SPCH12007 *Speech Pathology Work-Integrated Learning 2*
Term 2 - 2020

Profile information current as at 23/04/2024 06:10 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 1SPCH12002 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 - 2020

- 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. **Practical Assessment**
Weighting: 20%
2. **Written Assessment**
Weighting: 40%
3. **Reflective Practice Assignment**
Weighting: 40%

Assessment Grading

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Unit coordinator observation; Student feedback to Head of Course

Feedback

Students need sufficient preparation prior to participating in the work-integrated learning placements in this unit.

Recommendation

It is recommended that the number of work-integrated learning sessions in the unit be reduced in 2020 so students can begin these experiences later in the term. This should allow for adequate preparation in weekly tutorials.

Feedback from Head of Course; Student feedback

Feedback

Task instructions and rubrics should be clear and aligned with one another.

Recommendation

It is recommended that the assessment tasks for this unit be thoroughly reviewed and updated by the 2020 unit coordinator in conjunction with the Head of Course to ensure the task instructions and rubrics are clear.

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 - Practical Assessment - 20%	●	●		
2 - Written Assessment - 40%	●	●	●	
3 - Reflective Practice Assignment - 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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical Assessment - 20%	•	•	•	•		•	•	•	•	
2 - Written Assessment - 40%	•	•	•	•		•	•	•	•	
3 - Reflective Practice Assignment - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks
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
If you prefer to study with a paper copy you can purchase at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code). eBooks can be purchased at the publisher's website.

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 styles below:

- American Psychological Association 6th Edition (APA 6th edition)
- American Psychological Association 7th Edition (APA 7th edition)

For further information, see the Assessment Tasks.

Teaching Contacts

Clancy Conlon Unit Coordinator
c.conlon@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Overview of assessment tasks for SPCH12007 • Goal setting and selecting therapy targets	Readings will be outlined on Moodle	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Selecting treatment approaches through ethical decision making • Using the 'Description-Interpretation-Outcome Framework' for reflecting in the clinical context	Readings will be outlined on Moodle	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Selecting treatment approaches and targets for speech sound intervention • Writing goals for speech sound intervention	Readings will be outlined on Moodle	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Selecting treatment approaches and targets for language intervention • Writing goals for language intervention	Readings will be outlined on Moodle	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Designing treatment and session plans • Designing the therapy environment • Providing scaffolding and prompts during the treatment process	Readings will be outlined on Moodle	*Friday the 14th of August is the Rockhampton Show Holiday, therefore there will be no lecture on Friday this week.

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Data collection in therapy • Interacting with parents and providing 'homework'	Readings will be outlined on Moodle	**Treatment Report** Due: Week 6 Monday (24 Aug 2020) 9:00 am AEST

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Building relationships in the clinical setting • Interacting with your clinical supervisor/educator	Readings will be outlined on Moodle	

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Intervention principles for children with disabilities	Readings will be outlined on Moodle	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Intervention principles for Culturally and Linguistically Diverse populations	Readings will be outlined on Moodle	

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Inter-professional practice	Readings will be outlined on Moodle	**Treatment Plan** Due: Week 10 Friday (25 Sept 2020) 9:00 am AEST

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Speech pathology practice in different contexts	Readings will be outlined on Moodle	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

• Reflecting on personal learning goals and outcomes	Readings will be outlined on Moodle	

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Reflective Practice Assignment Due: Review/Exam Week Monday (12 Oct 2020) 9:00 am AEST

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Work Integrated Learning 2 includes a 6-8 week placement conducted at the Central Queensland University Health Clinic. While on this placement, you will conduct assessment and therapy with a paediatric client under the supervision of a Clinical Educator. This placement will occur on Thursdays, however specific dates have not been confirmed. Once confirmed, these dates will be uploaded to Moodle. A second lecture/tutorial will also run in the weeks you are on placement for the purpose of debriefing and reflecting. The dates and times of these tutorials will also be outlined in Moodle.

Your weekly lecture and/or tutorial content for this unit will be delivered face-to-face via Zoom during regularly scheduled class time. In order to complete the clinical skills training and practical assessment tasks for this unit, you will also be required to attend some sessions on campus. You will be notified of the dates and times of these sessions via Moodle at least four weeks prior to the date. Prior to those sessions, you will be required to complete a self-declaration form regarding your current health status and COVID-19 risk factors. During these sessions, provisions for social distancing and use of PPE will be implemented in accordance with health and government guidelines. Please note that the recommencement of these practical and clinical sessions is subject to State and Federal health guidelines and may change if the situation with COVID-19 should deteriorate.

Assessment Tasks

1 Treatment Report

Assessment Type
Practical Assessment

Task Description
There are numerous intervention method/approach options available to treat communication concerns in a paediatric population. In the clinical setting, you will have to critically analyse intervention/treatment methods and approaches to ensure they are applicable to your client's profile and are based on an adequate theoretical framework and/or evidence-based practice.

In this assessment task you will select a treatment method or approach that is used to treat communication concerns (i.e., speech, language, literacy or social skills) in children aged 0-18 years. The treatment method or approach may be broad or specific. You may choose to focus on a treatment approach you plan to utilise as part of your Work Integrated Learning placement at the Central Queensland University Health Clinic. You will then need to generate a review of the treatment method/approach in a report style format that:

1. Describes the treatment method including the target population
2. Discusses the efficacy and applicability of this approach in relation to the evidence/literature.
3. Describes the limitations of the treatment method/approach.

