



# SPCH12007 *Speech Pathology Work-Integrated Learning 2*

## Term 2 - 2018

Profile information current as at 07/05/2024 05:15 am

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 foundation 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 novice level clinical competencies during therapy sessions at clinics and structured aged care or disability facilities. You will also consider social innovations in the delivery of speech pathology to aged/disability care. In order to commence this unit, you must have completed all pre-clinical requirements, as outlined in the Clinical Education 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: SPCH13005 Phonetics SPCH12004 Speech Pathology Work-Integrated Learning 1

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 - 2018

- 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. **Group Work**

Weighting: 35%

#### 2. **In-class Test(s)**

Weighting: 20%

#### 3. **Case Study**

Weighting: 20%

#### 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 Your Say

**Feedback**

The integration of classroom, on-line and work-integrated learning opportunities with a focus on aged and disability care for adults was very interesting and assisted my learning.

**Recommendation**

The combination of classroom, online and work-integrated learning will be maintained in this unit.

#### Feedback from Have Your Say Academic staff feedback

**Feedback**

The assessment tasks sometimes needed further clarification.

**Recommendation**

The assessment guides and rubrics will be reviewed prior to the publication of the Moodle site and clarified with students during lectures at the beginning of term.

#### Feedback from Have Your Say Work-integrated learning supervisors

**Feedback**

The work-integrated learning sites need more information on student requirements and expectations.

**Recommendation**

The unit coordinator will meet with work-integrated learning supervisors to ensure the site is aware of the student expectations and the support requirements for student learning.

## Unit Learning Outcomes

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

1. Administer evidence-based assessments and conduct clinical interviews with clients
2. Apply evidence-based strategies which maximise client participation during speech pathology assessment and intervention
3. Develop evidence-based therapy plans for speech pathology practice
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 framework.

### Speech Pathology Range of Practice covered:

- Adult - Speech, Language and Multimodal Communication.

### 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, 2.3, 2.4 and 2.5 to Novice standard
- Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7 to Novice standard
- Unit 4 Implementation of speech pathology practice - Elements 4.1, 4.2, 4.3, 4.4 and 4.5 to Novice standard
- Unit 5 Planning, Providing and Managing Speech Pathology Services - Elements 5.1, 5.2, 5.4 and 5.6 to Novice standard
- Unit 6 Professional and Supervisory Practice - Elements 6.1 and 6.2 to Novice standard
- Unit 7 Lifelong Learning and Reflective Practice - Elements 7.1, 7.2 and 7.4 to Novice standard

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

- Unit 1 Reasoning - Elements 1.1 and 1.2 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, 4.3, 4.4 and 4.5 to Novice standard

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - In-class Test(s) - 20%</b>	•		•		
<b>2 - Group Work - 35%</b>		•	•		
<b>3 - Portfolio - 25%</b>				•	•
<b>4 - Case Study - 20%</b>	•	•	•		

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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) - 20%	•	•	•	•				•		
2 - Group Work - 35%	•	•	•	•	•	•	•	•		
3 - Portfolio - 25%	•	•	•	•	•	•	•	•	•	
4 - Case Study - 20%	•		•	•				•	•	

## Textbooks and Resources

### Textbooks

SPCH12007

#### Prescribed

##### **Communication: Core Interpersonal Skills for Health Professionals**

Edition: 3rd edn (2016)

Authors: O'Toole, G

Elsevier Australia

Sydney , NSW , Australia

ISBN: 978-0-7295-4244-9

Binding: Paperback

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](mailto:j.broadhurst@cqu.edu.au)

## Schedule

### Week 1: Orientation and foundation learning - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

The first week will provide an orientation to unit content, assignment tasks, and work-integrated learning (WIL). Orientation to aged and disability services.

In-class activities will explore:

- intervention frameworks in aged and disability services, and
- effective communication with older people and people with disability.

O'Toole, G. (2016) Communication: Core Interpersonal Skills for Health Professionals. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Ch 4 pp 33-45.

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

## Week 2: Ethical practice in assessment - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Getting to know the customer: <ul style="list-style-type: none"> <li>• conducting interviews with adults with communication disability, and</li> <li>• conducting interviews with family, carers and support staff and</li> <li>• considerations when administering assessments for adults.</li> </ul>	O'Toole, G. (2016) Communication: Core Interpersonal Skills for Health Professionals. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Ch 6. pp 64-77 Ch 7. Pp 80-89.	You should check your WIL orientation schedule and attend sessions as required.

