



SPCH12007 *Speech Pathology Work-Integrated Learning 2*

Term 2 - 2023

Profile information current as at 27/04/2024 04:45 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 continue to develop your clinical and professional competence in extension from previous WIL units (i.e., SPCH12004). You will demonstrate advanced beginner level competencies in a work integrated learning context including assessment and management in the paediatric population. You will further develop your clinical reasoning and reflective practice skills. You must have completed all pre-clinical requirements, and maintain these requirements throughout the unit to engage in your work integrated learning.

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: 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 - 2023

- 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. **Case Study**

Weighting: 60%

2. **Portfolio**

Weighting: 40%

3. **Professional Practice Placement**

Weighting: Pass/Fail

4. **Learning logs / diaries / Journal / log books**

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 SUTE feedback, UC observation and informal feedback from students.

Feedback

Student contributions need to be encouraged and requested by unit coordinator.

Recommendation

It is recommended that innovative engagement strategies be explored to find additional ways of including input from students with various learning styles across different learning platforms.

Unit Learning Outcomes

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

1. Demonstrate advanced beginner-level knowledge, skills, and attributes associated with the professional standards outlined by Speech Pathology Australia
2. Demonstrate self-awareness and critical reflection to inform personal and professional development
3. Develop and justify holistic, evidence-based management plans which optimise functional, activity, and participation outcomes from speech pathology services
4. Document and track the work-integrated learning experiences gained across areas of communication.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 60%			•	
2 - Portfolio - 40%	•	•		
3 - Professional Practice Placement - 0%	•	•		
4 - Learning logs / diaries / Journal / log books - 0%				•

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	•		•	

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

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Susan Walker Unit Coordinator
s.walker3@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Goal setting and selecting therapy targets• Selecting treatment approaches though ethical decision making• Communication in the clinical setting Tutorial: <ul style="list-style-type: none">• Goal setting and selecting therapy targets• Selecting treatment approaches though ethical decision making• Communication in the clinical setting		Readings will be outlined on Moodle.

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Using the 'Description-Interpretation-Outcome' framework for reflecting• Selecting treatment approaches/targets and writing goals for speech sound intervention• Designing treatment and session plans Tutorial: <ul style="list-style-type: none">• Selecting treatment approaches/targets and writing goals for speech sound intervention• Designing treatment and session plans		Readings will be outlined on Moodle.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none"> • Selecting treatment approaches/targets and writing goals for language intervention • Designing treatment and session plans Tutorial: <ul style="list-style-type: none"> • Selecting treatment approaches/targets and writing goals for language intervention • Designing treatment and session plans 	Readings will be outlined on Moodle.	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none"> • Data collection • Interacting with parents and providing "homework" Tutorial: <ul style="list-style-type: none"> • In-class reflection • Data collection 	Readings will be outlined on Moodle.	

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none"> • Writing progress notes Tutorial: <ul style="list-style-type: none"> • In-class reflection • Writing progress notes 	Readings will be outlined on Moodle.	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none"> • Introduction to ethical principles Tutorial: <ul style="list-style-type: none"> • Introduction to ethical principles • In-class reflection 	Readings will be outlined on Moodle.	

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none"> • Assessment and intervention considerations for Aboriginal and Torres Strait Islander peoples Tutorial: <ul style="list-style-type: none"> • Assessment and intervention considerations for Aboriginal and Torres Strait Islander peoples • In-class reflection 	Readings will be outlined on Moodle.	Case study Due: Week 7 Wednesday (30 Aug 2023) 9:00 am AEST

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none"> • No online content Tutorial: <ul style="list-style-type: none"> • Guest speaker from the Hanen Centre 	Readings will be outlined on Moodle.	

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Health promotion and prevention Tutorial: <ul style="list-style-type: none">• Health promotion and prevention	Readings will be outlined on Moodle.	

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Inter-professional practice and the ICF• Speech pathology practice in different contexts• The role of community in speech pathology practice Tutorial: <ul style="list-style-type: none">• Inter-professional practice and the ICF• Speech pathology practice in different contexts• The role of community in speech pathology practice• In-class reflections	Readings will be outlined on Moodle.	

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Working in a team• The use of technology in speech pathology Tutorial: <ul style="list-style-type: none">• Working in a team• The use of technology in speech pathology	Readings will be outlined on Moodle.	

