



SPCH13001 *Speech Pathology Work-Integrated Learning 3*

Term 1 - 2020

Profile information current as at 23/04/2024 08:53 pm

All details in this unit profile for SPCH13001 have been officially approved by CQU University 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 and professional skills in line with Speech Pathology Australia's competency standards. 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 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 Work-Integrated Learning 2 SPCH13004 - Communication Development and Disorders Across the School Years
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 - 2020

- 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. **Presentation**

Weighting: 50%

2. **Professional Practice Placement**

Weighting: Pass/Fail

3. **Reflective Practice Assignment**

Weighting: 50%

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

Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say student satisfaction survey

Feedback

Students reported that they enjoyed the relaxed nature of the tutorials and the support they received from the unit coordinator. They also appreciated the opportunities they were given to reflect on their work-integrated learning experiences and to share information with and learn from their peers.

Recommendation

Students will continue to be provided with regular tutorials that enable them to share, discuss and reflect on their work-integrated learning experiences in a safe and supportive environment.

Feedback from Have Your Say student satisfaction survey

Feedback

Students reported that they enjoyed learning from each other during the oral presentations and felt that perhaps it would have been more beneficial to have them earlier in the term, to allow them time to implement ideas they obtained from their peers.

Recommendation

The oral presentation task will continue to be an assessment requirement for this unit, and the timing of the presentations will be carefully considered by the unit coordinator when planning for 2020.

Feedback from Have Your Say student satisfaction survey Student feedback collected through a WIL Experience survey provided by the Unit Coordinator

Feedback

Some students felt that their particular placements did not provide them with adequate opportunities to develop their ability to work more independently and to practise and develop certain skills, such as writing session plans or administering assessments. Other students however reported that their workload was too high and that they were given too much responsibility.

Recommendation

The unit coordinator will continue to closely monitor and review all placement sites, to ensure that placements continue to be suitable and that students are provided with opportunities to develop the skills and knowledge required to meet the learning outcomes for this unit. It will also be explained to students that whilst there are fundamental similarities between all placements they attend, there will also be some differences in the services provided and the approaches adopted by different clinical educators. The importance of this variety will be made clear to the students and they will continue to be provided with support to ensure that they make the most of and learn from their experiences.

Unit Learning Outcomes

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

1. Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences
2. Apply theory to practice to identify and discuss relevant factors that influence the assessment, treatment and management of clients with communication and/or swallowing disorders in a supervised setting
3. Develop reflective practice skills and identify and discuss the evidence-base behind their use in allied health professions
4. Document and track the work-integrated learning experiences gained across Speech Pathology Australia's competency standards and range of practice areas.

The following information describes the range of practice areas and competencies that are linked to this unit's learning outcomes, content and/or assessments:

- **Speech Pathology Range of Practice Areas:** Voice, Swallowing, Speech, Language, Multi-Modal Communication, Fluency (the range of practice areas covered within this unit will depend largely on the nature of each student's sessional placement/s, however, each student will have the opportunity to demonstrate an appropriate level (novice-intermediate) of competence with an adult and/or paediatric population across one or more of these range of practice areas)
- **Competencies:** The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	
2 - Problem Solving	•	•	•	
3 - Critical Thinking	•	•	•	
4 - Information Literacy	•	•	•	•
5 - Team Work	•	•		
6 - Information Technology Competence	•	•		•
7 - Cross Cultural Competence	•	•		
8 - Ethical practice	•	•	•	
9 - Social Innovation	•	•	•	
10 - Aboriginal and Torres Strait Islander Cultures				

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%	•	•	•	•				•	•	
4 - Learning logs / diaries / Journal / log books - 0%				•		•				

Textbooks and Resources

Textbooks

SPCH13001

Prescribed

Assessment in speech-language pathology: A resource manual

Edition: 6th (2019)

Authors: Shipley, K.G. & McAfee, J. G.

Plural Publishing Inc

San Diego , United States

ISBN: ISBN-13: 9781635502046

Binding: Spiral

SPCH13001

Prescribed

Professional communication in speech-language pathology; How to write, talk and act like a clinician

Edition: 3rd (2016)

Authors: Embry Burrus, A. & Willis, L. B.

Plural Publishing Inc

San Diego , Unites States

ISBN: ISBN-13: 978-1597567244

Binding: Paperback

SPCH13001

Prescribed

Treatment resource manual for speech-language pathology

Edition: 6th (2019)

Authors: Roth, F. P. & Worthington, C. K.

Plural Publishing Inc

San Diego , Unites States

ISBN: ISBN13: 978-1-63550-118-6

Binding: Paperback

Additional Textbook Information

Note that each of these textbooks have been prescribed for previous Work-Integrated Learning units and you may therefore have already purchased them. If you have a previous edition of any of these texts, there is no requirement for you to buy a new edition.

