



SPCH13001 *Speech Pathology Skills and Practice*

3

Term 1 - 2017

Profile information current as at 22/05/2024 08:54 am

All details in this unit profile for SPCH13001 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 students will develop their clinical skills within the International Classification of Functioning, Disability and Health (ICF) framework through a combination of on-campus experiences, a presentation and written assessment and sessional clinical practicum. The assessment tasks will require students to demonstrate novice to intermediate competence across each of the Competency-based Occupational Standards (CBOS, 2011) and also improvement in each of the generic professional competency units described in the Competency Assessment in Speech Pathology (COMPASS®). Prior to the commencement of the unit, students will be required to complete all pre-clinical requirements, as outlined in the 'Professional Practice Guide for Allied Health Students - Pre Practice Requirements' handbook, and maintain these requirements throughout the unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

SPCH13010 - Dysphagia Across the Lifespan (co-requisite) SPCH12007 - Speech Pathology Skills and Practice 2 (pre-requisite) SPCH13004 - Communication Development and Disorders Across the School Years (pre-requisite) SPCH13005 - Linguistics and Phonetics 2 (pre-requisite)

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 1 - 2017

- 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. **On-campus Activity**

Weighting: Pass/Fail

2. **Presentation and Written Assessment**

Weighting: 100%

3. **Professional Practice Placement**

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 Course evaluation 'Have Your Say' survey

Feedback

Students were complimentary of the opportunity provided to them during the tutorials to debrief regarding their clinical placements and to have a 'safe place' to share their experiences and talk through any issues they may have been facing.

Recommendation

Tutorials will continue to be provided to students throughout the term, to provide them with an opportunity to debrief, to discuss any issues and to share their experiences with each other and with the tutor.

Action

Tutorials continued to be provided to students throughout the term, with a focus on giving students an opportunity to debrief about their placements, to share their experiences and to learn from others.

Feedback from Course evaluation 'Have Your Say' survey

Feedback

Students were complimentary of the guest speaker Glenn Skinner and suggested that he continue to provide support to students regarding stress management in the future.

Recommendation

Glenn Skinner will continue to be invited as guest lecturer to support students with their mental preparation for attending their clinical placements.

Action

Glenn Skinner continued to provide guest lectures to students on two occasions throughout the term.

Feedback from Course evaluation 'Have Your Say' survey

Feedback

Students reported that the tutorials were too long.

Recommendation

The tutorials will be flexible and responsive to student's needs, meaning that some tutorials may be shorter than others, depending on the need at the time. The tutor will also ensure that regular breaks are provided to students during the tutorials and that they are made as interactive and engaging as possible.

Action

The Unit Coordinator was responsive to students' needs during tutorials and attempted to engage students as effectively as possible, through interactive activities and discussions.

Feedback from Discussions with students and also placement evaluation surveys.

Feedback

Students reported that their placements were highly variable and that this was dependent on a range of factors, including their personal preference for particular client caseloads and also the connection they felt they had with their supervisor.

Recommendation

Students will continue to be provided with a variety of placements that give them the opportunity to broaden their experiences and develop their skills across different areas relevant to speech pathology. The importance of this variety will be made clear to students and they will continue to be provided with support to ensure that they make the most of and learn from each experience.

Action

Students were provided with a range of work-integrated learning experiences during the term. The over-arching goals were discussed at length during tutorials so that students had a clear understanding that the learning outcomes were the same for each of their placements, despite the different contexts in which they took place.

Feedback from Course evaluation 'Have Your Say' survey

Feedback

Students reported that the observations and clinical placements were well organised.

Recommendation

The course coordinator will continue to have placements organised well in advance of the commencement of term so that students are aware of their placement details and feel as prepared as possible for these practical experiences.

Action

Sessional placements were well organised and students were provided with all necessary information prior to the commencement of their placements. They were also supported throughout the placements through regular tutorials and contact with the Clinical Education Coordinator.

