



# SPCH12007 Speech Pathology Work-Integrated Learning 2

## Term 2 - 2019

Profile information current as at 09/05/2024 12:22 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 foundation professional skills required to practise as speech pathologists, with a particular focus on the knowledge and practical skills required to 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. You will also consider social innovations in the delivery of speech pathology in paediatric settings. In order to commence this unit, you must have completed all pre-clinical requirements, 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 Acoustics and 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 - 2019

- 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: 20%

#### 2. **Case Study**

Weighting: 40%

#### 3. **Portfolio**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Have Your Say

##### Feedback

Weekly formative feedback on session plans and reflections assisted learning.

##### Recommendation

Regular formative feedback about clinical reflective practice and intervention planning should continue to be provided throughout this unit.

#### Feedback from Have Your Say Academic IPE team reflections

##### Feedback

While the interprofessional education (IPE) provided a valuable learning experience, the duration of each session was too short to enable students to adequately complete the evidence which was needed for later assessment.

##### Recommendation

The duration of the IPE sessions should be increased to provide adequate time for the students to complete the learning experience.

#### Feedback from Have Your Say Unit Coordinator reflections

##### Feedback

Assessment 4 requires reflective analysis and submission of evidence from different learning experiences. The link between the evidence and assessment criteria was unclear to students.

##### Recommendation

The assessment guides and assessment rubrics should explicitly state the evidence students are required to submit with each assessment task and the relationship between the learning experiences, the evidence and the assessment criteria.

#### Feedback from Have Your Say

##### Feedback

The students reported significant timeline pressures toward the end of term which impacted on their ability to complete the final assessments to a high standard.

##### Recommendation

The unit coordinator should review the due dates and requirements of each assessment.

## Unit Learning Outcomes

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

1. Apply holistic, evidence-based strategies which maximise client participation and achievement during speech pathology intervention
2. Develop and implement evidence-based therapy plans for speech pathology practice
3. Review and evaluate communication interventions during work-integrated learning settings
4. Demonstrate reflective practice skills in a clinical setting.

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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A  
Level



Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 20%	●	●		
2 - Case Study - 40%	●	●	●	
3 - Portfolio - 40%			●	●

## 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				

## Alignment of Assessment Tasks to Graduate Attributes

[illegible]

## Textbooks and Resources

### Textbooks

SPCH12007

#### Prescribed

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

Edition: 3rd (2016)

Authors: O'Toole, G

Elsevier Australia

Chatswood , NSW , Australia

ISBN: 978-0-7295-4244-9

Binding: Paperback

SPCH12007

#### Prescribed

##### **Treatment Resource Manual for Speech-Language Pathology**

Edition: 5th Revised (2018)

Authors: Roth F.P. and Worthington C.K.

Plural Publishing

San Diego , CA , USA

ISBN: 9781635501346

Binding: Paperback

#### **Additional Textbook Information**

The textbooks in CB87 have been selected to provide a cumulative library of texts throughout your studies. You will be required to utilise texts from previous units, especially SPCH12002 and SPCH12004.

Where available, e-texts are a suitable option for this unit.

[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

**Barbra Zupan** Unit Coordinator

[b.zupan@cqu.edu.au](mailto:b.zupan@cqu.edu.au)

## Schedule

### **Week 1 - 15 Jul 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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This week you will only have classes on campus.

You will have the expectations and structures for the term explained to you.

This will include discussions regarding:

- an orientation to unit content,
- assignment tasks,
- on-campus tutorials, and
- work-integrated learning (WIL) resources.

In-class activities will introduce:

- intervention frameworks in early childhood centres.
- preparation for WIL: introducing yourself and setting personal goals.
- documenting your clinical hours and experiences.
- personal goal setting for WIL and measuring your progress.
- CBOS Units 3 and 4 and GPCs - novice level.

O'Toole, G. (2016) *Communication: Core Interpersonal Skills for Health Professionals*. (3rd Ed). Chatswood, NSW: Elsevier, Australia. (Chapter 3 pp 21-30 & Chapter 22 pp 316-320).

## Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will have a class on campus as well as your WIL session. This week you will:</p> <ul style="list-style-type: none"> <li>• learn about the debriefing process.</li> <li>• participate in a debrief and Q&amp;A session regarding your first week of clinical placements.</li> <li>• utilise the ICF to summarise your understanding of the child's needs.</li> <li>• explore the reasons for the child's current therapy goals and priorities.</li> <li>• discuss the differences between assessment and therapy session plans.</li> <li>• use the documentation structures required in your work placement context.</li> <li>• plan an interview to gather more information about the child in your workplace context.</li> </ul>	<p>O'Toole, G. (2016) <i>Communication: Core Interpersonal Skills for Health Professionals</i>. (3rd Ed). Chatswood, NSW: Elsevier, Australia. (Chapter 4, pp 33-45 &amp; Chapter 6 pp 64-77). You may also review Chapter 5 (which you read last Term during SPCH12004).</p>	<p>You will be required to attend your SPCH12007 placement. Your placement will occur on either Monday or Tuesday morning. Details regarding the specific start and finish times will be provided to you by your Unit Coordinator.</p>

## Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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This week you will have a class on campus as well as your WIL session. This week you will:

- debrief and reflect on your placement experience.
- explore a range of data collection methods in your workplace context.
- consider how environment impacts on your interactions.
- plan a therapy interaction with a child.
- script your explanation of the interaction plan for team members at your workplace context.

O'Toole, G. (2016) *Communication: Core Interpersonal Skills for Health Professionals*. (3rd Ed). Chatswood, NSW: Elsevier, Australia. Chapter 11 pp 137-151.

Roth, F.P. & Worthington, C.K. (2016) *Treatment Resource Manual for*

*Speech-Language Pathology* (5<sup>th</sup> Ed). Clifton Park, NY: Cengage Learning, USA. Chapter 1 and 2.

You may be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.

You will be required to attend your SPCH12007 placement. Your placement will occur on either Monday or Tuesday morning. Details regarding the specific start and finish times will be provided to you by your Unit Coordinator.

#### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will have a class on campus as well as your WIL session. This week you will:</p> <ul style="list-style-type: none"> <li>• debrief and reflect on your placement experience.</li> <li>• review your personal goals and achievements. Identify further strategies to progress your learning.</li> </ul>	<p>Roth, F.P. &amp; Worthington, C.K. (2016) <i>Treatment Resource Manual for Speech-Language Pathology</i> (5<sup>th</sup> Ed). Clifton Park, NY: Cengage Learning, USA. Chapter 4 and Chapter 6. Review these chapters for therapy strategies and information.</p> <p>You may be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.</p>	<p>You will be required to attend your SPCH12007 placement. Your placement will occur on either Monday or Tuesday morning. Details regarding the specific start and finish times will be provided to you by your Unit Coordinator.</p>

#### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will have a class on campus as well as your WIL session. This week you will:</p> <ul style="list-style-type: none"> <li>• debrief and reflect on your placement experience.</li> <li>• analyse and summarise the data you have collected so far.</li> <li>• explore and share different therapy activities appropriate to the work placement context.</li> <li>• plan and deliver a therapy interaction or activity in the context of your work placement.</li> <li>• look more deeply at CBOS Units 3 &amp; 4 and the GPCs.</li> </ul>	<p>Additional readings will be added to Moodle.</p> <p>You may be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.</p>	<p>You will be required to attend your SPCH12007 placement. Your placement will occur on either Monday or Tuesday morning. Details regarding the specific start and finish times will be provided to you by your Unit Coordinator.</p>

#### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no classes or WIL sessions during break week.	There are no classes or WIL sessions during break week.	There are no classes or WIL sessions during break week.

## Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will have a class on campus as well as your WIL session. This week you will:</p> <ul style="list-style-type: none"><li>• debrief and reflect on your placement experience.</li><li>• discuss ethics and ethical issues in your workplace context.</li><li>• discuss factors that impact on the design, review and evaluation of services.</li><li>• plan and deliver a therapy activity appropriate to your workplace context.</li></ul>	<p>Additional readings will be added to Moodle.</p> <p>You may be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.</p>	<p>You will be required to attend your SPCH12007 placement. Your placement will occur on either Monday or Tuesday morning. Details regarding the specific start and finish times will be provided to you by your Unit Coordinator.</p> <p><b>(20%) Treatment technique report</b> Due: Week 6 Wednesday (28 Aug 2019) 9:00 am AEST</p>

## Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will have a class on campus as well as your WIL session. This week you will:</p> <ul style="list-style-type: none"><li>• draft your end of term clinical report using the template required by your workplace setting.</li><li>• identify gaps in information and strategies to address those gaps.</li><li>• plan and deliver a therapy session appropriate to your workplace context.</li></ul>	<p>Additional readings will be added to Moodle.</p> <p>You may be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.</p>	<p>You will be required to attend your SPCH12007 placement. Your placement will occur on either Monday or Tuesday morning. Details regarding the specific start and finish times will be provided to you by your Unit Coordinator.</p>

## Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will have a class on campus as well as your WIL session. This week you will:</p> <ul style="list-style-type: none"><li>• revise your end of term clinical report using the template required by your workplace setting.</li><li>• plan and deliver a therapy session appropriate to your workplace context.</li></ul>	<p>Additional readings will be added to Moodle.</p> <p>You may be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.</p>	<p>You will be required to attend your SPCH12007 placement. Your placement will occur on either Monday or Tuesday morning. Details regarding the specific start and finish times will be provided to you by your Unit Coordinator.</p>

## Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will have a class on campus as well as your WIL session. This week you will:</p> <ul style="list-style-type: none"><li>• debrief and reflect on your placement experiences</li><li>• plan and deliver a therapy session appropriate to your workplace context.</li><li>• complete all final documentation required for your work placement context.</li></ul>	<p>There are no specific reading tasks prescribed by your Unit Coordinator this week. You may be required to complete reading tasks that are set by your Clinical Educator.</p>	<p>This will be the last week you will be required to attend your SPCH12007 placement. Your placement will occur on either Monday or Tuesday morning. Details regarding the specific start and finish times will be provided to you by your Unit Coordinator.</p>

## Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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There will be no class this week.  
You may use this time to focus on preparation for your assessment tasks.  
Your Unit Coordinator will be available to answer questions.

There are no specific reading tasks prescribed by your Unit Coordinator this week.

**(40%) Intervention Evaluation Report** Due: Week 10 Monday (23 Sept 2019) 9:00 am AEST

#### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
There will be no class this week. You may use this time to focus on preparation for your assessment tasks. Your Unit Coordinator will be available to answer questions.	There are no specific reading tasks prescribed by your Unit Coordinator this week.	

#### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
There will be no class this week. You may use this time to focus on preparation for your assessment tasks. Your Unit Coordinator will be available to answer questions.	There are no specific reading tasks prescribed by your Unit Coordinator this week.	<b>(40%) Reflective Practice Report</b> Due: Week 12 Friday (11 Oct 2019) 9:00 am AEST

#### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Welcome to Term 2 and your study in *SPCH12007 Speech Pathology Work-Integrated Learning 2*.

Throughout the term you will participate in both clinical placements in the community and tutorials at CQUniversity campus in Rockhampton. These learning activities will provide you with opportunities to develop your clinical competence during learning experiences with children who have a disability.

Your Unit Coordinator 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. In addition to Judy teaching and supporting you through weekly tutorials, guest lecturers may be involved in the delivery of the unit. Additionally, you will be supervised and supported by a Clinical Educator (CE) throughout the term while attending your work placement. Your CE is a qualified speech pathologist with many years experience working with children in a variety of contexts. Your CE's contact details will be provided through Moodle prior to Week 1. You will also be provided with an opportunity during Week 1 to prepare an introductory email and find out any information that is necessary for you to know prior to the commencement of your placement.

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 childhood as discussed in ALLH11006 Lifecourse Development for Health Professionals and SPCH12002 Communication Development and Disorders in Early Childhood.
- session planning (including cues and prompts) as discussed in SPCH12004 Speech Pathology Work-Integrated Learning 1.

## Assessment Tasks

# 1 (20%) Treatment technique report

## Assessment Type

Written Assessment

## Task Description

Speech pathologists work in a range of settings and experience a range of contexts for the delivery of evidence-based services. This term you are attending a setting for children with disability.

The WIL setting you are attending uses a specific "whole classroom" approach to communication.

In this assessment, you will need to:

1. ask your WIL Clinical Educator (CE) which specific "whole classroom" approach to communication is being used in the classroom you will be placed. NOTE: Your CE is not assessing your report. The CE's involvement only extends to clarifying the name of the "whole classroom" approach;
2. research the literature regarding that approach and its use in similar contexts, and;
3. prepare a report (1500 words) that:
  - o names and describes the components of the "whole classroom" approach to communication being used in your workplace classroom setting (500 words).
  - o summarises the current evidence for the approach being used in your workplace classroom setting (500 words).
  - o describes 3 explicit examples of how the staff have supported student participation through the "whole classroom" approach to communication (500 words). Each example should include a clear description of: the cues and prompts that the teacher used; how the approach was applied across multiple children in the classroom; and, the reinforcement that was provided.

## Assessment Due Date

Week 6 Wednesday (28 Aug 2019) 9:00 am AEST

You must submit your assessment through Moodle

## Return Date to Students

Week 8 Wednesday (11 Sept 2019)

The marking rubric and comments will be returned through Moodle.

