



SPCH13001 *Speech Pathology Work-Integrated Learning 3*

Term 1 - 2018

Profile information current as at 02/05/2024 02:08 pm

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 you will have the opportunity to work with adults and/or children with a wide range of communication and/or swallowing difficulties, through the completion of sessional placement/s. These placements will provide you with work-integrated learning experiences which will enable you to develop novice-intermediate level clinical skills across the Competency-based Occupational Standards (CBOS, 2011) described in the Competency Assessment in Speech Pathology (COMPASS®) tool. You will also demonstrate intermediate level skills across each of the generic professional competencies outlined in COMPASS®. You will attend regular tutorials, provide an oral presentation on the learning that occurred as part of your placement/s, and further develop your reflective practice skills. A focus will be placed on the application of your clinical skills within the International Classification of Functioning, Disability and Health (ICF) framework. Prior to the commencement of the unit, you must complete all pre-clinical requirements, as outlined in the Speech Pathology Clinical Education 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

Pre-requisites: ALLH12006 - Evidence Based Practice for Allied Health SPCH12007 - Speech Pathology Skills and Practice 2 SPCH13004 - Communication Development and Disorders Across the School Years SPCH13005 - Acoustics and Phonetics
Co-requisites: SPCH13010 - Dysphagia Across the Lifespan SPCH13003 - Neurogenic Communication Disorders 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 1 - 2018

- 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. **Reflective Practice Assignment**

Weighting: 50%

2. **Presentation**

Weighting: 50%

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 'Have Your Say' unit evaluation survey

Feedback

Some students reported that they were well supported by the Unit Coordinator throughout the term whilst others reported that her availability was too limited.

Recommendation

The Unit Coordinator will continue to support students through the provision of regular tutorials and also individual contact if needed. At the beginning of the term, the Unit Coordinator will inform students of set availability hours so that all students are aware of when she is available for individual meetings. Students will be encouraged to make an appointment with the Unit Coordinator if they wish to meet with her.

Feedback from 'Have Your Say' unit evaluation survey

Feedback

Students provided varying feedback regarding their placements. Whilst some reported that the wide variety of placements available to students was a positive aspect of the unit, others felt that this disadvantaged them because they seemed to have a greater workload and/or a lack of certain experiences that would have helped them to complete specific assessment tasks, including those in other units. Some students reported that they would have liked to have had more say in which placements they attended, some wanted more information about the expectations of their Clinical Educator at the commencement of their placement, and others felt that their placement/s gave them limited experiences practising certain clinical skills, such as writing therapy plans and using a range of intervention techniques.

Recommendation

Where possible, the Unit Coordinator will endeavour to allocate placements with similar workloads to students. However, it will also be explained to students that it is inevitable that everyone will have different experiences. 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. The Unit Coordinator will also review assessment tasks to ensure that placement experiences are providing all students with the skills and knowledge required to complete the assessments, without any student being disadvantaged because of the nature of their placement.

Feedback from 'Have Your Say' unit evaluation survey

Feedback

Students reported that they enjoyed the tutorials, as they allowed them to have the 'space' to debrief about their placements.

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 Unit Coordinator.

Feedback from 'Have Your Say' unit evaluation survey and Guest Lecturer survey which was made available to students through Moodle.

Feedback

Students were highly complimentary of the lectures provided by counsellor Glenn Skinner, and found these to be very valuable learning experiences.

Recommendation

Counsellor Glenn Skinner will continue to be invited as a guest lecturer to assist students to successfully complete their clinical placements.

Feedback from 'Have Your Say' unit evaluation survey

Feedback

Student reports regarding assessment tasks were variable. Some reported that they found the tasks to be an effective way of measuring learning whilst others felt that they were not given enough information about how to write their portfolio.

Recommendation

Students will be provided with clear explanations regarding assessment tasks, particularly their clinical portfolios. An example of a completed portfolio will also be provided to students to peruse during tutorials.

Unit Learning Outcomes

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

1. Demonstrate competence across all Competency-based Occupational Standards (CBOS, 2011) described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum
2. Demonstrate competence across each of the four generic professional competencies described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool
3. Apply theory to practice and identify and discuss relevant factors that influence the assessment, treatment and management of clients with communication and/or swallowing disorders in a supervised setting.

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 (novice-intermediate) 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 assessed across each of the following four generic professional competencies (GPCs) described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool:

- GPC Unit 1: Reasoning
- GPC Unit 2: Communication
- GPC Unit 3: Learning
- GPC Unit 4: Professionalism

Students will also be assessed across each of the following seven Competency-Based Occupational standards (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

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Presentation - 50%	•		•
2 - Professional Practice Placement - 0%	•	•	•
3 - Reflective Practice Assignment - 50%		•	

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 - Presentation - 50%	•	•	•	•		•	•	•	•	
2 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•	•	
3 - Reflective Practice Assignment - 50%	•	•	•		•		•	•	•	

Textbooks and Resources

Textbooks

SPCH13001

Prescribed

Assessment in Speech-Language Pathology: A Resource Manual : (includes Premium Web Site 2-Semester Printed Access Card)

Edition: 5th (2016)

Authors: Kenneth G. Shipley & Julie G. McAfee

Cengage Learning

Boston , MA , USA

ISBN: 9781285198057

Binding: Other

SPCH13001

Prescribed

Counselling and Interviewing in Speech-Language Pathology and Audiology: Includes Navigate 2 Advantage Access

Edition: 1st (2018)

Authors: Cari M. Tellis & Orlando R. Barone

Jones & Bartlett Learning

Burlington , MA , USA

ISBN: 9781284074987

Binding: Other

SPCH13001

Supplementary

Communication: Core Interpersonal Skills for Health Professionals

Edition: 3rd (2016)

Authors: Glyn O'Toole

Elsevier

Chatswood , NSW , Australia

ISBN: 9780729542449

Binding: Other

SPCH13001

Supplementary

Professional Communication in Speech-Language Pathology: How to Write, Talk, and Act Like a Clinician

Edition: 3rd (2017)

Authors: A. Embry Burrus & Laura B. Willis

Plural Publishing

San Diego , CA , USA

ISBN: 9781597567244

Binding: Other

[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
l.skinner@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>1. Introduction and orientation to WIL unit and its structure, including an explanation of:</p> <ul style="list-style-type: none">• previous feedback• assessment tasks & pass criteria• clinical placements• portfolios• learning plans• prescribed (and supplementary) text books and their use• pre-clinical requirements (aka mandatory checks) and SONIA• previous student feedback <p>2. Confirmation of details regarding clinical placements, some of which will commence this week</p> <p>3. Student, supervisor and university expectations - before, during and after placements</p> <p>4. Explanation of the supervisory process</p> <p>5. Review of the Clinical Education Handbook</p> <p><i>This is all in addition to clinical placements that will commence this week and continue for the duration of the term.</i></p>	<p>Resources:</p> <ul style="list-style-type: none">• CQUniversity Speech Pathology Clinical Education Handbook• Shipley, K. & McAfee, J. (2016). <i>Assessment in Speech-Language Pathology: A Resource Manual</i> (5th ed.). Boston, MA, USA: Cengage Learning.• Tellis, C. & Barone, O. (2018). <i>Counselling and Interviewing in Speech-Language Pathology and Audiology</i>. Burlington, MA, USA: Jones & Bartlett Learning.• O'Toole, G. (2016). <i>Communication: Core Interpersonal Skills for Health Professionals</i> (3rd ed.). Chatswood, NSW, Australia: Elsevier.• Burrus, A. & Willis, L. (2017). <i>Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician</i> (3rd ed.). San Diego, CA, USA: Plural Publishing. <p><i>Note: Specific details regarding chapter / pages to be read from prescribed textbooks, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes. A copy of the Clinical Education Handbook will be uploaded to Moodle.</i></p>	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>1. Debrief and Q&A session regarding any clinical placements that have commenced (including debrief session guidelines)</p> <p>2. Explanation of COMPASS and the assessment process</p> <p>3. Discussion regarding getting the most out of your placements - this will include learning plans, curiosity and courage, reflective practice...</p> <p>4. Review of session planning and goal setting</p> <p>5. Ethics and confidentiality</p> <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">• COMPASS Assessment Resource Manual - available through COMPASS online at https://compass.speechpathologyaustralia.org.au/ (access and login details will be provided by Unit Coordinator)• Shipley, K. & McAfee, J. (2016). <i>Assessment in Speech-Language Pathology: A Resource Manual</i> (5th ed.). Boston, MA, USA: Cengage Learning.• Burrus, A. & Willis, L. (2017). <i>Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician</i> (3rd ed.). San Diego, CA, USA: Plural Publishing. <p><i>Note: Specific details regarding chapter / pages to be read from prescribed textbooks, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes.</i></p>	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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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.