Feedback from Course evaluation 'Have Your Say' survey

Feedback

Students reported that one particular assessment item was not explained clearly enough, that the instructions provided were confusing, and that the students each interpreted the task differently. Students felt that this assessment item should have been addressed in more detail in the tutorials.

Recommendation

The assessment tasks will be explained in more detail during the tutorials, both at the beginning of the term as well as during the middle of the term, to ensure that students have a clear understanding of the requirements.

Action

Assessment tasks and requirements were explained thoroughly to students during tutorials and they reported that they had a clear understanding of the expectations.

Unit Learning Outcomes

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

1. Demonstrate an appropriate level of competence across all Competency-based Occupational Standards (CBOS, 2011) as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum.
2. Demonstrate improved skills across each of the four generic professional competencies described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
3. Apply theory to practice when assessing, treating and managing clients with communication and/or swallowing disorders, in a clinical setting with appropriate supervision.
4. Identify issues related to the diagnosis, treatment and management of communication and swallowing difficulties.

The range of practice areas covered within this unit will depend largely on the nature of each student's sessional placement/s. However, the practical assessment in a clinical placement will allow each student to have the opportunity to demonstrate an appropriate level of competence with an adult and/or paediatric population across one or more of the following range of practice areas:

- Voice, Swallowing, Speech, Language, Multi-Modal Communication, Fluency

Students will be required to demonstrate improvement across each of the four generic professional competencies described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - On-campus Activity - 0%		•		•
2 - Presentation and Written Assessment - 100%		•	•	•
3 - Professional Practice Placement - 0%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Textbooks and Resources

Textbooks

SPCH13001

Prescribed

Assessment in Speech Language Pathology: A Resource Manual

Edition: 5th Ed (2016)

Authors: Shipley, KG

Delmar

USA

Binding: Paperback

[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

Leisa Skinner Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic

Chapter

Events and Submissions/Topic

1. Introduction and orientation to Skills and Practice 3 unit and its structure, including an explanation of:

- assessment tasks & pass criteria
- clinical placements
- portfolios
- learning plans
- prescribed text book use
- pre-clinical requirements
- previous student feedback

2. Confirmation of details regarding clinical placements, some of which will commence this week

3. Student, supervisor and university expectations - before, during and after placements

4. Explanation of the supervisory process

5. Review of the Clinical Education Handbook

This is all in addition to clinical placements that will commence this week and continue for the duration of the term (and possibly beyond).

Resources:

- Clinical Education Handbook (2016 version)
 - Professional Practice Guide for Allied Health Students - Pre-Practice Requirements (2017 version)
 - COMPASS Assessment Resource Manual
 - Burrus & Willis (2013). Professional Communication in Speech-Language Pathology. Plural Publishing.
 - Vinson, B.P. (2009). Workplace Skills and Professional Issues in Speech-Language Pathology. Plural Publishing. - Chapter 11
 - Shipley (2016). Assessment in Speech-Language Pathology: A Resource Manual (5th Ed).
- Specific readings will be available on the unit's Moodle page. A copy of both the Clinical Education Handbook and the Professional Practice Guide will also be uploaded to Moodle.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Debrief and Q&A session regarding any clinical placements that have commenced.		
2. Explanation of COMPASS and the assessment process.		
3. Discussion regarding 'How to get the most out of your placements'.		
4. Professionalism and communication (written and oral)		
5. Review of session planning and goal setting		
6. Discussion regarding reflective practice and its uses. You will also be given a prescribed reading task - to be completed prior to Week 4 class.		
<i>This is all in addition to clinical placements that will continue for the duration of the term (and possibly beyond).</i>	Resources: <ul style="list-style-type: none"> • COMPASS Assessment Resource Manual • Burrus & Willis (2013). Professional Communication in Speech-Language Pathology. Plural Publishing. • Lewis, A. V. (2013). Reflective practice: what is it and how do I do it. <i>Journal of Clinical Practice in Speech-Language Pathology</i>, 15(2), 70-74. Specific readings will be available on the unit's Moodle page, including the COMPASS Assessment Resource Manual. A link to the COMPASS Online website will also be provided.	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
This week you will have a guest lecturer who will assist you to identify and develop useful strategies to help you get the most out of your placements as possible and to deal effectively with any potential issues that may arise.		
<i>This is in addition to clinical placements that will continue for the duration of the term (and possibly beyond).</i>	No specific readings this week	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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1. Debrief from clinical placements that have occurred thus far
 2. Discussion regarding the prescribed reading from Week 2 - reflective practice.
 3. Ethics and confidentiality
 4. 'A Word to the Third Years' - this week the fourth year students will join you towards the end of your tutorial, to offer advice and support to you as you participate in your third year placements. Make the most of this opportunity and make sure you come prepared with plenty of questions for the fourth years.
- This is all in addition to clinical placements that will continue for the duration of the term (and possibly beyond).*

