



# SPCH13001 *Speech Pathology Work-Integrated Learning 3*

## Term 1 - 2019

Profile information current as at 02/05/2024 03:26 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 - 2019

- 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. **Professional Practice Placement**

Weighting: Pass/Fail

#### 3. **Presentation**

Weighting: 50%

### 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' student satisfaction survey

**Feedback**

Students reported that their placements were interesting and that they learned a great deal from their supervisors.

**Recommendation**

Students will continue to be provided with work-integrated learning experiences that allow them to apply theory to practice, to develop their competence as a student clinician, and to learn from their experienced supervisors.

#### Feedback from 'Have Your Say' student satisfaction survey and unit coordinator's self-reflection

**Feedback**

Students provided varying feedback regarding the tutorials. Some students reported that they enjoyed these classes and they liked their structure and content, whilst others felt that the tutorials should have provided them with more practice administering a range of assessment tools and interpreting the results.

**Recommendation**

Tutorials will maintain a focus on supporting students to develop the fundamental skills and knowledge required to successfully complete their placements. Further opportunities to practice administering assessments and analysing and interpreting assessment results will be provided to students. They will also be encouraged to borrow and practise using assessment tools in their own time, as self-directed study.

#### Feedback from 'Have Your Say' student satisfaction survey

**Feedback**

Students reported that the assessment tasks were practical and allowed them to link their theoretical learning to their practical learning.

**Recommendation**

Assessment tasks will continue to focus on the students' application of theory to practice and on their ability to reflect on their work-integrated learning experiences.

## 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
<b>1 - Presentation - 50%</b>	•		•
<b>2 - Professional Practice Placement - 0%</b>	•	•	•
<b>3 - Reflective Practice Assignment - 50%</b>		•	

### 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

#### 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**

#### **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**

#### **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  
SPCH13001

### **Supplementary**

#### **Treatment Resource Manual for Speech-Language Pathology**

Edition: 5th (2018)  
Authors: Froma P. Roth & Colleen K. Worthington  
Plural Publishing  
ISBN: 978-1-63550-134-6  
Binding: Paperback

### **Additional Textbook Information**

There is one prescribed textbook for this unit (Assessment in Speech-Language Pathology) and this will be an important text for you to refer to as you complete your clinical placements this year. Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

The remaining four textbooks listed are considered supplementary texts for this unit and you are not required to purchase these as part of this unit. However, you are likely to have already acquired most of these texts in previous years, with the one exception being the Counselling and Interviewing in Speech-Language Pathology and Audiology textbook that is currently a prescribed textbook for the SPCH14003 Work-Integrated Learning 5 unit.

[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](mailto:l.skinner@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

#### Module/Topic

This week you will have the expectations and structure for the term explained to you. This will include discussions regarding the following:

- previous student feedback
- assessment tasks & pass criteria
- placement details
- textbooks
- portfolios
- learning plans/contracts
- pre-clinical requirements (aka mandatory checks) and SONIA database
- WIL team
- 3rd year minimum standards document
- recording clinical hours and experiences
- WIL policy
- reflections in 3rd year
- accessing and using items in the assessment cupboard

You will also be introduced to:

- COMPASS Online
- the Clinical Education Handbook
- CBOS and GPC Units in 3rd year

*In addition, you will commence your clinical placement this week (details will be confirmed by your Unit Coordinator and/or Clinical Educator (CE)).*

#### Chapter

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.
- COMPASS Assessment Resource Manual - available through COMPASS online at <https://compass.speechpathologyaustralia.org.au/> (access and login details will be provided by Unit Coordinator)
- CQUniversity Speech Pathology Clinical Education Handbook
- O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier.
- Roth, F.P. & Worthington, C.K. (2018). Treatment Resource Manual for Speech-Language Pathology (6th ed.). Clifton Park, NY: Cengage Learning.
- Shipley, K. & McAfee, J. (2016). Assessment in Speech-Language Pathology: A Resource Manual (5th ed.). Boston, MA, USA: Cengage Learning.
- Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning.

*Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term. A copy of the Clinical Education Handbook will be uploaded to Moodle.*

#### Events and Submissions/Topic

### Week 2 - 18 Mar 2019

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

This week you will:

- learn about the debriefing process
- participate in a debrief and Q&A session regarding your first week of clinical placements
- discuss how to get the most out of your Term 1 placement - this will include a discussion regarding reflective practice
- discuss student, supervisor and university expectations - before, during and after placements
- gain a better understanding of the supervisory process
- explore professionalism and communication in your placement context
- review goal setting and session planning

*This is in addition to your clinical placement that will continue for the duration of the term.*

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.
- CQUniversity Speech Pathology Clinical Education Handbook
- 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. *Journal of Clinical Practice in Speech-Language Pathology*, 15(2), 70-74.
- O'Toole, G. (2016). *Communication: Core Interpersonal Skills for Health Professionals* (3rd ed.). Chatswood, NSW, Australia: Elsevier.
- Roth, F.P. & Worthington, C.K. (2018). *Treatment Resource Manual for Speech-Language Pathology* (6th ed.). Clifton Park, NY: Cengage Learning.
- Shipley, K. & McAfee, J. (2016). *Assessment in Speech-Language Pathology: A Resource Manual* (5th ed.). Boston, MA, USA: Cengage Learning.
- Tellis, C. & Barone, O. (2018). *Counselling and Interviewing in Speech-Language Pathology and Audiology*. Burlington, MA, USA: Jones & Bartlett Learning.

*Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.*

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will:</p> <ul style="list-style-type: none"><li>• debrief and reflect on your placement experiences thus far</li><li>• practise administering assessments</li><li>• discuss the analysis and interpretation of assessment data</li><li>• review any Week 2 topics if required</li></ul> <p><i>This is in addition to your clinical placement that will continue for the duration of the term.</i></p>	<p>Resources:</p> <ul style="list-style-type: none"><li>• Burrus, A. &amp; 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.</li><li>• CQUniversity Speech Pathology Clinical Education Handbook</li><li>• La Trobe University (2017). Reflective Practice in Health. Retrieved from: <a href="https://latrobe.libguides.com/reflectivepractice/example">https://latrobe.libguides.com/reflectivepractice/example</a></li><li>• 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.</li><li>• O'Toole, G. (2016). <i>Communication: Core Interpersonal Skills for Health Professionals</i> (3rd ed.). Chatswood, NSW, Australia: Elsevier.</li><li>• Roth, F.P. &amp; Worthington, C.K. (2018). <i>Treatment Resource Manual for Speech-Language Pathology</i> (6th ed.). Clifton Park, NY: Cengage Learning.</li><li>• Shipley, K. &amp; McAfee, J. (2016). <i>Assessment in Speech-Language Pathology: A Resource Manual</i> (5th ed.). Boston, MA, USA: Cengage Learning.</li><li>• Tellis, C. &amp; Barone, O. (2018). <i>Counselling and Interviewing in Speech-Language Pathology and Audiology</i>. Burlington, MA, USA: Jones &amp; Bartlett Learning.</li></ul> <p><i>Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.</i></p>	

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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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.
- COMPASS Assessment Resource Manual - available through COMPASS online at <https://compass.speechpathologyaustralia.org.au/> (access and login details were provided to you by the Unit Coordinator at the beginning of term)
- CQUniversity Speech Pathology Clinical Education Handbook
- O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier.
- Roth, F.P. & Worthington, C.K. (2018). Treatment Resource Manual for Speech-Language Pathology (6th ed.). Clifton Park, NY: Cengage Learning.
- Shipley, K. & McAfee, J. (2016). Assessment in Speech-Language Pathology: A Resource Manual (5th ed.). Boston, MA, USA: Cengage Learning.
- Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning.