Assessment Due Date
Week 6 Monday (24 Aug 2020) 9:00 am AEST
Assessment must be submitted via Moodle

Return Date to Students
Week 8 Monday (7 Sept 2020)
Feedback will be provided via Moodle

Weighting
20%

Minimum mark or grade
This is a MUST PASS assessment. Students must receive a grade of 50% to pass (10/20).

Assessment Criteria
Students will be assessed against two criteria:

1. The first criterion focuses on your ability to clearly describe the therapy approach, use literature to explain/justify its efficacy and identify limitations to the treatment method (15%).
2. The second criterion is focused on writing style and conventions and use of APA referencing (5%).

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Assessment must be submitted 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 Treatment Plan

Assessment Type
Written Assessment

Task Description
During this unit, you will be completing a placement at the Central Queensland University Health Clinic. While on this placement you will be allocated a paediatric client who you will assess and provide therapy to, under the supervision of a Clinical Educator. This paediatric client will be your 'case study' for this assessment task. While on placement, you may be required to provide services to this client with a speech pathology student peer i.e., work in pairs. Therefore, Part A of your assignment may be completed as a group and Part B will be completed individually.
In this assessment task you will be required to submit two parts:

PART A - This aspect of the assignment will be completed as a group **if** you are working as a pair in the clinic. Both group members must submit a copy of the therapy plan in their assessment submission. If you are working individually with a client in the clinic, you will complete and submit this portion of the assessment task individually.

- Submit two consecutive therapy plans for your paediatric client pertaining to the first two therapy sessions you ran in the clinic.

PART B - This aspect of the assignment must represent your individual thoughts and ideas i.e., should not be the same as your placement peer

- A justification for the following aspects of the plans (this aspect of the assignment must be individual): therapy goals, therapy approach and choice of activities.
- A reflection of therapy session one using the Description-Interpretation-Outcome framework.
- A reflection of therapy session two using the Description-Interpretation-Outcome framework.
- A statement outlining how therapy session two has been designed, based on your reflection of session one and feedback from your clinical educator.

Assessment Due Date
Week 10 Friday (25 Sept 2020) 9:00 am AEST

Return Date to Students
Week 12 Friday (9 Oct 2020)
Feedback will be uploaded to Moodle

Weighting
40%

Minimum mark or grade
This is a MUST PASS assessment task. Students must receive a grade of 50% to pass (20/40).

Assessment Criteria
Students will be assessed against three criteria:
1. The first criterion focuses on your ability to develop a clear, appropriate and comprehensive therapy plan (10%).
2. The second criterion focuses on your ability to clearly justify your therapy plan, reflect on your sessions and utilise reflections as a tool for learning (25%).
3. The third criterion is focused on writing style and conventions and use of APA referencing (5%).

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)
- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Assessment must be submitted 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 Reflective Practice Assignment

Assessment Type
Reflective Practice Assignment

Task Description
Reflective practice provides a process by which students and practicing speech pathologists can learn by reflecting on past experiences, identifying strengths and areas for improvement, and developing future goals for continuous improvement of their clinical competency. This assessment task requires you to engage in reflective practice through reflective writing using the Description-Interpretation-Outcome framework.

Your written reflections need to address the four generic professional competency areas: Reasoning, Communication, Lifelong Learning, and Professionalism. You need to demonstrate that you have a clear understanding of what each of these competencies is and how they apply to assessing and providing speech and language therapy in children.
To complete your reflective practice assignment, you need to do the following:

1. For each of the four competency areas, you need to identify and reflect upon one area of strength and one area for improvement, specifically indicating which element/s 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.
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 or your academic learning experiences in SPCH12007. 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 in WIL; content in class; discussion with speech peers)? Include supporting documentation where necessary (e.g., if you reference a reflection you wrote in Week 5 when describing performance at the beginning of term, include a copy of that reflection in an appendix).

3. For each area of improvement that you identify, write a SMART behavioural objective to describe how you will progress your competency.
4. Discuss one strategy you can apply to assist you in meeting each behavioural objective.

Assessment Due Date
Review/Exam Week Monday (12 Oct 2020) 9:00 am AEST
Assessment must be submitted via Moodle

Return Date to Students
Exam Week Friday (23 Oct 2020)
Feedback will be uploaded to Moodle

Weighting
40%

Minimum mark or grade
This is a MUST PASS assessment task. Students must receive a grade of 50% to pass this task (20/40).

Assessment Criteria
Students will be assessed against three criteria:

1. Criteria one focuses on your ability to identify and reflect on one specific area of strength and one specific area for improvement for each of the four generic professional competencies and provide an example for each (18 marks).
2. Criteria two focuses on your ability to formulate one SMART goal for each generic professional competency and discuss one strategy that will assist in continued development of that competency in order to meet the specified SMART goal (15 marks).
3. Criteria three focuses on your ability to use professional writing conventions and the overall professionalism of your written document (9 marks).

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Assessment must be submitted via 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