Resources:

- Burrus & Willis (2013). Professional Communication in Speech-Language Pathology. Plural Publishing. - Chapter 3
- Specific readings will be available on Moodle website

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> 1. Debrief from clinical placements that have occurred thus far 2. Learning styles 3. Time and workload management, organisation 4. Review of file notes, record keeping, and administrative systems 5. Workplace problem solving and conflict resolution 6. Administering assessments - practice session <p><i>This is all in addition to clinical placements that will continue for the duration of the term (and possibly beyond).</i></p>	<p>Resources:</p> <ul style="list-style-type: none"> • Tipton, D. (2017). Personal and Professional Growth for Health Care Professionals. • Vinson, B.P. (2009). Workplace Skills and Professional Issues in Speech-Language Pathology. Plural Publishing. - Chapters 13 & 16 • Shipley (2016). Assessment in Speech-Language Pathology: A Resource Manual (5th Ed). • Burrus & Willis (2013). Professional Communication in Speech-Language Pathology. Plural Publishing. <p>Specific readings will be available on Moodle website</p>	<p>Mid-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.</p>

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
<p>Recess - no classes or clinical placements, unless otherwise negotiated with your CE/s</p>	<p>No specific readings this week</p>	<p>Mid-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.</p>

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
<p>No class this week. You may use this time to focus on clinical placements and any related tasks, such as resource development, professional reading, and/or mid-placement assessments.</p> <p><i>Clinical placements WILL continue this week.</i></p>	<p>No specific readings this week</p>	<p>Mid-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.</p>

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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There is no class this week due to the Anzac Day public holiday. You will however need to prepare for the Week 8 class by deciding which therapy resources/s you will be sharing with the class.
Clinical placements WILL continue this week.

No specific readings this week

Mid-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Debrief from clinical placements that have occurred thus far 2. Sharing resources from clinical placements - you are to bring along a useful therapy resource, share this with the class, and provide a rationale for using this particular resource. 3. Counselling clients and caregivers and your role as an SLP 4. Self-care <i>This is all in addition to clinical placements that will continue for the duration of the term (and possibly beyond).</i>	Resources: • Vinson, B.P. (2009). Workplace Skills and Professional Issues in Speech-Language Pathology. Plural Publishing. - Chapters 10 & 17 • Roth & Worthington (2016). Treatment Resource Manual for Speech-Language Pathology (5th Ed). • See the following website: http://au.professionals.reachout.com/developing-a-self-care-plan Specific readings will be available on Moodle website	Mid-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
This week the guest lecturer will return to continue to work through the content from his previous lecture and to assist you to further develop useful strategies that will help you to get the most out of your clinical placements. <i>This is in addition to clinical placements that will continue for the duration of the term (and possibly beyond).</i>	No specific readings this week	Mid-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Debrief from clinical placements that have occurred thus far 2. Review of portfolios - you are to bring along what you have collected for your clinical portfolio thus far 3. Discussion regarding learning plans for Term 2 placements 4. Reflection upon key content covered and clinical placements that have occurred throughout the term <i>This is all in addition to clinical placements that will continue for the duration of the term (and possibly beyond).</i>	Resources: • Burrus & Willis (2013). Professional Communication in Speech-Language Pathology. Plural Publishing. Specific links and readings will be available on Moodle website	Final-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
This week you will each be giving your oral presentations that are part of the Practical and Written Assessment. <i>This is in addition to clinical placements that will continue for the duration of the term (and possibly beyond).</i>	No specific readings this week	Final-placement assessment using COMPASS online may take place this week, depending on when the placement commenced. (100%) Presentation and Written Assessment Due: Week 11 Tuesday (23 May 2017) 12:00 pm AEST