This week you will:

- debrief and reflect on your placement experiences thus far
- take a deeper look at COMPASS and CBOS
- review the Clinical Education Handbook content
- discuss intervention

*This is in addition to your clinical placement that will continue for the duration of the term.*

*Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.*

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will:</p> <ul style="list-style-type: none"> <li>• debrief and reflect on your placement experiences thus far</li> <li>• explore your learning style and preferences</li> <li>• reflect on your skills relating to time and workload management and organisation</li> <li>• discuss ethics and confidentiality</li> </ul> <p><i>This is in addition to your clinical placement that will continue for the duration of the term.</i></p>	<p>Resources:</p> <ul style="list-style-type: none"> <li>• Burrus, A. &amp; 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.</li> <li>• O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier.</li> <li>• Tellis, C. &amp; Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones &amp; Bartlett Learning.</li> </ul> <p><i>Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.</i></p>	

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>During Recess Week there are no classes or clinical placements, unless otherwise negotiated with your CE.</p>	<p>There are no specific readings this week.</p>	

### Week 6 - 22 Apr 2019

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 and to deal effectively with any potential issues that may arise.

There are no specific readings this week, unless otherwise advised by the guest lecturer.

Mid-placement assessment using COMPASS online may take place this week.

*This is in addition to your clinical placement that will continue for the duration of the term.*

### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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This week you will:

- debrief and reflect on your placement experiences thus far
- bring along and share useful therapy resources with your peers and discuss rationales for their use

There are no specific readings this week, unless otherwise advised by your Unit Coordinator during term.

*This is in addition to your clinical placement that will continue for the duration of the term.*

### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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- This week you will:
- explore self-care whilst also caring for others as an allied health professional

*This is in addition to your clinical placement that will continue for the duration of the term.*

Resources:

- O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier.
- Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning.
- ReachOut Australia (2018). Developing a Self-Care Plan. Retrieved from: <http://au.professionals.reachout.com/developing-a-self-care-plan>

*Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.*

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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There is no class scheduled for 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.

There are no specific readings this week, unless otherwise advised by your Unit Coordinator during term.

**Reflective Practice Assignment**  
Due: Week 9 Wednesday (15 May 2019) 9:00 pm AEST

*Clinical placements WILL continue this week.*

### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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This week you will:

- debrief and reflect on your placement thus far
- discuss professionalism and communication, specifically in relation to report and letter writing

*This is in addition to your clinical placement that will continue for the duration of the term.*

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.
- O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier.
- Roth, F.P. & Worthington, C.K. (2018). Treatment Resource Manual for Speech-Language Pathology (6th ed.). Clifton Park, NY: Cengage Learning.
- Shipley, K. & McAfee, J. (2016). Assessment in Speech-Language Pathology: A Resource Manual (5th ed.). Boston, MA, USA: Cengage Learning.

*Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.*

### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
There is no class scheduled for this week. You may use this time to focus on clinical placements and any related tasks, such as report writing, professional reading, completion of final COMPASS self-assessments, and/or preparation for your oral presentations.	There are no specific readings this week, unless otherwise advised by your Unit Coordinator during term.	
<i>Clinical placements WILL continue this week.</i>		

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you will: <ul style="list-style-type: none"> <li>• debrief and reflect on your placement throughout the term</li> <li>• begin to develop goals and learning plans for your Term 2 placement</li> <li>• be allocated a time slot for your oral presentation that is to take place during the exam period</li> </ul>	There are no specific readings this week, unless otherwise advised by your Unit Coordinator during term.	Final-placement assessment using COMPASS online may take place this week.
<i>This is in addition to your clinical placement that will continue for the duration of the term.</i>		

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Oral presentations will take place this week. The day/time will be confirmed by the Unit Coordinator during the term.

There are, however, no regular classes or clinical placements scheduled for this week, unless an extension of a placement is required.

There are no specific readings this week.

**Sessional Placement Due:**  
Review/Exam Week Friday (14 June 2019) 9:00 pm AEST  
**Presentation Due:** Review/Exam Week Tuesday (11 June 2019) 10:00 am AEST

### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no classes or clinical placements scheduled for this week, unless an extension of a placement is required.	There are no specific readings this week.	

