass/Fail
4. **Portfolio**
Weighting: 25%

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 a Say Industry partner feedback Student feedback following industry placement.

Feedback

The practical, industry based experiences in this unit are valuable.

Recommendation

The industry based practical experiences are a central characteristic and will be maintained.

Feedback from Have a Say

Feedback

The support, help and guidance of the teaching staff is appreciated.

Recommendation

A supportive, relaxed learning environment will continue to be provided.

Feedback from Have a Say

Feedback

The assessment requirements for the first assessment required a lot of clarification.

Recommendation

Provide clarification of the summative nature of the assessment tasks with specific information for the first assessment.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Administer formal assessment measures and conduct interviews which investigate and document a client's communication and primary areas of concern
2. Employ evidence based strategies which facilitate the client's participation in speech pathology assessment and intervention
3. Develop and prioritise goals and write therapy session plans which reflect the client's needs and current evidence based practice in speech pathology
4. Demonstrate reflective practice skills in a clinical setting
5. Discuss the impact of communication disorders on quality of life for the person and their carers using the International Classification of Functioning, Disability and Health (ICF) framework
6. Evaluate the applicability of different communication assessment measures.

Speech Pathology Range of Practice covered:

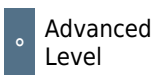- Adult - Multimodal Communication, Speech and Language

Competency-based Occupational Standards for Speech Pathology(CBOS, 2011):

- Unit 1 Assessment - Elements 1.1. 1.2 and 1.3 to Novice standard
- Unit 2 Analysis and interpretation - Elements 2.1, 2.2 and 2.4 to Novice standard
- Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2 and 3.7 to Novice standard
- Unit 4 Implementation of speech pathology practice - Elements 4.1 and 4.5 to Novice standard

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

- Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Novice standard
- Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Novice standard
- Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Novice standard
- Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Novice standard

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Legend: — N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes									
	2			**1**			**3**	**4**	**5**	**6**
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 - In-class Test(s) - 40%	·	·	·	·				·		
2 - Group Work - 35%	·	·	·	·	·	·	·	·		
3 - On-campus Activity - 0%	·	·	·	·	·	·	·	·		
4 - Portfolio - 25%	·	·	·	·	·	·	·	·		

Textbooks and Resources

Textbooks
SPCH12007

Prescribed

Treatment Resource Manual for Speech-Language Pathology
5th Edition (2016)
Authors: Roth F.P. and Worthington C.K.
Cengage Learning
Canada
ISBN: ISBN13: 978-1-285-85115-0
Binding: Paperback

Additional Textbook Information
While the latest version of the text is recommended, earlier versions will be satisfactory.
Some versions of the text may be available in e-book format.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Judith Broadhurst Unit Coordinator
j.broadhurst@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The first week will provide an orientation to unit content, assignment tasks, fieldwork and clinical skills. Orientation to aged and disability services. In-class activities will explore: • intervention frameworks , and • effective communication, and • different assessment measures for adults.	Roth, P & Worthington, C.K (2016) Treatment Resource Manual for Speech-Language Pathology. (5th ed.) Clifton Park, New York: Cengage Learning USA. • Chapter 11 Client and Family Counselling pp 441-455 • Chapter 7 Intervention for Adult Aphasia with Introduction to Traumatic Brain Injury pp 335	You will be required to attend the CQU Health Clinic (Stage 2) on Tuesday (from 7.30am to 12 noon) to observe the clinic with Jenni-Lee. You will need to attend the compulsory on-campus and fieldwork learning each week.

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Getting to know the customer:
• conducting interviews with adults with communication disability, and
• conducting interviews with family, carers and support staff.
Administering formal communication assessments: adult considerations.

Additional readings will be available on Moodle

You should check your fieldwork orientation schedule and attend sessions as required.

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections and learning from online module. Explore the evidence base for intervention with adults who have: • Rehabilitating from a medical incident • Stable, lifelong communication disability • Deteriorating medical or neurological conditions	Roth, P & Worthington, C.K (2016) Treatment Resource Manual for Speech-Language Pathology. 5th Ed. • Chapter 7 Intervention for Adult Aphasia with Introduction to Traumatic Brain Injury pp 297-309; 326-331 Online learning module 1 (please ensure you follow the instructions on Moodle to register for these materials)	Fieldwork commences. You are expected to make your own way to the fieldwork location and complete assigned tasks each week. The fieldwork will continue each week (finishing in Week 11).