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
No Classes- Public Holiday		Portfolio Due: Week 12 Friday (6 Oct 2023) 9:00 am AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2023

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

Students will be able to access the Speech Pathology Assessment Cupboard on Mondays from 11:00am-1:00pm

Assessment Tasks

1 Case study

Assessment Type

Case Study

Task Description

For this assessment you are required to submit two consecutive therapy plans for a paediatric client, a case history and

assessment data for the aforementioned paediatric client have been provided to you on Moodle. These session plans must describe the first two therapy sessions you would conduct with the client. Your therapy plans must clearly detail:

- Long-term and short-term goals for the client
- A description of each activity to be completed including the time frame
- The resources required for each activity
- The scaffolding/prompting you intend to provide to the client
- How you plan to collect data (you may attach any data recording forms used as an appendix)
- How you intend to set up the environment
- 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, client priorities) and the assessment results provide to you on Moodle. A template for this assessment task will be provided for you on Moodle.

Assessment Due Date

Week 7 Wednesday (30 Aug 2023) 9:00 am AEST

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

Return Date to Students

Week 9 Wednesday (13 Sept 2023)

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

Criterion one assesses your ability to develop a clear, appropriate and comprehensive therapy plan which is clinically justified.

Criterion two assesses your writing style and conventions and use of APA-7th referencing

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Develop and justify holistic, evidence-based management plans which optimise functional, activity, and participation outcomes from speech pathology services

2 Portfolio

Assessment Type

Portfolio

Task Description

This assessment task is comprised of five individual tasks that relate to application of specific professional competencies, taught throughout face-to-face tutorials or through online lectures/activities, to the SPCH12007 Work Integrated Learning experience. This assessment comprised two parts Part A and Part B.

Part A

Task 1 Data Collection: you are required to describe an example of data collection you used during your clinical placement and outline factors you considered when designing the process and reflect on the efficacy.

Task 2 Writing progress notes: you are required to submit a reflection based on your experiences on clinical placement and feedback from your clinical educator, outline one strength and one area to improve in relation to writing progress notes. Write a SMART goal on how to continue to improve the professional skill of progress note writing.

Task 3 Ethics: You are required to describe an actual or potential ethical issue that occurred on placement and the ethical value, principles or standards of practice involved.

Part B

Task 4 Critical reflection: submit a 'deep' level reflection based on your SPCH12007 clinical placement using the

Description-Interpretation-Outcome framework. Your written reflection needs to address one of the four generic professional competency areas: Reasoning, Communication, Lifelong Learning, and Professionalism that are outlined in the Competency Based Occupation Standards for Speech Pathology.

Task 5 SMART goal: For the area of improvement that you identify in task 4, 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.

While the assessment task is not due until week 12, students are advised to complete the individual tasks throughout the term. The corresponding week for each task has been outlined the Assessment Rubric available on the SPCH2007 Moodle page. The word limit for this assessment task is 2100 words, suggested word limits for each task are outlined on the Task Description on Moodle.

Assessment Due Date

Week 12 Friday (6 Oct 2023) 9:00 am AEST

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

Return Date to Students

Exam Week Monday (16 Oct 2023)

Feedback will be uploaded to Moodle.

Weighting

40%

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

Criteria one will assess your ability to demonstrate understanding of the skills and attributes associated with Speech Pathology Australia's Professional Standards in the clinical placement setting. This criteria will be worth 40% of your mark for this assessment task.

Criteria two will assess the depth of your reflective practice skills and how you are able to effectively use reflective practice to change your future performance on clinical placement. This criteria will be worth 50% of your mark for this assessment task.

Criteria three will assess the accuracy and effectiveness of your written communication including word choice, grammar and punctuation. This criteria will also assess your use of APA 7th edition formatting and referencing. The criteria will be worth 10% of your mark for this assessment task.

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Demonstrate advanced beginner-level knowledge, skills, and attributes associated with the professional standards outlined by Speech Pathology Australia
- Demonstrate self-awareness and critical reflection to inform personal and professional development

3 Paediatric Sessional Placement

Assessment Type

Professional Practice Placement

Task Description

You will be required to attend and participate in a 12 week sessional placement, one day per week (for 12 weeks) during Term 2, 2023. Information regarding these dates, as well as the duration and nature of the placement, will be provided to you by your Clinical Education Coordinator and/or Unit Coordinator at least two weeks prior to the commencement of your placement.

Your paediatric sessional placement will provide you with an opportunity to develop your competence as a Speech Pathologist under the supervision of a Clinical Educator (CE), in a clinical setting. This particular placement will be focused on paediatric clinical practice.

Further details regarding learning agreements can all be found in the 2023 Speech Pathology Clinical Education Handbook, which is available on Moodle. In addition, the handbook describes the expectations of students who are completing placements, including information regarding dress code, professional conduct, confidentiality, and managing a range of issues during placements. You should ensure that you are familiar with the contents of the 2023 Clinical

Education Handbook prior to commencing any placement.