## Term Specific Information

Welcome to Term 1 and your study in SPCH13001 Work-Integrated Learning 3. This unit will provide you with a range of experiences, including the opportunity to participate in a clinical placement as well as attendance at face-to-face tutorials with your Unit Coordinator Leisa Skinner (email: [l.skinner@cqu.edu.au](mailto:l.skinner@cqu.edu.au)). In addition to having Leisa teach and support you in the weekly tutorials, guest lecturers may also be involved in the delivery of this unit. Any guest lecturer may be contacted through the Unit Coordinator, however they may also choose to provide you with their personal contact details during class. Additionally, you will be supervised and supported by a Clinical Educator (CE) throughout the term as you complete your placement. Your CE's contact details will be sent to you via email prior to the beginning of Term 1 so that you can introduce yourself and find out any information that is necessary for you to know prior to the commencement of your placement.

You should note that your placement this term will involve either a paediatric or an adult caseload. If you complete a paediatric placement as part of this Term 1 unit, it is expected that you will participate in an adult placement in Term 2, as part of the SPCH13006 Work-Integrated Learning 4 unit, and vice versa. As a result, whilst you may have a different experience to some of your peers this term who are working with a different population, it is expected that you will each gain experience working with both paediatric and adult caseloads across your third year of the course.

As you read through the unit profile you will notice that there are a total of five textbooks listed for this unit - one is prescribed and the remaining four are supplementary. The prescribed text is required, as it will be an important resource for you to refer to as you complete this unit, as well as other placements that you will be involved in in the future. You must therefore ensure that you have access to this particular textbook during term. Some of the supplementary textbooks may have already been prescribed when you completed the Work-Integrated Learning units (WIL1 and WIL2) and you may therefore already have copies of these. However, as these texts are not prescribed for this particular unit, if there are specific readings from these texts that are recommended to you during term, the Unit Coordinator will endeavour to make these available to you through Moodle and/or in class. Alternatively, you should be able to access each textbook through the library. It is expected that each of the five textbooks listed on this unit profile will be invaluable resources for you in the future.

## 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. For example, this might involve reflecting and 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. In essence, you should reflect upon your own ability to reflect and demonstrate an awareness of both your strengths and areas for improvement in relation to reflective practice.

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 9 Wednesday (15 May 2019) 9:00 pm AEST

This assignment must be submitted via Moodle by 9:00pm on Wednesday of Week 9.

### **Return Date to Students**

Week 11 Wednesday (29 May 2019)

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 9:00pm on Wednesday of Week 9.

### **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 Sessional Placement

### Assessment Type

Professional Practice Placement

### Task Description

This term you will complete a sessional clinical placement which will involve attending a clinic for one full day each week across the twelve week term. Your placement will provide you with the opportunity to develop your practical skills under the supervision of a fully qualified and experienced Clinical Educator (CE). Your CE 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. In addition, you will be required to complete a self-assessment at each of these placement points, also through COMPASS Online. At the commencement of your 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 you are expected to demonstrate novice-intermediate level competence across each of the CBOS Units 1-4 and intermediate-level competence in each generic professional competency unit. You must also complete and submit a record of your clinical experiences/hours, signed by your CE, at the completion of your placement.

Your placement this term will involve either a paediatric or an adult caseload. Whilst you may attend the placement with another student (typically referred to as a paired placement), it is expected that your placement may vary in some ways from some of your other peers. For example, different placements may be in various settings and involve working with different caseloads, supervisors, and range of practice areas. However, the focus of all placements as part of this unit is the development of novice-intermediate level competence across the CBOS Units 1-4 and intermediate-level competence across the generic professional competency units 1-4, regardless of the caseload or setting. Paediatric placements will be primarily focussed on speech and language, whilst the range of practice areas covered in adult placements are expected to include dysphagia, voice and speech.

Further information regarding the expectations when participating in clinical placements, such as dress code, attendance requirements and mandatory checks (pre-clinical requirements) can be found in the Speech Pathology Clinical Education Handbook, an electronic copy of which will be made available through the SPCH13001 Moodle page. Note that all pre-clinical requirements, as mentioned in the Speech Pathology Clinical Education Handbook (and also stipulated on the online SONIA database), must be completed prior to commencing a placement and must remain current for the duration of the placement. Any student who fails to comply will risk not being permitted to commence their placement, which may therefore affect their ability to complete this assessment task. Further information and instructions regarding all mandatory checks (pre-clinical requirements) can be found on the SONIA database or obtained by contacting the Work-Integrated Learning (WIL) team via email: [smas-clinicalplacements@cqu.edu.au](mailto:smas-clinicalplacements@cqu.edu.au).

### Assessment Due Date

Review/Exam Week Friday (14 June 2019) 9:00 pm AEST

Placements are due to finish by Friday the 7th 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 CE, 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). COMPASS assessment dates will be set by individual CEs, following completion of the placement. If the student has not met all other requirements prior to the COMPASS assessment, this is likely to be reflected in the outcome of this assessment.

### Return Date to Students

Exam Week Friday (21 June 2019)

Results will be made available to students within fourteen days of the completion of their final COMPASS assessment. 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 for their own records.

### Weighting

Pass/Fail

### Minimum mark or grade

By the end of the placement, students must demonstrate novice-intermediate level competence in CBOS units 1-4 and intermediate-level competence in the GPC units 1-4.

### 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>

In order to complete all of the requirements and pass this assessment task, you must:

- complete a learning contract in the first two weeks of the placement and have this reviewed by you and your CE as part of the mid-placement and final-placement assessments;
- complete a self-assessment through COMPASS Online a minimum of two days prior to meeting with your CE at both the mid-placement and final-placement assessment points;
- be assessed by your CE across all seven CBOS units and each of the four generic professional competency (GPC) units at the mid-placement and final-placement points;
- by the end of your placement, demonstrate novice-intermediate level competence across each of the CBOS units 1-4, according to COMPASS Online results that are determined by your CE;
- by the end of your placement, demonstrate intermediate-level competence across each of the four generic professional competency (GPC) units, according to COMPASS Online results that are determined by your CE;
- complete and submit a record of your clinical experiences/hours, signed by your CE, at the completion of your placement.

Both the pass and failure criteria that apply to clinical placements are described in detail in the Speech Pathology Clinical Education Handbook. Both CEs and students should familiarise themselves with these criteria, as they will form the basis of the determination as to whether a student has passed or failed this assessment task. As stated in the Clinical Education Handbook, the Clinical Education Coordinator will make the final decision regarding a student's results, based on all available evidence relating to the student's performance whilst completing the placement.

### 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 before they will be awarded a grade for this assessment item. However, any other documents required by CEs (e.g. reports, progress notes) must be submitted via a mode that has been negotiated between the student and CE (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 online using the COMPASS assessment tool.

#### 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

## 3 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 the experiences you had when selecting and using this technique/tool with a particular client, by explicitly discussing the reasoning process and the evidence-based rationale for any decision making that was involved. You should show how you considered the ICF framework when making decisions regarding the use of the technique/tool with a particular client, and also reflect on and discuss both the pros and cons of using your particular technique/tool. In addition, your presentation should include information about the clientele that it may or may not be 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.

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. This handout 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 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 participating in clinical placements.

### Assessment Due Date

Review/Exam Week Tuesday (11 June 2019) 10:00 am AEST

Presentations will be conducted during the first exam week of Term 1 (week beginning 10/06/19). Details regarding the specific date and time are to be confirmed by the Unit Coordinator during term. Copies of any presentation materials (e.g. powerpoint slides), as well as any handouts provided to the audience must be submitted via Moodle prior to the commencement of the first presentation.

### Return Date to Students

Exam Week Friday (21 June 2019)

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:

- 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 conducted into this technique or tool, consideration of the ICF framework, current best practice and evidence, and your own personal experience of selecting and 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;



- 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, prior to the commencement of the first oral presentation.

### **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

## 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