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections from fieldwork. Compare and contrast different support models in action. Understanding and preventing cognitive decline. Develop intervention goals focused on enriching communication opportunities in functional activities.	Roth, P & Worthington, C.K (2016) Treatment Resource Manual for Speech-Language Pathology. 5th Ed. • Chapter 1 The essential ingredients of good therapy: basic skills pp 14-27 Online learning module 2	Fieldwork continues.

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections and learning from online module. Planning group therapy sessions. Memory strategies for people with mild cognitive impairment. Communication options for people with limited spoken communication.	Roth, P & Worthington, C.K (2016) Treatment Resource Manual for Speech-Language Pathology. 5th Ed. • Chapter 1 The essential ingredients of good therapy: basic skills pp 24- 34 Online learning module 3	Fieldwork continues.

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
There are no classes for this unit during break week. Another online learning module will be made available during this week.	There are no readings for this unit during break week. Online learning module 4 will be made available during this week.	There are no clinics for this unit during break week. Another online learning module will be made available during this week.

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections and learning from online module. Developing goals for group therapy situations.	Roth, P & Worthington, C.K (2016) Treatment Resource Manual for Speech-Language Pathology. • Chapter 1 The essential ingredients of good therapy: basic skills • Chapter 6 Intervention for Autism Spectrum Disorder pp 275-292 Themes on intervention considerations in each chapter through the text Online learning module 4 and 5	Fieldwork continues.

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Understanding dementia.
After the in-class test, the activities will focus on planning your clinical sessions, developing clinical resources and professional reading to support your fieldwork experience.

Online learning module 6

Fieldwork continues.
The first class test: Writing therapy goals. This in-class test will be submitted on completion during the class time in Week 7.

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections and learning from online module. The in-class activities will focus on planning your clinical sessions, developing clinical resources and professional reading to support your fieldwork experience. You will continue to practise writing session and therapy plans for your fieldwork.	Online learning module 7	Fieldwork continues.

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
After the in-class test, the activities will focus on planning your clinical sessions, developing clinical resources and professional reading to support your fieldwork experience.	Online learning module 8	Fieldwork continues This class test: Writing session plans. This in-class test will be submitted on completion during the class time in Week 9. This test completes the unit in-class tests.

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Group oral presentation will occur in class time.	Online learning module 9	Fieldwork continues. The presentations will be in class during Week 10. The written component will be due on the Friday at 11.45pm.

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections and learning from online module. Class time will involve the completion of final summary reports for your fieldwork situation. These summaries must be approved by the unit coordinator before your final fieldwork session.		Fieldwork finishes.

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
No class this week. You can use this time to prepare the final documents for your Portfolio.	No specific readings this week.	

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes or assessments scheduled for exam week	No assessments scheduled for exam week	

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

<div align="right">**(25%) Portfolio** Due: Exam Week
Friday (20 Oct 2017) 3:00 pm AEST</div>

Term Specific Information

Welcome to term 2 and your study in SPCH12007 Speech Pathology Skills and Practice 2.
There will be opportunities throughout the term to develop your clinical competence during learning experiences in aged care and disability settings.
In preparation for your study this term, you are strongly encouraged to review the following materials from earlier in your curriculum:

- physical and cognitive changes in adulthood as discussed in ALLH11006 Lifecourse Development for Health Professionals
- Justice, L. & Redle, E. (2014) Communication Sciences and Disorders: A Clinical Evidence Based Approach. (3rd Edition), Boston, USA: Pearson. Specifically Chapter 8 Adult language disorders and cognitive based dysfunctions.

Your unit coordinator for this term is Judy Broadhurst. You can contact Judy on email j.broadhurst@cqu.edu.au or by phoning 4930 6481.

Assessment Tasks

1 (40%) In class tests

Assessment Type
In-class Test(s)

Task Description
You will be assigned clinical tasks to complete during class time. You must complete both tasks. The 2 tasks are:

1. Writing therapy goals (50% of the mark for this assessment task). This in-class test will occur in Week 7.
2. Writing session or lesson plans (50% of the mark for this assessment task). This in-class test will occur in Week 9.

These tasks will be submitted separately.

Assessment Due Date

Each in-class test will be submitted on completion during the class time in Weeks 7 and 9

Return Date to Students

Assessments will be returned to students as soon as possible and normally within 10 working days of submission.

Weighting
40%

Minimum mark or grade
Students must pass this assessment (combined scores of all in-class tests) in order to pass this unit.

Assessment Criteria
These 2 in class tests will be due in Week 7 and Week 9.
A rubric of the assessment criteria will be provided by the lecturer.
You will be assessed on:

- written communication skills relevant to the task, and
- accurate analysis of the written scenarios.

Referencing Style

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

Submission
Offline

Submission Instructions
The in-class assessments will be completed offline and in-class and submitted at the end of the assessment.