[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 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will have the expectations and structure for the term explained to you. This will include discussions regarding the following:</p> <ul style="list-style-type: none"> • previous student feedback • assessment tasks & pass criteria • placement details • planned IPE experiences • textbooks • learning plans/contracts • pre-clinical requirements, SONIA and the WIL team • recording clinical hours and experiences • WIL policy • reflections in 3rd year • accessing and using items in the assessment cupboard • developing resources • goal setting and session planning <p>You will also be introduced to:</p> <ul style="list-style-type: none"> • COMPASS Online • the Clinical Education Handbook • CBOS and GPC Units in 3rd year <p>In addition, you will be asked to complete a survey relating to your IPP knowledge.</p> <p>You will also be required to attend a CQU Health Clinic orientation session on Monday the 9th of March (first day of Term 1) at 9am (unless otherwise informed by your Unit Coordinator). Please ensure that you arrive promptly and that you dress professionally.</p> <p><i>This week you will also commence your clinical placement (details will be confirmed by your Unit Coordinator and/or Clinical Educator (CE)).</i></p>	<p>The following resources will be useful for you to refer to throughout Term 1 and will be specifically mentioned in this week's class:</p> <ul style="list-style-type: none"> • 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. <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. You do NOT need to bring these textbooks to classes, unless this is specifically requested by your lecturer. A copy of the Clinical Education Handbook will be uploaded to Moodle.</i></p>	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will:</p> <ul style="list-style-type: none"> • learn about the debriefing process • participate in a debrief and Q&A session regarding your first 1-2 weeks of clinical placements • discuss how to get the most out of your Term 1 placement - this will include a discussion regarding reflective practice, curiosity and courage! • explore professionalism and communication in your placement context • discuss ethics and confidentiality • prepare for Week 3 IPE experiences <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"> • 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. • 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. <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 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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This week you will participate in an interprofessional education session with psychology and occupational therapy students. You will have the opportunity to discuss a case in small groups, develop skills relating to team work, and learn more about other health professions.

Suggested readings may be provided to you through Moodle and/or during class.

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

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will:</p> <ul style="list-style-type: none"> • debrief and reflect on your placement experiences thus far, as well as your IPE experiences in Week 3 • prepare for your Week 5 IPE experiences • take a deeper look at COMPASS and CBOS • discuss the analysis and interpretation of assessment data • further explore reflective practice <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"> • 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) • 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. <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 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will continue to participate in an interprofessional education session with psychology and occupational therapy students. You will have opportunities to further unpack and discuss a case in small groups, develop skills relating to team work, and learn more about other health professions.</p> <p><i>This is in addition to your clinical placement that will continue for the duration of the term.</i></p>	<p><i>Suggested readings may be provided to you through Moodle and/or during class.</i></p>	

Vacation Week - 13 Apr 2020

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 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

NOTE THE CHANGE OF CLASS TIME - this week's class will be held on Friday from 10am to 1pm. There will NOT be a class on Tuesday this week.

This week you will participate in a different interprofessional education experience, this time with physiotherapy and occupational therapy students in a simulated clinical environment. This will provide you with additional opportunities to develop your professional and clinical skills, as well as your ability to work collaboratively with and understand the roles of other health professionals.

Suggested readings may be provided to you through Moodle and/or during class.

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 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will:</p> <ul style="list-style-type: none"> • debrief and reflect on your placement and IPE experiences thus far • bring along and share therapy resources with your peers, discussing rationales for their use • explore your learning style and preferences • reflect on your skills relating to time and workload management and organisation • be allocated a time slot for your oral presentation that is to take place during Week 9 <p><i>This is in addition to your clinical placement that will continue for the duration of the term.</i></p>	<p>The following resources may be useful for you when considering resources to share with your peers:</p> <ul style="list-style-type: none"> • 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. <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 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>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.</p> <p><i>This is in addition to your clinical placement that will continue for the duration of the term.</i></p>	<p>There are no specific readings this week, unless otherwise advised by the guest lecturer.</p>	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Oral presentations will take place this week during your regular class time on Tuesday (11-1).

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

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

(50%) Oral Presentation Due: Week 9 Tuesday (12 May 2020) 11:00 am AEST

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week you will:</p> <ul style="list-style-type: none"> • debrief and reflect on your placement thus far • discuss professionalism and communication, specifically in relation to report and letter writing • explore self-care strategies • discuss compassion fatigue and vicarious trauma <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"> • 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. • ReachOut Australia (2018). Developing a Self-Care Plan. Retrieved from: http://au.professionals.reachout.com/developing-a-self-care-plan • Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning. <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 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>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.</p> <p><i>Clinical placements WILL continue this week.</i></p>	<p>There are no specific readings this week, unless otherwise advised by your Unit Coordinator during term.</p>	

Week 12 - 01 Jun 2020

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

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>There are no classes or clinical placements scheduled for this week, unless an extension of a placement is required.</p>	<p>There are no specific readings this week.</p>	<p>(50%) Reflective Practice Assignment Due: Review/Exam Week Tuesday (9 June 2020) 9:00 pm AEST</p>

Exam Week - 15 Jun 2020

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

Term Specific Information

As you complete this unit, you will develop your clinical and professional skills through a range of diverse learning experiences that will occur in different settings. These experiences will include working closely with students from other health disciplines in group case conference meetings and simulation activities, as well as participating in a weekly, supervised sessional placement (this may be either on or off campus). In addition, you will gain support through regular tutorials throughout the term where you will be encouraged to reflect deeply on and share your experiences with your peers. You can expect this to be a challenging, yet very rewarding unit of study, that will form an important part of your journey towards becoming a qualified, competent and work-ready health professional.