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No class this week. You may use this time to focus on clinical placements and any related tasks, such as the report writing, completing final COMPASS assessments, and/or professional reading. <i>Clinical placements WILL continue this week.</i>	No specific readings this week.	Final-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.
Review/Exam Week - 05 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
No classes or clinical placements, unless an extension of a placement is required. The details are to be negotiated between you, the CE, and the CEC.	No specific readings this week	Final-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.
Exam Week - 12 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
No classes or clinical placements, unless an extension of a placement is required. The details are to be negotiated between you, the CE, and the CEC.	No specific readings this week	Final-placement assessment using COMPASS online may take place this week, depending on when the placement commenced.

Assessment Tasks

1 (P/F) On-campus Activity

Assessment Type

On-campus Activity

Task Description

As this unit is designed to be highly practical in nature, you will be required to complete your allocated clinical placement/s and also attend the scheduled classes, contribute to class discussions and participate in other interactive exercises that occur as part of these classes. This will include hands-on activities with fellow classmates that allow you to practise administering different assessments, applying therapy techniques and demonstrating counselling skills. This interactive approach will assist you to practise and further develop your skills as a Speech Pathologist in the classroom environment whilst also applying them in a clinical setting. It will also allow you to gather evidence of skill development that can be added to your clinical portfolio, a document that will be reviewed as part of this assessment task.

Assessment Due Date

There is no due date for this assessment requirement, as it refers to regular class attendance and participation throughout the duration of the term.

Return Date to Students

There are no items for return, as this assessment task refers to regular class attendance and participation throughout the duration of the term.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

You will be required to attend a minimum of 80% of your classes. The Unit Coordinator must be informed as early as possible of any expected absences and a medical certificate may be requested by the Unit Coordinator. This is a pass/fail assessment task, as a high level of class attendance and participation is considered to be a key requirement of this course.

Referencing Style

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

Submission

Offline

Submission Instructions

No specific documents need to be submitted for this assessment piece, although students will be required to complete a sign-in sheet for each class they attend.

Learning Outcomes Assessed

- Demonstrate improved skills across each of the four generic professional competencies described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
- Identify issues related to the diagnosis, treatment and management of communication and swallowing difficulties.

Graduate Attributes

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

2 (100%) Presentation and Written Assessment

Assessment Type

Presentation and Written Assessment

Task Description

Throughout the term, as part of this unit you will be actively involved in a range of clinical experiences which will provide you with the opportunity to apply theory to practice when assessing, treating and managing clients with communication and/or swallowing disorders. This particular assessment task will enable you to reflect upon and demonstrate the learning that has taken place during these experiences, and to highlight the skills and knowledge that you have acquired as a student clinician. As the assessment title suggests, there are two elements to this assignment - one written and one oral. You will firstly be required to present to the class a particular assessment or therapy technique or an assessment or therapy tool that you have used whilst on placement and have found to be useful when assessing and/or treating a client's communication and/or swallowing difficulties. Your presentation should be engaging and interactive and should also aim to provide your fellow classmates with information and ideas that they may find useful in the future. You should reflect upon your own experiences using this technique/tool when discussing both the pros and cons of using your particular technique or tool, and also include information about the rationale for using it, the clientele that it is and isn't suitable for, issues or challenges that may be faced during its implementation, and any other considerations that may need to be made when deciding whether or not to use this particular technique or tool.