Learning Outcomes Assessed

- Employ evidence based strategies which facilitate the client's participation in speech pathology assessment and intervention
- Develop and prioritise goals and write therapy session plans which reflect the client's needs and current evidence based practice in speech pathology

Graduate Attributes

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

2 (35%) Group Work: Presentation of therapy activities

Assessment Type
Group Work

Task Description
You work with one other student to complete this assignment. During class, you will be required to demonstrate 2 tasks or activities that you might utilise in therapy (eg. a game or toy). For each activity you must:

- Introduce the activity so other people understand what you are talking about, and
- Identify the activity's suitability for adolescents and adults, and with different interests and abilities, and
- Demonstrate 2 ways to use each activity, and
- Explain difficulties you would need to consider when using this activity in therapy and how you might address these difficulties.

A written report will need to be provided. The written report will need to include:

1. An outline of how each group member contributed to the group work, and
2. A written speech pathology session plan for **one** of the activities that provides an appropriate goal for the activity and identifies the theoretical framework you are using to assist the customer to learn (such as the evidence for using particular cues, prompts and feedback), and
3. A description of an assessment measure you have used during the term or could use with your clinical customer group. The description needs to include the strengths and limitations of the assessment measure for your customer group.

Each group must present 2 distinctly different activities with each student presenting 1 activity and involving their team member in the presentation of their activity.
Each student will receive an individual mark. The group work component will be assessed through self and peer assessment.
Further information will be provided by the lecturer and an assessment rubric will be provided on Moodle.

Assessment Due Date

The presentations will be in class during Week 10. The written component will be required by Friday 22 September at 11pm.

Return Date to Students

Assessments will be returned as soon as possible and normally within 10 working days

Weighting
35%

Minimum mark or grade
The minimum grade is 50% Pass. Students must pass this assessment task to pass this unit.

Assessment Criteria
This assessment rubric will be provided on the Moodle site.
You will be assessed on the following criteria:
Oral presentation (50% of the mark for this assessment task)

- Communication skills (including pronunciation, vocabulary and syntax)
- Originality and creativity of the activity and presentation
- Audience engagement

Written Report (50% of the mark for this assessment task)

- The allocation of group tasks and the self/peer assessment.
- Written communication skills relevant to the task
- Reasoning of ideas related to the task
- Clarity of writing
- Grammar, vocabulary, syntax and pronunciation

Referencing Style

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

Submission
Offline Online

Submission Instructions
The written report must be submitted online. Each person must submit their own written report.

Learning Outcomes Assessed

- Develop and prioritise goals and write therapy session plans which reflect the client's needs and current evidence based practice in speech pathology
- Evaluate the applicability of different communication assessment measures.

Graduate Attributes

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

3 (0%) On-campus Activity

Assessment Type
On-campus Activity

Task Description
This unit requires your participation in clinic observation and activities including:

- therapy activities in Aged Care Services or Disability Services as scheduled for your group, and
- observation and participation in the paediatric clinics at the Rockhampton campus, and
- completion of the online Understanding Dementia learning activities, and
- participation in the interprofessional learning activities with psychology and occupational therapy students.

You must complete the field work observation attendance sheet and have this signed by the supervisor at the participating site.

Assessment Due Date

You will submit the signed field work observation sheet to the Unit Coordinator and complete the class attendance sheet during each class.

Return Date to Students

Students will be provided with feedback within 3 days of the completion of the on campus activities

Weighting
Pass/Fail

Minimum mark or grade
Attendance is recorded and an 80% rate is stipulated, with the exception of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Assessment Criteria
To reflect the practical nature of this unit you are required to participate in a range of on-campus activities including:

- administering assessments

- demonstrating intervention techniques
- reflective practice
- creation of resources

Attendance is required in lectures and fieldwork to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Referencing Style

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

Submission
Offline

Submission Instructions
You will submit the signed field work observation sheet to the Unit Coordinator and complete the class attendance sheet during each class.

Learning Outcomes Assessed

- Administer formal assessment measures and conduct interviews which investigate and document a client's communication and primary areas of concern
- Employ evidence based strategies which facilitate the client's participation in speech pathology assessment and intervention
- Evaluate the applicability of different communication assessment measures.