Assessment Tasks

1 (50%) Oral Presentation

Assessment Type

Presentation

Task Description

During 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/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/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 pros and cons 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

Week 9 Tuesday (12 May 2020) 11:00 am AEST

Presentations will be conducted during regular class time in Week 9. 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 at 11:00am on May 12th.

Return Date to Students

Week 11 Tuesday (26 May 2020)

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 at 11:00am on May 12th.

Learning Outcomes Assessed

- Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences
- Apply theory to practice to 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
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 (P/F) 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.

Your placement this term will involve either a paediatric or an adult (or mixed) 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.

Assessment Due Date

Placements are due to finish by Friday the 5th 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 complete and submit all documents required by their CE, such as reports, progress notes and completed learning contracts, 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 CEs). COMPASS assessment dates will be set by individual CEs, following completion of the placement. If the student has not met all other requirements set by the CE prior to the COMPASS assessment, this is likely to be reflected in the outcome of this assessment.

Return Date to Students

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.

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.

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

No submission method provided.

Submission Instructions

Any 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. There are no documents that need to be submitted through Moodle.

Learning Outcomes Assessed

- Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences
- Apply theory to practice to 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 (50%) 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, or that you find it challenging communicating with other health professionals in a case conference context, 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

Review/Exam Week Tuesday (9 June 2020) 9:00 pm AEST

This assignment must be submitted via Moodle by 9:00pm on Tuesday of the first exam week.

Return Date to Students

Exam Week Friday (19 June 2020)

Results will be made available to students via Moodle by Friday of the second exam week.

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 Tuesday of the first exam week.

Learning Outcomes Assessed

- Develop reflective practice skills and identify and discuss the evidence-base behind their use in allied health professions

Graduate Attributes

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

4 (P/F) Record of Work Integrated Learning (WIL) Hours and Experiences

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

During your sessional placement that occurs as part of this unit, you must complete a Record of WIL Experiences form, showing the clinical experiences/hours you accumulated. At the completion of the placement, this form must be signed by both you and your CE. You must then submit the form via Moodle within one week of the completion of your placement (typically this will be during the first Term 1 exam week). The specific record form that is to be used, and the instructions for completion, will be provided to you by your Unit Coordinator at the beginning of the term.

It should be noted that Speech Pathology Australia (SPA) does not specify the number of clinical hours that students must complete during the course of any Australian university's Speech Pathology program. SPA instead places the focus on the minimum level of competence, skills and knowledge required for entry into the workforce as a qualified and competent speech pathologist (The Speech Pathology Association of Australia Limited, 2005). CQUniversity's approach is consistent with SPA's philosophy and therefore does not have a specific requirement regarding the minimum number of

clinical hours each student must complete by the end of the Speech Pathology course. Submission of the record form for this unit is therefore a pass/fail assessment requirement. You should be aware that you are also expected to track this data and keep copies for your own records, as evidence of clinical hours may be required if you are requested to provide evidence of clinical experience when applying for work as a speech pathologist overseas.

Reference

The Speech Pathology Association of Australia Limited. (2005). Clinical Education - The importance and value for the speech pathology profession. Retrieved from https://www.speechpathologyaustralia.org.au/SPAweb/Members/Position_Statements/SPAweb/Members/Position_Statements/Position_Statements.aspx?hkey=b1a46941-246c-4609-bacc-1c1b5c52d19d

Assessment Due Date

A Record of WIL Experiences form must be completed and then signed by both you and your CE/s. The form is due to be submitted within one week of the completion of your placement (i.e. your last day of clinic).

Return Date to Students

There are no items to return for this assessment task.

Weighting

Pass/Fail

Minimum mark or grade

This is a Must Pass assessment requirement. A completed and signed Record of WIL Experiences form must be submitted via Moodle in order to pass this assessment task and the overall unit.

Assessment Criteria

In order to pass this assessment task, you must complete and submit a copy of the Record of WIL Experiences form provided to you by your Unit Coordinator, within one week of completing your placement. The form must be signed by both you and your CE/s. Instructions for completion will be available on the record form that will be provided to you at the beginning of term.

Referencing Style

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

Submission

Online

Submission Instructions

The Record of WIL Experiences form must be submitted online via the SPCH13001 Moodle site. If a CE has signed a form by hand, rather than electronically, you must submit both the completed electronic version of the form (i.e. an unsigned excel spreadsheet) and a scanned copy of the signed form (i.e. this will typically be a pdf or jpeg document showing the CE's hand-written signature, as well as your own). Students should ensure that they keep the original copy of the form for their own records.

Learning Outcomes Assessed

- Document and track the work-integrated learning experiences gained across Speech Pathology Australia's competency standards and range of practice areas.

Graduate Attributes

- Information Literacy
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem