SPCH12007 *Speech Pathology Work-Integrated Learning 2*

Term 3 - 2021

Profile information current as at 12/10/2024 07:03 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 assessment and therapy sessions. 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 3 - 2021

- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 60%
2. **Reflective Practice Assignment**
Weighting: 40%
3. **Electronic Focused Interactive Learning (eFIL)**
Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say Survey; Student Feedback to Unit Coordinator

Feedback

Students requested for the report templates provided in the clinic to align more closely with what is taught within this unit.

Recommendation

The unit coordinator should collaborate with the assigned clinical educator, to ensure students are taught how to create reports using templates that align with the expectations of the University Clinic.

Feedback from Have Your Say Survey; Student Feedback to Unit Coordinator

Feedback

Tutorial time was allocated each week to students verbally reflecting on their clinical experiences and receiving feedback from peers and the unit coordinator. Students reported that these sessions were helpful in developing their critical reflection skills and assisted them to complete assessment task 3.

Recommendation

The unit coordinator should allocate tutorial time each week, for students to verbally reflect on their clinical experiences and receive feedback from their peers and the unit coordinator.

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 assessment and intervention
2. Develop and implement evidence-based assessment and therapy plans for speech pathology practice
3. 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's Professional standards.

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
1 - Written Assessment - 60%	●	●	
2 - Reflective Practice Assignment - 40%			●
3 - Electronic Focused Interactive Learning (eFIL) - 0%	●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Written Assessment - 60%	•	•	•	•				•	•	
2 - Reflective Practice Assignment - 40%	•	•	•	•	•			•		
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•			•				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

No referencing style set.

Teaching Contacts

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

Schedule

Week 1 - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	**Treatment Plan** Due: Week 1 Thursday (11 Nov 2021) 5:00 pm AEST

Week 2 - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Week 3 - 22 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Week 4 - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Vacation Week - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Week 5 - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	**eFil** Due: Week 5 Friday (17 Dec 2021) 9:00 am AEST

Week 6 - 20 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Vacation Week - 27 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Week 7 - 03 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Week 8 - 10 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Week 9 - 17 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Week 10 - 24 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Week 11 - 31 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Week 12 - 07 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
Please see 'term specific information'.	Readings will be outlined on Moodle.	

Exam Week - 14 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This unit will be taught in three intensives. The date, time and location of each intensive will be outlined on Moodle. the content covered in each intensive has been outlined below.
Intensive one:

- Goal setting
- Selecting therapy targets
- Selecting treatment approaches/targets and writing goals for language intervention
- Selecting treatment approaches/targets and writing goals for speech intervention
- Designing treatment and session plans
- Writing progress notes

Intensive two:

- Selecting treatment approaches through ethical decision making
- Data Collection
- Interacting with parents and providing ‘homework’
- Reflecting using the D-I-O framework

Intensive three:

- Interacting with your clinical supervisor
- Interprofessional practice
- Speech pathology practice in different contexts

Assessment Tasks

1 Treatment Plan

Assessment Type
Written Assessment

Task Description
For this assessment you are required to submit two consecutive therapy plans for the paediatric client you see at the CQUniversity Health Clinic. These session plans must pertain to the first two therapy sessions you run in the clinic. Your therapy plans must clearly detail:

1. Long term and short-term goals for the client
2. A description of each activity to be completed including the time frame
3. The resources required for each activity
4. The scaffolding/prompting you intend to provide to the client
5. How you plan to collect data (you may attach any data recording forms used as an appendix)
6. How you intend to set up the environment
7. The therapy approach/es you intend to use

Therapy plan one and two must also clearly outline a justification for the following aspects of the plan:

- Therapy goals selected
- Therapy approach chosen

These justifications should be written with reference to evidence based practice (e.g., literature, your Clinical Educator's guidance, client priorities) and your assessment results (which may be attached as an appendix). A template for this assessment task will be provided for you on Moodle.

Assessment Due Date
Week 1 Thursday (11 Nov 2021) 5:00 pm AEST

This assessment task must be uploaded to Moodle by the due date/time.

Return Date to Students
Week 3 Thursday (25 Nov 2021)

Feedback will be uploaded to Moodle.