## Week 3: Evidence based adult intervention - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections and learning from online module. Explore the evidence base for intervention with adults who have: <ul style="list-style-type: none"> <li>• a medical incident requiring rehabilitation, or</li> <li>• a stable, lifelong communication disability, or</li> <li>• a deteriorating medical or neurological condition</li> </ul>	O'Toole, G. (2016) Communication: Core Interpersonal Skills for Health Professionals. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Ch 8. pp 92 Ch 9 pp 108-120  Roth, P & Worthington, C.K (2016) Treatment Resource Manual for Speech-Language Pathology. 5th Ed. <ul style="list-style-type: none"> <li>• Chapter 7 Intervention for Adult Aphasia with Introduction to Traumatic Brain Injury pp 297-309; 326-331</li> </ul> Online learning module 1 (please ensure you follow the instructions on Moodle to register for these materials)	WIL commences. You are expected to make your own way to the WIL location and complete assigned tasks each week. The WIL will continue each week (finishing in Week 10). Submit your reflection to Judy for feedback.

## Week 4: Understanding cognition in therapy - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections from WIL. Compare and contrast different support models in action. Consider the needs of people with cognitive decline. Develop intervention goals focused on enriching communication opportunities in functional activities.	O'Toole, G. (2016) Communication: Core Interpersonal Skills for Health Professionals. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Ch 11, pp137-153. Roth, P & Worthington, C.K (2016) Treatment Resource Manual for Speech-Language Pathology. 5th Ed. <ul style="list-style-type: none"> <li>• Chapter 1 The essential ingredients of good therapy: basic skills pp 14-27</li> </ul> Online learning module 2	WIL continues. Submit your reflection to Judy for feedback.

## Week 5: Facilitating participation in living - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Discuss reflections and learning from online module. Explore strategies for planning group therapy sessions. Memory strategies for people with mild cognitive impairment. Consider multimodal communication options for people with limited spoken communication.	O'Toole, G. (2016) Communication: Core Interpersonal Skills for Health Professionals. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Ch 12, pp 155-171. 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	WIL continues. Submit your reflection to Judy for feedback.
--	--	--

### Vacation Week - 13 Aug 2018

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: Interprofessional competency in practice - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections and learning from online module. Explore goals for group therapy situations.	O'Toole, G. (2016) Communication: Core Interpersonal Skills for Health Professionals. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Ch 13 & 16, pp172-184 & 226-238. 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	WIL continues. Submit your reflection to Judy for feedback.

### Week 7: Data collection methods in practice - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Discuss reflections and learning from online module. The activities will focus on planning your clinical sessions, developing clinical resources and professional reading to support your WIL experience.	Roth, F.P. & Worthington, C.K. (2016) Treatment Resource Manual for Speech-Language Pathology (5th Ed). Clifton Park, NY: Cengage Learning, USA. Chapter 1 and Chapter 2. Online learning module 6	WIL continues. Submit your reflection to Judy for feedback.  <b>Group work investigation</b> Due: Week 7 Monday (27 Aug 2018) 9:00 am AEST

### Week 8: Negotiating environmental barriers - 03 Sep 2018

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 WIL experience. You will continue to practise writing session and therapy plans for your WIL.	O'Toole, G. (2016) Communication: Core Interpersonal Skills for Health Professionals. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Ch 16 & 17, pp226-239. Online learning module 7.	WIL continues. Submit your reflection to Judy for feedback.

### Week 9: Addressing personal barriers - 10 Sep 2018

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 WIL experience.

O'Toole, G. (2016) Communication: Core Interpersonal Skills for Health Professionals. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Ch 14 & 15, p185-225.  
Online learning module 8

WIL continues.  
Submit your reflection to Judy for feedback.

**Planning therapy** Due: Week 9  
Tuesday (11 Sept 2018) 4:00 pm AEST

#### Week 10: End of service documentation - 17 Sep 2018

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 WIL situation.	O'Toole, G. (2016) Communication: Core Interpersonal Skills for Health Professionals. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Ch 17 & 19, pp239-252 & 267-284. Online learning module 9	This is your final WIL session.

#### Week 11: Portfolios - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Class time will involve discussion and collation of portfolio documents.		<b>Focus Person Documents</b> Due: Week 11 Tuesday (25 Sept 2018) 9:00 am AEST

#### Week 12 - 01 Oct 2018

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 - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled for exam week.		No assessments scheduled for exam week  <b>Clinical Portfolio</b> Due: Review/Exam Week Tuesday (9 Oct 2018) 10:00 am AEST

#### Exam Week - 15 Oct 2018

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

## Term Specific Information

Welcome to Term 2 and your study in SPCH12007 Speech Pathology Work-Integrated Learning 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 and Chapter 14 Hearing loss in adults.