During your presentation you should also make links to and demonstrate your understanding of the importance of at least one of the four generic professional competencies - reasoning, professionalism, communication, and lifelong learning. For example, you may choose to refer explicitly to communication and the pros and cons of developing and using a script when explaining to a client how to engage in a particular therapy technique. Or you may describe the reasoning and problem solving skills that are required when a particular assessment tool does not provide you with the information that you intended to gather about an individual client.

The second part of this assessment task is a written component that will require you to complete a handout explaining the key elements that you have addressed in your presentation. For example, it should explain what the assessment/therapy technique/tool is, the benefits and disadvantages of using it, and any considerations that may need to be made when determining its suitability for a particular

client and/or context. This handout should have a visually appealing and professional presentation, be easy to read, and be informative. Whilst there is no specific word count, the handout must be no longer than one double-sided A4 page. The use of pictures, diagrams, dot points and separate sections are all encouraged if they increase the readability of the document.

The intention is that each student's handout will be compiled to create a collection that other students in future years can refer to and use as a source of ideas, information and inspiration whilst attending clinical placements.

Assessment Due Date

Week 11 Tuesday (23 May 2017) 12:00 pm AEST

The presentations will be given during the usual tutorial time in Week 11. The written component will also need to be submitted prior to your presentation.

Return Date to Students

Review/Exam Week Tuesday (6 June 2017)

Weighting

100%

Minimum mark or grade

To pass this assessment task, a mark of 50% must be obtained for each of the oral and the written components.

Assessment Criteria

You will be assessed on your ability to do the following:

- describe a particular assessment or therapy technique or an assessment or therapy tool that you have used whilst on placement
- provide a comprehensive analysis of its use that is based on a combination of the research that you conduct into this approach or tool and your own personal experience of using it whilst on placement. This analysis should include (but may not be limited to) the pros and cons of using the technique/tool, the rationale for using it, the clientele that it is most suited (and not suited) to, and issues or challenges that may be faced during its implementation. Any further considerations that may need to be made when deciding whether or not to use this particular approach or tool should also be discussed.
- demonstrate an understanding of the role and the importance of at least one of the four generic professional competencies (reasoning, professionalism, communication and lifelong learning) when using your chosen technique/tool
- explain how the implementation of the technique/tool during your placement allowed you to apply theory to practice when assessing and/or treating clients with communication and/or swallowing disorders in a clinical setting
- communicate effectively and engage an audience when giving an oral presentation
- present a professional and informative written handout that serves as an effective means of providing key information to other student clinicians
- use appropriate referencing, formatting and conventions, including spelling and syntax

A marking rubric will be made available via Moodle and will include specific marking criteria in detail. Note that students must obtain a minimum mark of 50% for the oral presentation and also a minimum of 50% for the written component in order to pass the assessment task.

Referencing Style

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

Submission

Online

Submission Instructions

Students should submit the written component of this assignment via Moodle, as well as any other materials that are used for the presentation and that can be submitted electronically, such as powerpoint presentation slides and handouts.

Learning Outcomes Assessed

- Demonstrate improved skills across each of the four generic professional competencies described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
- Apply theory to practice when assessing, treating and managing clients with communication and/or swallowing disorders, in a clinical setting with appropriate supervision.
- Identify issues related to the diagnosis, treatment and management of communication and swallowing difficulties.

Graduate Attributes

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

3 (P/F) Clinical Placement Assessment

Assessment Type

Professional Practice Placement

Task Description

You will be attending one full-day or two half-day clinical placements during Term 1. These sessions will occur on a weekly basis throughout the term and will provide you with the opportunity to develop your practical skills under the supervision of a Clinical Educator (CE). Your CE, a qualified Speech Pathologist, will assess your competence across the seven CBOS units and each of the four generic professional competencies at both the mid and final points of the placement, through the use of the COMPASS online assessment tool. You will also be required to complete a self-assessment at each of these placement points, also through COMPASS online. In addition, at the commencement of each placement you will need to complete a learning contract which is to be reviewed by you and your CE as part of the mid-placement and final-placement assessments. By the end of your placement/s you are expected to demonstrate novice-intermediate level competence across each generic professional competency and the majority of the CBOS Units, provided that you have been given the opportunity to do so.