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

There are no specific readings this week.

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Debrief from clinical placements that have occurred thus far 2. Professionalism and communication (written and oral) - including the use of acronyms, writing reports and progress notes, talking to clients/parents/teachers 3. Reflective practice and its uses <i>This is all in addition to clinical placements that will continue for the duration of the term (and possibly beyond).</i>	Resources: • La Trobe University (2017). Reflective Practice in Health. Retrieved from: https://latrobe.libguides.com/reflectivepractice/example • 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. • Shipley, K. & McAfee, J. (2016). <i>Assessment in Speech-Language Pathology: A Resource Manual</i> (5th ed.). Boston, MA, USA: Cengage Learning. • Tellis, C. & Barone, O. (2018). <i>Counselling and Interviewing in Speech-Language Pathology and Audiology</i> . Burlington, MA, USA: Jones & Bartlett Learning. • O'Toole, G. (2016). <i>Communication: Core Interpersonal Skills for Health Professionals</i> (3rd ed.). Chatswood, NSW, Australia: Elsevier. • Burrus, A. & Willis, L. (2017). <i>Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician</i> (3rd ed.). San Diego, CA, USA: Plural Publishing. <i>Note: Specific details regarding chapter / pages to be read from prescribed textbooks, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes.</i>	

Week 5 - 02 Apr 2018

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 resource development, your reflective practice assignment, and/or professional reading. <i>Clinical placements WILL continue this week.</i>	There are no specific readings this week.	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Recess - no classes or clinical placements, unless otherwise negotiated with your CE/s.	There are no specific readings this week.	

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

1. Debrief from clinical placements that have occurred thus far
 2. Learning styles and preferences - what does it all mean?
 3. Time and workload management, organisation
 4. Administering assessments
 5. More reflective practice
- This is all in addition to clinical placements that will continue for the duration of the term (and possibly beyond).*

Resources:

- Shipley, K. & McAfee, J. (2016). *Assessment in Speech-Language Pathology: A Resource Manual* (5th ed.). Boston, MA, USA: Cengage Learning.
- Note: Specific details regarding chapter / pages to be read from prescribed textbooks, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes.*

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

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> 1. Debrief from clinical placements that have occurred thus far 2. Review of file notes, record keeping, and administrative systems 3. Workplace problem solving and conflict resolution <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"> • Shipley, K. & McAfee, J. (2016). <i>Assessment in Speech-Language Pathology: A Resource Manual</i> (5th ed.). Boston, MA, USA: Cengage Learning. • Tellis, C. & Barone, O. (2018). <i>Counselling and Interviewing in Speech-Language Pathology and Audiology</i>. Burlington, MA, USA: Jones & Bartlett Learning. • O'Toole, G. (2016). <i>Communication: Core Interpersonal Skills for Health Professionals</i> (3rd ed.). Chatswood, NSW, Australia: Elsevier. • Burrus, A. & Willis, L. (2017). <i>Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician</i> (3rd ed.). San Diego, CA, USA: Plural Publishing. <p><i>Note: Specific details regarding chapter / pages to be read from prescribed textbooks, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes.</i></p>	

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> 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 <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"> • Tellis, C. & Barone, O. (2018). <i>Counselling and Interviewing in Speech-Language Pathology and Audiology</i>. Burlington, MA, USA: Jones & Bartlett Learning. • O'Toole, G. (2016). <i>Communication: Core Interpersonal Skills for Health Professionals</i> (3rd ed.). Chatswood, NSW, Australia: Elsevier. • Burrus, A. & Willis, L. (2017). <i>Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician</i> (3rd ed.). San Diego, CA, USA: Plural Publishing. • ReachOut Australia (2018). <i>Developing a Self-Care Plan</i>. Retrieved from: http://au.professionals.reachout.com/developing-a-self-care-plan <p><i>Note: Specific details regarding chapter / pages to be read from prescribed textbooks, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes.</i></p>	<p>Reflective Practice Assignment Due: Week 8 Wednesday (2 May 2018) 11:55 pm AEST</p>

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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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 preparation for your oral presentations.
Clinical placements WILL continue this week.