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

## Assessment Tasks

# 1 Group work investigation

## Assessment Type

Group Work

## Task Description

You will work with your group partner(s) to complete the 3 sections of this assessment task.

### Section 1: Team Work

- Describe how you utilised team work competencies during the group activity to establish the group, negotiate roles and resolve conflict.
- Include team meeting records for 3 team meetings.
- Identify the people who contributed to the investigation and the role they provided

### Section 2: Change in Service Delivery

- Discuss with the people at your WIL site, the changes in service delivery in the last 25 years.
- Develop a timeline of these changes which has a minimum of 5 entries in time
- Select 3 changes in social values, theoretical perspectives or cultural values which have occurred in the last 25 years.
- Explain the impact that each change has had on client/customer participation at your WIL site.
- Reference your explanations using peer reviewed journals or texts.

### Section 3: Client Participation

- Discuss with your WIL team, the strategies they utilise to increase client participation (practice based evidence)
- Define and provide an example for at least 3 strategies based on the discussions
- Define and provide an example of an additional 3 evidence based studies which investigate client participation
- Reference the evidence base using peer reviewed journals or texts.

## Assessment Due Date

Week 7 Monday (27 Aug 2018) 9:00 am AEST

Each team member must submit the assessment task through Moodle.

## Return Date to Students

Week 9 Friday (14 Sept 2018)

The marking rubric and assessment task feedback comments will be returned through Moodle.

## Weighting

35%

## Minimum mark or grade

You MUST achieve a pass mark of 50% (50/100 marks) on this assessment task in order to pass SPCH12007.

## Assessment Criteria

You will receive a mark out of 100. This mark will form 35% of your overall grade.

You must pass this assessment task to pass SPCH12007.

A comprehensive marking rubric will be provided through Moodle.

The assessment task will be marked according to the following criteria:

- academic writing style consistently applied throughout the assessment task. (5 marks)
- accurate use of APA referencing consistently applied throughout the assessment task. (5 marks)
- consistent selection of quality research from journals and texts. (5 marks)
- clear and thorough description of team work competencies to establish the group, negotiate roles and resolve conflict. (10 marks)
- documentation of group discussions and decisions which evidences fair distribution of the workload. (10 marks)
- timeline that accurately reflects 7 changes in social values, theoretical perspectives or cultural values. (10 marks)
- thorough explanation of the impact these changes have had on service delivery. (20 marks)
- clear description of 3 evidence based strategies to increase client participation. (5 marks)
- clear and thorough explanation of how each evidence based strategy increases client participation. (3x10 = 30 marks)

## Referencing Style

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

**Submission**

Online

**Submission Instructions**

You must submit your assessment task through Moodle.

**Learning Outcomes Assessed**

- Apply evidence-based strategies which maximise client participation during speech pathology assessment and intervention
- Develop evidence-based therapy plans for speech pathology practice

**Graduate Attributes**

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

## 2 Planning therapy

**Assessment Type**

In-class Test(s)

**Task Description**

This assessment task will occur during the scheduled class in Week 9.

You will be required to read a clinical scenario at the beginning of the assessment task.

You will be required to write:

- a therapy plan and
- one session plan.

The plans must be:

- consistent with the scenario,
- utilise the templates discussed in class, and
- provide sufficient detail for another speech pathologist or speech pathology student to implement.

**Assessment Due Date**

Week 9 Tuesday (11 Sept 2018) 4:00 pm AEST

You must submit your session plan at the end of the in-class test period.

**Return Date to Students**

Week 10 Friday (21 Sept 2018)

Assessment feedback and rubrics will be provided through Moodle.

**Weighting**

20%

**Minimum mark or grade**

You MUST achieve a pass mark of 50% (50/100 marks) on this assessment task in order to pass SPCH12007.

**Assessment Criteria**

You will receive a mark out of 100. This mark will form 20% of your overall grade.

You must pass this assessment task to pass SPCH12007.