Graduate Attributes

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

4 (25%) Portfolio

Assessment Type
Portfolio

Task Description
As a requirement of graduation, each student must compile a portfolio demonstrating how they have met, through direct and indirect evidence, the Competency Based Occupational Standards (CBOS) set out by Speech Pathology Australia. In SPCH12007 Speech Pathology Skills and Practice 2, you will be required to build on the portfolio you commenced in term 1 for SPCH12004 Speech Pathology Skills and Practice 1.
Your portfolio will need to demonstrate your development in reflective practice through the term. You will need to:

- demonstrate your own work and thinking
- address the four generic professional competency areas of reasoning, communication, lifelong learning, and professionalism. For each of the 4 generic professional competencies (reasoning, communication, lifelong learning, and professionalism) you will be required to:
  - Explain a different situation for each area of generic professional competency
  - Explain how you developed your competence across the term.
  - You must discuss the feedback from clinical supervision and unit assessments. You must explain how that feedback will change your future behaviour.
- demonstrate the development of your professional reflections from field work and classes (this may include clinical experiences attached to other units of study in the term)
- identify opportunities to further progress your competency in the future
- provide assessed documents or resources which evidence your development of clinical competence (such as assignment marks or assessed resources).

Your portfolio will need to have the same structure as previously used for SPCH12004 Speech Pathology Skills and Practice 1:

- structure
- clinical reasoning and reflection under each of the generic professional competencies

- evidence

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Assessment Due Date
Exam Week Friday (20 Oct 2017) 3:00 pm AEST

Return Date to Students

Assessments will be returned as soon as possible, normally within 10 working days of submission.

Weighting
25%

Minimum mark or grade
The minimum grade is 50% Pass. Students must pass all pieces of assessment to pass this unit.

Assessment Criteria
This assessment is worth 25% of the grade for SPCH12007 Speech Pathology Skills and Practice 2.
You will receive a mark (out of 100) using the following criteria:
Summary of Evidence for Range of Practice Areas form (out of 10 Marks)

- the form is accurately completed with all assessments correctly entered under the appropriate range of practice area on the form.
- the evidence referred to in the form is included in the portfolio.

Organisation of Portfolio (out of 10 Marks)

- Clear indexing system with evidence generally easy to locate.
- information logically and professionally organised

Professional Reasoning section (out of 20 marks) The 20 marks available for this section will be distributed as follows:

- Language structures (out of 5 marks) - write a professional, coherent report that uses correct grammar and language structures
- Reflective Thinking (out of 5 marks) - the reflection explains your own thinking and learning process, as well as the implications for future learning
- Analysis (out of 5 marks) - the reflection is an in-depth analysis of the learning experience, the value of the derived learning to yourself, and the enhancement of your appreciation for the discipline of speech pathology
- Making Connections (out of 5 marks) - the reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. You will need to demonstrate progress in your reflections from the beginning to the end of term.

Communication section (out of 20 marks) The 20 marks available for this section will be distributed as follows:

- Language structures (out of 5 marks) - write a professional, coherent report that uses correct grammar and language structures
- Reflective Thinking out of 5 marks) - the reflection explains your own thinking and learning process, as well as the implications for future learning
- Analysis (out of 5 marks) - the reflection is an in-depth analysis of the learning experience, the value of the derived learning to yourself, and the enhancement of your appreciation for the discipline of speech pathology
- Making Connections (out of 5 marks) - the reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. You will need to demonstrate progress in your reflections from the beginning to the end of term.

Lifelong Learning section (out of 20 marks) The 20 marks available for this section will be distributed as follows:

- Language structures (out of 5 marks) - write a professional, coherent report that uses correct grammar and language structures
- Reflective Thinking (out of 5 marks) - the reflection explains your own thinking and learning process, as well as the implications for future learning
- Analysis (out of 5 marks) - the reflection is an in-depth analysis of the learning experience, the value of the derived learning to yourself, and the enhancement of your appreciation for the discipline of speech pathology
- Making Connections (out of 5 marks) - the reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. You will need to demonstrate progress in your understanding of the impact communication disability has on a person's quality of life.

Professionalism section (out of 20 marks) The 20 marks available for this section will be distributed as follows:

- Language structures (out of 5 marks) - write a professional, coherent report that uses correct grammar and language structures
- Reflective Thinking (out of 5 marks) - the reflection explains your own thinking and learning process, as well as the implications for future learning
- Analysis (out of 5 marks) - the reflection is an in-depth analysis of the learning experience, the value of the derived learning to yourself, and the enhancement of your appreciation for the discipline of speech pathology
- Making Connections (out of 5 marks) - the reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. You will need to demonstrate progress in your reflections from the beginning to the end of term.

Referencing Style

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

Submission
Offline

Submission Instructions
must be physically handed in to the Unit Coordinator

Learning Outcomes Assessed

- Demonstrate reflective practice skills in a clinical setting
- Discuss the impact of communication disorders on quality of life for the person and their carers using the International Classification of Functioning, Disability and Health (ICF) framework

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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