Weighting
60%

Minimum mark or grade
This is a MUST PASS assessment task. You must receive a minimum mark of 50% to pass this assessment task.

Assessment Criteria

1. Criterion one assesses your ability to develop a clear, appropriate and comprehensive therapy plan which is clinically justified.
2. Criterion two assesses your writing style and conventions and use of APA referencing.

Submission
Online

Submission Instructions
This assessment task must be uploaded to Moodle by the due date/time.

assessmentOutcome

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

assessmentGradAttribute

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

2 Reflective Practice Assignment

Assessment Type
Reflective Practice Assignment

Task Description
To complete this reflective practice assignment, you need to do the following:

1. Choose two of the four generic professional competency areas. For each of the two areas chosen, 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 two strengths and two 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.
3. For each area of improvement that you identify, write a SMART behavioural objective to describe how you will progress your competency. Discuss one strategy you can apply to assist you in meeting that objective.

Assessment Due Date
Week 5 Wednesday (15 Dec 2021) 9:00 am AEST

This assessment task must be uploaded to Moodle by the due date/time.

Return Date to Students
Week 7 Wednesday (5 Jan 2022)

Feedback will be uploaded to Moodle.

Weighting
40%

Minimum mark or grade
This is a MUST PASS assessment task. You must receive a minimum grade of 50% to pass this assessment task.

Assessment Criteria

1. Criterion 1 assesses your ability to identify and reflect upon one area of strength and one area for improvement for one of the four Generic Professional Competencies. You are also required to identify a SMART behavioural objective and a strategy to meet this objective.
2. Criterion 2 assesses your ability to identify and reflect upon one area of strength and one area for improvement for one of the four Generic Professional Competencies (this must be a different GPC to criterion 1). You are also required to identify a SMART behavioural objective and a strategy to meet this objective.
3. Criterion 3 assesses your ability to apply appropriate writing, grammar and formatting conventions including the use of APA 7th Edition referencing.

Submission
Online

Submission Instructions
This assessment must be uploaded to Moodle by the due date/time.

assessmentOutcome

- Demonstrate reflective practice skills in a clinical setting.

assessmentGradAttribute

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

3 eFil

Assessment Type
Electronic Focused Interactive Learning (eFIL)

Task Description
As part of this unit, you are required to engage with interactive, online content to support your learning. This content is referred to as eFIL. eFIL refers to any activities included on your Moodle page in relation to course content. This may include (but is not limited to):

- Recorded lectures.
- H5P interactive learning activities.
- Discussion forums.
- Tasks set by your lecturer requiring you to email or upload content including work samples or videos.
- Surveys.
- Formative (i.e., non-graded) Moodle Quizzes.

Assessment Due Date
Week 5 Friday (17 Dec 2021) 9:00 am AEST

You must complete a minimum of 80% of eFil activities. You must also complete 100% of the formative quizzes and must receive a mark of 100% on each quiz.

Return Date to Students

Some online activities will provide you immediate feedback (e.g., H5P interactive learning activities). For other eFiL

activities (e.g., work sample submissions, discussion forums), you will be provided feedback in the form of 1-2 comments by your lecturer, provided the activities are completed by 11:59pm on Sunday of the week the activity was set.

Weighting
Pass/Fail

Minimum mark or grade
This is a MUST PASS assessment task. You must complete a minimum of 80% of eFil activities. You must also complete 100% of the formative quizzes and must receive a mark of 100% on each quiz.

Assessment Criteria
There are two requirements to pass this assessment task:
1. You must complete a minimum of 80% of the eFIL activities. An activity will be considered 'complete', when it has met the task requirements set for the individual activity (e.g., completion of an H5P activity, meeting activity instructions and guidelines such as posting a reflection in the discussion forum).
2. You must complete 100% of the formative Moodle Quizzes and must receive a mark of 100% on each quiz. You may re-attempt each quiz as many times as you need to achieve the minimum grade of 100%. Your Moodle quiz will appear on your Moodle page in the 'Quiz' section for each associated week.

Submission
Online

Submission Instructions
eFil activities will be made available through Moodle.

assessmentOutcome

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

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

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