All students should be aware that it is expected that there will be a high level of variability across the different clinical placements that each student participates in. This variety will be dependent on a range of factors, including the caseload (eg. children versus adults), the supervisor, the clinic setting, and the range of practice areas that are the focus of each placement (eg. speech versus language versus swallowing, etc). The variety of placements that are available to students provide you with the opportunity to broaden your experiences and develop your skills across different areas relevant to Speech Pathology.

Assessment Due Date

This due date will depend on when the students commence their clinical placements, as some will start at the beginning of term whilst others may start and finish at a later date. Each placement will typically include 10-12 sessions. Some placements may also need to continue into the exam period, depending on their commencement date. The final due date for all students to have completed all assessment requirements, including the COMPASS online assessment and the learning contract, will be at the end of the exam period: June 16th 2017 (or earlier, depending on when the placement is completed).

Return Date to Students

A return date does not apply, as the COMPASS assessments are completed online with both the student and CE present in a face-to-face session. Learning contracts are also completed during each of these sessions and records are to be kept by the CEC, CE and student.

Weighting

Pass/Fail

Minimum mark or grade

Must demonstrate progress in all generic professional competency (GPC) units and novice-intermediate competence across each GPC unit and the majority of the CBOS units (including units 1-4), provided they have had the opportunity to do so.

Assessment Criteria

You will be assessed on the following four generic professional competencies through the use of COMPASS online:

- Professional Competency Unit 1: Reasoning
- Professional Competency Unit 2: Communication
- Professional Competency Unit 3: Learning
- Professional Competency Unit 4: Professionalism

You will also be assessed on the following seven CBOS Units:

- CBOS Unit 1: Assessment

- CBOS Unit 2: Analysis and Interpretation
- CBOS Unit 3: Planning Evidence-Based Speech Pathology Practice
- CBOS Unit 4: Implementation of Speech Pathology Practice
- CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services
- CBOS Unit 6: Professional and Supervisory Practice
- CBOS Unit 7: Lifelong Learning and Reflective Practice

Further information regarding each of these units can be found in the COMPASS Assessment Resource Manual, available through COMPASS online: <https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp>

Prior to meeting with your CE to complete your mid-placement and final-placement assessments, you must first complete the self-assessment component through COMPASS online. You must also bring the learning contract that was developed at the commencement of the placement, for you and your CE to review, as this will aid the discussion you have about the progress you have made and any objectives you may have achieved.

At the final-placement assessment, your COMPASS results must indicate that you have demonstrated novice to intermediate level competence across each of the generic professional competency units and the majority of the CBOS units (including CBOS units 1-4), provided you have had the opportunity to do so. You must also show that you have made progress in each of the generic professional competency units (i.e. based on the mid-placement assessment results).

Referencing Style

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

Submission

Online

Submission Instructions

Students are required to complete online self-assessments at the mid-point and end-point of their clinical placements, however this is to be completed through COMPASS online (ie. not through Moodle). Students and CEs then meet face-to-face at the mid-point and end-point of their clinical placement. Again, this is completed on-line through the COMPASS website. Therefore, students are not required to submit hard copies of any documents as part of this assessment, unless required by their CE, and are not required to submit assessment items through Moodle.

Learning Outcomes Assessed

- Demonstrate an appropriate level of competence across all Competency-based Occupational Standards (CBOS, 2011) as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum.
- Demonstrate improved skills across each of the four generic professional competencies described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
- Apply theory to practice when assessing, treating and managing clients with communication and/or swallowing disorders, in a clinical setting with appropriate supervision.
- Identify issues related to the diagnosis, treatment and management of communication and swallowing difficulties.

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