There are no specific readings this week.

Week 10 - 14 May 2018

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. Learning plans for Term 2 placements 4. Revision of key content covered and reflection upon 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, A. & Willis, L. (2017). Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician (3rd ed.). San Diego, CA, USA: Plural Publishing. • Shipley, K. & McAfee, J. (2016). Assessment in Speech-Language Pathology: A Resource Manual (5th ed.). Boston, MA, USA: Cengage Learning. <i>Note: Specific details regarding chapter / pages to be read from prescribed textbooks, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes.</i>	

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week you will each be giving your oral presentations. <i>This is in addition to clinical placements that will continue for the duration of the term (and possibly beyond).</i>	There are no specific readings this week.	Presentation Due: Week 11 Thursday (24 May 2018) 2:00 pm AEST

Week 12 - 28 May 2018

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 report writing, completing final COMPASS assessments, and/or professional reading. <i>Clinical placements WILL continue this week.</i>	There are 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 - 04 Jun 2018

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.	There are no specific readings this week.	

Exam Week - 11 Jun 2018

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.

There are no specific readings this week.

Term Specific Information

Welcome to Term 1 and your study in SPCH13001 Work-Integrated Learning 3 (previously known as Speech Pathology Skills and Practice 3).

You will notice that there are a total of four textbooks listed for this unit - two are prescribed and two are supplementary. As of 2018, the supplementary textbooks are prescribed for second year students as part of their Work-Integrated Learning units (WIL1 and WIL2). It is understood however that you, as a current third year student, have not had these texts prescribed previously. Therefore, whilst it is recommended that you gain access to these supplementary textbooks (either through the library or by purchasing them yourself), it is not a mandatory requirement that you purchase them for this unit. Readings from these texts will be made available through Moodle and/or in class during the term. The prescribed texts however are required, and you will need these in order to complete this unit of study. It is also expected that they will be invaluable resources for you in the future, both as students and as qualified speech pathologists.

The unit coordinator and primary lecturer for this term is Leisa Skinner. Her best method of contact is via email: l.skinner@cqu.edu.au. You will also have a guest lecturer, Glenn Skinner, and he will either provide you with his contact details during class or he can be contacted through the unit coordinator. In addition, each placement will have a clinical educator (supervisor) who will contact you prior to the beginning of Term 1 to introduce themselves, provide their contact details, and make necessary arrangements related to the commencement of your placements.

Assessment Tasks

1 Reflective Practice Assignment

Assessment Type

Reflective Practice Assignment

Task Description

This assessment task requires you to not only engage in reflective practice, but to also demonstrate your understanding of the role that reflective practice plays in both professional and personal development. You must therefore demonstrate that you have conducted research into the topic of reflective practice and that you understand the premise behind its use by allied health clinicians. That is, discuss the evidence-base that exists in regard to reflective practice. You should then discuss your findings in light of your own reflective practice and what it means to you. This might involve commenting on pieces of information that you found whilst conducting your research which were interesting and/or that you were previously unfamiliar with, or information that you either agreed or disagreed with, and so on. In essence, you should reflect upon your own ability to reflect and demonstrate an awareness of both your strengths and areas for improvement.

Additionally, you should discuss the potential impact that reflective practice skills may have on two of the four generic professional competencies: Reasoning, Communication, Learning and Professionalism. That is, make it explicit as to how developing your reflective practice skills could potentially assist your growth in any two of these four areas of competence.

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

Assessment Due Date

Week 8 Wednesday (2 May 2018) 11:55 pm AEST

This assignment must be submitted via Moodle by 11:55pm on Wednesday of Week 8.

Return Date to Students

Week 10 Wednesday (16 May 2018)

Results will be made available to students via Moodle within 14 days of the due date,

Weighting

50%

Minimum mark or grade

A minimum mark of 50% is required to pass this assessment task.