This assessment item has a pass/fail criteria and must be passed in order to achieve a pass grade for this unit. Note that in order to commence this sessional placement, you must have met all pre-clinical requirements (i.e., mandatory checks) and these must remain current for the duration of your placement. Information regarding pre-clinical requirements can be obtained from the Work-Integrated Learning Office via email: wil-hmas@cqu.edu.au. Different workplaces may also have additional pre-clinical requirements that relate to their particular workplace/facility/organisation, such as training related to the use of telepractice or infection control, or specific vaccinations such as the influenza vaccination (this is particularly the case when working with vulnerable populations, such as the elderly and immuno-compromised individuals). It is up to you as the student to ensure that you have met all of these requirements, otherwise you may not be able to attend a placement and complete this assessment task.

Assessment Due Date

You must upload your completed SPCH12007 placement assessment rubric to Moodle no later than one week after the placement finishes.

Return Date to Students

You will be notified of your placement outcome within two weeks of placement completion by the Clinical Education Coordinator.

Weighting

Pass/Fail

Minimum mark or grade

This is a must pass assessment, you must meet all requirements listed in the assessment criteria to pass the assessment task.

Assessment Criteria

During your placement, your CE, a qualified Speech Pathologist, will assess your competence by use of the assessment rubric provided on Moodle. To pass your professional placement, you must meet each of the following requirements:

- A pass mark on the placement assessment using all the criterion of the SPCH12007 clinical placement rubric at the end of placement.
- Completion of a learning contract at the beginning of your placement, this is a learning agreement that is reached between you and your CE , within the first two weeks of placement.
- You must also complete and submit any additional documentation that is required by the CE or placement organisation, such as written reports and information for client files.

You will be assessed under the three domains of Speech Pathology Australia's Professional Standards for Speech Pathologists in Australia (Professional Standards).

- professional conduct
- reflective practice and life-long learning
- speech pathology practice.

Your competence will be assessed by behavioural descriptors that align with the "novice" level in Speech Pathology Australia's Compass (R) assessment tool.

The novice-level student:

- requires a high degree of supervisory support
- recalls some aspects of relevant theory

Needs support to:

- draw conclusions about a client
- develop a plan for action
- understand the total clinical situation
- apply problem-solving strategies, principles and theory
- spends a high degree of time and effort in meeting clinical responsibilities
- is highly focused on own performance, rather than on the client

The Clinical Education Coordinator will determine if the student has met the above criteria.

Referencing Style

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

Submission

Online

Submission Instructions

You must upload your completed SPCH12007 placement assessment rubric to Moodle no later than one week after the final day of placement.

Learning Outcomes Assessed

- Demonstrate advanced beginner-level knowledge, skills, and attributes associated with the professional standards outlined by Speech Pathology Australia
- Demonstrate self-awareness and critical reflection to inform personal and professional development

4 LEARNING AGREEMENT AND RECORD OF WIL HOURS AND EXPERIENCE

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

As you complete your sessional placement as part of this unit, you are required to track and record your work-integrated learning experiences by logging your hours on the "Work Integrated Learning Log" provided to you on Moodle. The instructions required to complete this process can be found in the 2023 Speech Pathology Clinical Education Handbook as well as on Moodle. To help ensure the accuracy of this hours record, it is strongly recommended that you record your time after each clinic.

It should be noted that Speech Pathology Australia (SPA) does not specify the number of clinical hours that students must complete during the course of any Australian university's Speech Pathology program. SPA instead places the focus on the minimum level of competence, skills and knowledge required for entry into the workforce as a qualified and competent speech pathologist (The Speech Pathology Association of Australia Limited, 2005). CQUniversity's approach is consistent with SPA's philosophy and therefore does not have a specific requirement regarding the minimum number of clinical hours each student must complete by the end of the Speech Pathology course. Submission of the record form for this unit is therefore a pass/fail assessment requirement. You should be aware however that you are also expected to track this data and keep copies for your own records, as evidence of clinical hours may be required if you are requested to provide evidence of clinical experience when applying for work as a speech pathologist overseas.

Assessment Due Date

Your signed Learning Agreement and Record of WIL Experiences are due within one week of completion of your sessional placement

Return Date to Students

You will be informed of whether you have met the pass criteria for this assessment within fourteen days of the due date by the Clinical Education Coordinator.

Weighting

Pass/Fail

Assessment Criteria

In order to pass this assessment task you must:

- complete and submit an electronic copy of your signed Learning Agreement outlining your SMART goals for the placement, within one week of completing your paediatric clinical sessional placement
- complete and submit an electronic copy of the Speech Pathology Work-Integrated Learning Log, within one week of completing your paediatric clinical sessional placement. Instructions for completion can be found in the 2023 Speech Pathology Clinical Education Handbook as well as on Moodle

Referencing Style

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

Submission

Online

Submission Instructions

You must submit a record of your Learning Agreement and WIL hours, signed by your clinical educator and self, via Moodle no later than one week after the final placement day

Learning Outcomes Assessed

- Document and track the work-integrated learning experiences gained across areas of communication.

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