## Weighting

20%

## Assessment Criteria

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

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. (10 marks)
- consistent selection of quality research from journals and textbooks. (5 marks)
- clear, accurate and comprehensive description of the components of the "whole classroom" approach to communication being used. (10 marks)
- clear, accurate and comprehensive summary of the current evidence for the approach. (10 marks)
- clear, succinct and comprehensive description of 3 explicit examples of staff using the "whole classroom" approach. (3x5 marks = 15 marks)
- clear, succinct and comprehensive explanation of the cues and prompts that the teacher used in each example. (3x5 marks = 15 marks)
- clear, succinct and comprehensive description of how the approach was applied across multiple children in the classroom in each example. (3x5 marks = 15 marks)
- clear, succinct and comprehensive explanation of the reinforcement that was provided in each example. (3x5 marks = 15 marks)

More detailed information about the marking criteria will be available on the Moodle site.

## Referencing Style

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

## Submission

Online

## Submission Instructions

You must submit the assessment through Moodle

## Learning Outcomes Assessed

- Apply holistic, evidence-based strategies which maximise client participation and achievement during speech pathology intervention
- Develop and implement evidence-based therapy plans for speech pathology practice

### Graduate Attributes

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

## 2 (40%) Intervention Evaluation Report

### Assessment Type

Case Study

### Task Description

As a part of professional practice, speech pathologists must meet a range of review and evaluations standards. The WIL context you are attending must complete regular reviews and evaluations for each child attending the setting. Within your WIL context, you will take an active role in the provision of therapy services to children who have a disability by assisting to implement therapy programs, gather data on the child's performance and contribute to the review and evaluation of therapy programs.

This assessment is a compilation of documents which review and evaluate an intervention provided to your focus child during the time you have been attending the WIL context.

In this assessment, you will need to:

1. ask your WIL Clinical Educator (CE) for the name of your focus child and view the consent documents for your involvement;
2. complete a one page introduction about your focus child which:
  - uses the ICF to describe the child's current learning needs, and
  - describes the context of the setting in which they are receiving therapy.
3. use the template for data collection required by the work placement setting to gather data (across the term). The organisation is required to gather data on the child's individual therapy and learning progress. You may have a separate template for each week of data collection. A copy of the template will be available on Moodle.
4. use the end of term review template required by the work placement setting to write a report for the focus child. Some aspects of the template may self-populate. You will be assessed on the unique components you have completed. A copy of the template will be available on Moodle.
5. complete a one page summary about your focus child which:
  - recommends 3 achievable and measurable goals
  - appropriately justify your claims by using evidence-based practice.
6. provide a copy of your completed report to your CE.
7. de-identify all documents by removing full names (child, carers, staff, organisation, venue). Remove the child's date of birth and any addresses. You can use the child's initials.
8. submit the following documents using the required document format and mandatory file names:
  - File Name: introduction\_child's initials
  - Contents: introduction (using the ICF) of the child's current learning needs and the context for therapy.
  - File Name: reviewreport\_child's initials
  - Contents: Goal Plan Review template completed for the focus child you have been allocated.
  - **File Name:** datasheet\_number
  - Contents: Completed and de-identified data which you have collected during the term and used to inform your Goal Plan Review. If you have multiple data collection forms, these need to be submitted in the correct chronological order. Each data collection attachment must be numbered in sequential chronological order.
  - File Name: summary\_child's initials
  - Contents: 3 achievable and measurable goals for the focus child. Justification for each goal using evidence-based practice.

### Assessment Due Date

Week 10 Monday (23 Sept 2019) 9:00 am AEST

You must de-identify all personal details from the report and submit through Moodle.

### **Return Date to Students**

Week 12 Monday (7 Oct 2019)

The marking rubric and feedback will be returned through Moodle.

### **Weighting**

40%

### **Assessment Criteria**

You will receive a mark out of 100. Your mark will form 40% of your overall grade.

Your Intervention Evaluation Report will be marked according to the following criteria:

- Clear, professional and factual description of the clinical setting. (10 marks)
- Clear, professional and factual description of the child's learning needs using the ICF. (20 marks)
- De-identified data collection records have been accurately completed and submitted in the correct chronological order. (10 marks)
- Professionally completed review document using the correct template. (10 marks)
- Strategies trialled for each goal are consistent with the data collection. (20 marks)
- Summary comments and recommendations include 3 behavioural objectives for the child. The goals are measurable and achievable. (3x5 marks = 15 marks)
- Summary comments and recommendations have been justified using evidence-based practice (3x5 marks = 15 marks)

More detailed information about the marking criteria will be available on the Moodle site.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

You must de-identify all personal details from the report and submit through Moodle.

### **Learning Outcomes Assessed**

- Apply holistic, evidence-based strategies which maximise client participation and achievement during speech pathology intervention
- Develop and implement evidence-based therapy plans for speech pathology practice
- Review and evaluate communication interventions during work-integrated learning settings

### **Graduate Attributes**

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

## **3 (40%) Reflective Practice Report**

### **Assessment Type**

Portfolio

### **Task Description**

This assessment task requires you to engage in reflective practice, and demonstrate how you have progressed your professional and personal development across the term. Changes in work-integrated learning context (moving from one WIL placement to another) impacts significantly on learning opportunities, enabling you to further identify strengths and areas for improvement. While this assessment task has a similar structure to the one you completed last term, the focus of your report in SPCH12007 is on how each of the four generic professional competencies (Reasoning, Communication, Lifelong Learning, and Professionalism) have been progressed in the context of the planning and delivering intervention for children with a disability.

To complete your reflective practice report, you need to:

1. For each of the four generic professional competency areas, you need to identify and reflect upon one area of strength and area of improvement, specifically indicating which element these apply to. Your strength and area for improvement may fall within the same element of a competency area, or into two separate elements. Therefore your assessment should include a total of four strengths and four areas for improvement. (250 words)
2. For each strength and area of improvement, provide an explicit example using the Description-Interpretation-Outcome framework. Your example may relate to your work-integrated experiences in SPCH12007 or your academic learning experiences. When describing your example, you need to consider and compare your understanding and performance for that competency at the beginning of term compared to the end of term. How has your competency developed across the term (even if an area of improvement, some development will have occurred)? What contributed to that development (e.g., feedback or discussions at WIL; content in class; discussion with other students)? Include supporting documentation where necessary (e.g., if you reference a reflection you wrote in Week 2 when describing performance at the beginning of term, include a copy of that reflection in an appendix). (2000 words)
3. For each area of improvement that you identify, write a SMART behavioural objective to describe how you will progress your competency. You should have one goal for each of the generic professional competencies. Discuss one strategy you can apply to assist you in meeting that objective. (250 words)
4. Upload the following documents:
  - reflective practice report
  - any materials from the term that you reference as part of your reflections (e.g., one of your weekly reflections, a session plan; written feedback your supervisor)

A general tip when writing in-depth and insightful reflections is that the reader should not be left wondering 'why?' or 'how?' The answers to these questions should be provided within the reflection. For example, if you identify that reflecting verbally with a supervisor immediately after you have finished a session with a client is difficult for you, you should go beyond simply stating that this is something that needs improving. You should explain why you find this challenging, why it may (or may not) be an issue, how you know it is (or isn't) an issue, how you are going to address it (if in fact it is a problem), and so on.

It is recommended that you use headings and sub-headings to clearly identify the different topics that you are addressing throughout the reflection. For example, headings such as 'Reasoning' with the subheadings such as 'Strength: Element 1.1' may be useful when ensuring that you have explicitly addressed each criterion. Regardless of whether or not you use headings and sub-headings, the information provided must be presented in a logical fashion that is easy to read and understand and it should address each of the criteria for the assessment task.

### **Assessment Due Date**

Week 12 Friday (11 Oct 2019) 9:00 am AEST

You must submit your files through Moodle.

### **Return Date to Students**

Exam Week Wednesday (23 Oct 2019)

The marking rubric and comments will be returned through Moodle.

### **Weighting**

40%

### **Minimum mark or grade**

You must achieve 50% (50/100) on this assessment task in order to pass SPCH12007.

### **Assessment Criteria**

Your report will receive a mark out of 100. Your mark will form 40% of your overall grade.

Your Reflective Practice Report will be marked according to the following criteria:

- Documents one area of strength and one area of improvement for each of the four generic professional competencies (Reasoning, Communication, Professionalism and Lifelong Learning). (10 marks)
- Provides one explicit example for each strength and each area of improvement. This will be a total of eight examples. (10 marks)
- Explains progress (over the term) in each strength and each area for improvement. (40 marks)
- Formulates one end of term SMART behavioural objective for each generic professional competency and describes one strategy that will assist in continued development of that competency. (20 marks)
- Uses professional writing conventions and overall professionalism of written document. (20 marks)

### **Referencing Style**

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

### **Submission**

Online

### Submission Instructions

You will need to submit the report and supporting evidence through Moodle.

### Learning Outcomes Assessed

- Review and evaluate communication interventions during work-integrated learning settings
- Demonstrate reflective practice skills in a clinical setting.

### 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