Assessment Criteria

A marking rubric containing specific assessment criteria for this task will be made available on the unit Moodle site during term. These criteria will be based on your ability to:

- research the use of reflective practice, describe its evidence base in regards to allied health professionals, and reflect on this in terms of your own practices
- reflect upon your clinical skills, knowledge and experiences, as well as your own reflective practice skills
- make links between reflective practice and two of the four generic professional competencies (GPCs) described in COMPASS (reasoning, communication, lifelong learning and professionalism)
- use appropriate writing conventions, including accurate spelling, grammar, punctuation, cohesion, clarity, and organisation
- use APA referencing

Referencing Style

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

Submission

Online

Submission Instructions

This assignment must be submitted via Moodle by 11:55pm on Wednesday of Week 8.

Learning Outcomes Assessed

- Demonstrate competence across each of the four generic professional competencies described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 Presentation

Assessment Type

Presentation

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.

For this assessment task, you will 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.

As part of your presentation, you are also required to provide and refer to a handout which explains the key elements that you have addressed in your presentation. For example, it should describe 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 informative, and it 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 Thursday (24 May 2018) 2:00 pm AEST

Presentations will be conducted during regular class time in Week 11, between 2-4pm on Thursday. Copies of any handouts provided to the audience must be submitted prior to the commencement of the presentations at 2:00pm on Thursday (24/05/2018).

Return Date to Students

Review/Exam Week Thursday (7 June 2018)

Results will be made available to students via Moodle within 14 days of the presentations.

Weighting

50%

Minimum mark or grade

Students must obtain a minimum mark of 50% in order to pass this assessment task.

Assessment Criteria

For this task, 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, in all information presented to the audience (including powerpoint presentations and handouts)

A marking rubric will be made available via Moodle and will include specific marking criteria in detail. Students must obtain a minimum mark of 50% for this assessment item in order to meet the pass criteria.

Referencing Style

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

Submission

Online

Submission Instructions

Students should submit any written materials to be used during the oral presentation via Moodle, including powerpoint presentation slides and handouts.

Learning Outcomes Assessed

- Demonstrate competence across all Competency-based Occupational Standards (CBOS, 2011) described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum
- Apply theory to practice and identify and discuss relevant factors that influence the assessment, treatment and

management of clients with communication and/or swallowing disorders in a supervised setting.

Graduate Attributes

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

3 Sessional Placements

Assessment Type

Professional Practice Placement

Task Description

This term you will be attending two sessional placements, each of which will be up to one day per week. 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). For each placement, 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

Placements are due to finish by Friday the 1st of June. However, in the case of exceptional circumstances, the extension or early completion of a placement may be required. These details are to be negotiated between the CE, the CEC and, in some instances, the student. Students must submit a copy of their completed (and signed) Speech Pathology Clinical Hours Summary form through Moodle within one week of the completion of their placement. Students must also complete and submit all documents required by their clinical supervisor, such as reports and progress notes, within a week of the final date of the placement. However, these are not to be submitted via Moodle (submission details must be negotiated between students and supervisors).

Return Date to Students

Results will be made available to students within fourteen days of their placement's completion date. This notification will occur via email and/or Moodle. There are no documents that are required to be returned to the students. Students should ensure that they keep the original copies of their Speech Pathology Clinical Hours Summary forms.

Weighting

Pass/Fail

Minimum mark or grade

Across each placement, students must demonstrate novice-intermediate level competence in CBOS units 1-4 and the generic professional competencies (GPC), provided they have had the opportunity to do so. Progress must also be shown across each GPC.

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 to submit copies of their completed (and signed) Speech Pathology Clinical Hours Summary forms via Moodle. However, any other documents required by clinical supervisors (e.g. reports, progress notes) must be submitted via a mode that has been negotiated between the student and supervisor (not through Moodle). Students are also 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. Students and CEs then meet face-to-face at the mid-point and end-point of their clinical placement for assessment, which is again completed on-line through the COMPASS website.

Learning Outcomes Assessed

- Demonstrate competence across all Competency-based Occupational Standards (CBOS, 2011) described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum
- Demonstrate competence across each of the four generic professional competencies described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool
- Apply theory to practice and identify and discuss relevant factors that influence the assessment, treatment and management of clients with communication and/or swallowing disorders in a supervised setting.

Graduate Attributes

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

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