You will be assessed according to the following criteria:

- Writing style - coherent, easy to read style which uses correct grammar and a professional structure. (5 marks)
- Integration of elements throughout the therapy and session planning. (5 marks)
- Templates required for therapy and session planning are accurately completed and consistent with the scenario. (10 marks)
- Clear and professional description of the focus person's: concerns and difficulties, personal history and current skills. (10 marks)

- Comprehensive statement of the recommendations for therapy, including dose of therapy. (10 marks)
- Accurate and measurable behavioural goals (consistent with the scenario). (10 marks)
- Two different session activities appropriate for the focus person. (2x10 marks = 20 marks)
- Clear and professional description of cues and prompts relevant to the session and activity goals. (2x10 marks = 20 marks)
- Evidence based rationale for the choice of activities (10 marks)

### Referencing Style

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

### Submission

Offline

### Submission Instructions

The assessment will be handed to the assessment supervisor at the end of the in-class test.

### Learning Outcomes Assessed

- Administer evidence-based assessments and conduct clinical interviews with clients
- Develop evidence-based therapy plans for speech pathology practice

### Graduate Attributes

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

## 3 Focus Person Documents

### Assessment Type

Case Study

### Task Description

This assessment is a compilation of plans and resources you will develop during your participation in work-integrated learning activities.

Specifically you will be required to submit the following documents:

- a summary of the context of therapy (activity setting and goals of the activity)
- a summary of the communication enablers and barriers in the setting
- use the ICF to summarise the communication issues of one focus person in the setting. Please note that all information needs to be de-identified.
- 3 session plans you have used to lead activities at your WIL site. The session plans need to be complete and utilise the templates provided in class.

### Assessment Due Date

Week 11 Tuesday (25 Sept 2018) 9:00 am AEST

You must submit your assessment task through Moodle.

### Return Date to Students

Week 12 Friday (5 Oct 2018)

The marking rubric and assessment task feedback comments will be returned through Moodle.

### Weighting

20%

### Minimum mark or grade

You MUST achieve a pass mark of 50% (50/100 marks) on this assessment task in order to pass SPCH12007.

### Assessment Criteria

This assessment will be marked out of 100. This mark will form 20% of your overall grade.

You must pass this assessment task to pass SPCH12007.

A comprehensive marking rubric will be provided through Moodle.

The assessment task will be marked according to the following criteria:

- academic writing style consistently applied throughout the assessment task (5 marks)
- accurate use of APA referencing consistently applied throughout the assessment task (5 marks)

- clearly and concisely summarise the context of therapy (activity setting and goals of the activity) (10 marks)
- summarise the communication enablers in the setting (10 marks)
- summarise the communication barriers in the setting (10 marks)
- summarise the communication issues for one focus person in the setting, using the ICF structure discussed in class (30 marks)
- provide 3 session plans you have used to lead activities at your WIL site. The session plans need to be complete and utilise the templates provided in class. (3x10 marks = 30 marks)

### Referencing Style

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

### Submission

Online

### Submission Instructions

You must submit your assessment task through Moodle.

### Learning Outcomes Assessed

- Administer evidence-based assessments and conduct clinical interviews with clients
- Apply evidence-based strategies which maximise client participation during speech pathology assessment and intervention
- Develop evidence-based therapy plans for speech pathology practice

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Ethical practice
- Social Innovation

## 4 Clinical 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 Work-Integrated Learning 2, you will be required to build on the portfolio you commenced in term 1 for SPCH12004 Work-Integrated Learning 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:
  - Analyse all elements for each of generic professional competency,
  - Explain how you progressed your competence across the term,
  - Explain how the International Classification of Functioning, Disability and Health framework has informed your understanding of the impact of communication disorders on quality of life for the person and their carers, and
  - Discuss the feedback from clinical supervision and unit assessments. You must explain how that feedback will change your future behaviour and revise your learning goals.
- 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, certificate of completion or assessed resources).

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

- structure
- clinical reasoning and reflection under each of the generic professional competencies
- evidence (including clinical reflections, file note examples, assessed academic work, ISBARs and team formulation from IPE sessions and evidence of completion of online learning module).

**Assessment Due Date**

Review/Exam Week Tuesday (9 Oct 2018) 10:00 am AEST

**Return Date to Students**

Exam Week Friday (19 Oct 2018)

The completed assessment rubric and feedback will be returned through Moodle.

**Weighting**

25%

**Minimum mark or grade**

You MUST achieve a pass mark of 50% (50/100 marks) on this assessment task in order to pass SPCH12007.

**Assessment Criteria**

This assessment is worth 25% of the grade for SPCH12007 Speech Pathology Work-Integrated Learning 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 30 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. The reflection specifically addresses holistic viewpoints in assessment and intervention.

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**

Online

### **Submission Instructions**

Your analysis of the generic professional competencies, your personal goals and your evidence must be submitted online.

### **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 framework.

### **Graduate Attributes**

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

## 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