SPCH13001 *Speech Pathology Work-Integrated Learning 3*
Term 1 - 2023

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 goals and needs, through the completion of work integrated learning. Your work integrated learning will provide you with experiences that will enable you to develop novice-intermediate level clinical competencies. You will engage in reciprocal learning with peers from speech pathology and other disciplines and advocate for the role of the speech pathology profession in meeting the needs of individuals and communities. You will apply the International Classification of Functioning, Disability and Health (ICF) framework and principles of evidence-based practice, critical reflection, and interprofessional practice throughout this unit. 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 - Supporting Communication Development and Needs Across the School YearsCo-requisites: SPCH13010 - Swallowing and Feeding Across the Lifespan SPCH13003 - Neurogenic Communication Disorders 1SPCH13012 - Voice Across the Lifespan
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 - 2023

- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation**
Weighting: 50%
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Portfolio**
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 Student feedback in-class

Feedback

Clinical placement was an effective way to learn how to apply theory to practice.

Recommendation

It is recommended that students continue to engage in a sessional placement as part of this unit.

Feedback from Student feedback and lecturer reflection

Feedback

The Interprofessional Education component of the unit expanded the students' awareness of the roles of other health professionals and how to work effectively within a team.

Recommendation

It is recommended that students continue to engage in the Interprofessional Education component of the unit alongside students from other health disciplines.

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 enablers and barriers that influence the assessment and management of clients with communication and/or swallowing needs
3. Apply the principles of interprofessional collaborative practice and critical reflection to generate ethical and evidence-based management plans
4. Document and track the work-integrated learning experiences gained across Speech Pathology Australia's competency standards and range of practice areas

Alignment of Learning Outcomes, Assessment and Graduate Attributes

	N/A Level		Introductory Level		Intermediate Level		Graduate Level		Professional Level		Advanced Level

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				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Clancy Conlon Unit Coordinator
c.conlon@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • Speech Pathology Australia Professional Standards. **Face to face tutorial:** • Competency-Based Occupational Standards for Speech Pathologists. • Placement requirements.	Readings will be outlined on Moodle	

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • Reflecting on clinical placement. **Face to face tutorial:** • Reflecting on clinical placement.	Readings will be outlined on Moodle	

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • Applying feedback. **Face to face tutorial:** • Reflecting on clinical placement. • Ethical considerations in speech pathology practice.	Readings will be outlined on Moodle	

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • Time management. **Face to face tutorial:** • Reflecting on clinical placement. • Legal and policy considerations in speech pathology practice.	Readings will be outlined on Moodle	

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • Managing difficult conversations. **Face to face tutorial:** • Reflecting on clinical placement. • Organisational considerations in speech pathology practice.	Readings will be outlined on Moodle	

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • Preparing for Inter-Professional Education. **Face to face tutorial:** • Reflecting on clinical placement. • Preparing for Inter-Professional Education.	Readings will be outlined on Moodle	

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • There will be no recorded lectures or online activities this week. **Face to face tutorial:** • There will be no face to face tutorial this week however students will be required to participate in their first Inter-Professional Education team meeting. Meetings will occur outside of students' typical tutorial times. Students will be advised of their meeting time via Moodle by the end of week one.	Readings will be outlined on Moodle	

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • Preparing for Inter-Professional Education session two. **Face to face tutorial:** • There will be no face to face tutorial this week.	Readings will be outlined on Moodle	

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • Reflecting on clinical placement. • Preparing for Inter-Professional Education session two. **Face to face tutorial:** • There will be no face to face tutorial this week however students will be required to participate in their second Inter-Professional Education team meeting. Meetings will occur outside of students' typical tutorial times. Students will be advised of their meeting time via Moodle by the end of week one.	Readings will be outlined on Moodle	

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • There are no recorded lectures or online activities this week. **Face to face tutorial:** • Assessment one presentations.	Readings will be outlined on Moodle	**Presentation** Due: Week 10 Monday (15 May 2023) 9:00 am AEST

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • There are no recorded lectures or online activities this week. **Face to face tutorial:** • There is no face to face tutorial this week.	Readings will be outlined on Moodle	

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recorded lectures and online activities: • There are no recorded lectures or online activities this week. **Face to face tutorial:** • There is no face to face tutorial this week.	Readings will be outlined on Moodle	

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Portfolio Due: Exam Week Wednesday (14 June 2023) 8:00 am AEST

Term Specific Information

As part of this unit, students will complete a paediatric or adult work integrated learning experience. This work integrated learning experience will run for one day per week over 12 weeks (or equivalent). Students will be contacted about their work integrated learning experiences by the Clinical Education Coordinator Tina Janes (cqu-speech-clinical@cqu.edu.au) at least two week before term commences.

If students would like to arrange a meeting to discuss the unit content or assessment tasks, please email the Unit Coordinator (Clancy Conlon - c.conlon@cqu.edu.au) to arrange a mutually convenient time. If students would like to arrange a meeting to discuss their clinical placement, please email the Clinical Education Coordinator (Tina Janes - cqu-speech-clinical@cqu.edu.au) to arrange a mutually convenient time.

Throughout the term students may required access to the assessment cupboard to prepare for assessment tasks or their clinical placement. Students will be permitted to access the assessment cupboard on Mondays 12:00pm-1:00pm, Tuesdays 11:00am-1:00pm and Wednesdays 12:00pm-1:00pm from weeks 1-12. A copy of the assessment cupboard timetable including room allocations will be posted on the Moodle page.

Assessment Tasks

1 Presentation

Assessment Type
Presentation

Task Description
For this assessment task, you will be required to complete an oral presentation which explains how ethical, legal, policy and organisational requirements impacted upon the management of a client you saw as part of your work integrated learning experiences. This should include a discussion of the enablers and barriers that were present for your client with focus on how these are impacted by ethical, legal, policy and organisational factors. Your presentation should be engaging and interactive and should also aim to increase your audiences understanding of how ethical, legal, policy and organisational requirements impact upon speech pathology practice.

You may structure your presentation in a way that suits your case and presentation style however a suggested layout has been provided below:

Background Information

- Provide background information about your placement context and client as is relevant to the topic of your presentation. Please keep in mind that your presentation will need to adhere to confidentiality requirements.

Ethical Considerations

- Outline the ethical considerations that were involved in the case in relation to the assessment, treatment and/or management of your client. You should make specific reference to components of Speech Pathology Australia's Code of Ethics in this section. The Code of Ethics can be located on the Speech Pathology Australia website: https://www.speechpathologyaustralia.org.au/SPAweb/Members/Ethics/Code_of_Ethics_2020/SPAweb/Members/Ethics/HTML/Code_of_Ethics_2020.aspx?hkey=a9b5df85-282d-4ba9-981a-61345c399688

Legal and Policy Considerations

- Outline the legal and policy considerations that were involved in the case in relation to the assessment, treatment and/or management of your client. Please ensure any specific policies that are discussed are accurately referenced.

Organisational Considerations

- Outline the organisational considerations that were involved in the case in relation to the assessment, treatment and/or management of your client. Organisational considerations will be specific to your placement context. Examples of organisational considerations will be discussed in your SPCH13001 tutorial; however these could pertain to factors such as workplace models, staffing and types of services offered

Enablers and Barriers

- Clearly outline the enablers and barriers for your selected client in relation to meeting their needs. This should include the ethical, legal, policy and organisational considerations mentioned earlier but should also include other factors relating to the client and their family.
- For this section you may want to consider how enablers and barriers are discussed within the context of the International Classification of Functioning, Disability and Health. It is highly recommended that you organise this information in some type of diagram, table or visual.

Questions

- At the end of your presentation, the audience and your assessor will have 2-minutes to ask you questions pertaining to your presentation. You will be marked on your ability to respond to these questions.

Your presentation should be 10 minutes in length, and you will be given a 2-minute time warning. At the end of each presentation there will be an additional 2 minutes for audience questions. Your ability to respond appropriately to audience questions will be assessed, as per the marking rubric. You will also be marked on your overall presentation skills, including your ability to communicate effectively and to engage your audience.

Assessment Due Date
Week 10 Monday (15 May 2023) 9:00 am AEST
A copy of your PowerPoint must be uploaded to Moodle by the due date/time. Presentations will then commence at

1:00pm as per the regular tutorial time.

Return Date to Students
Week 12 Monday (29 May 2023)
Feedback will uploaded to Moodle.

Weighting
50%

Minimum mark or grade
This is a must pass assessment task. Students must receive a minimum grade of 50% to pass this assessment task.

Assessment Criteria
Criteria one will assess your ability to clearly describe and discuss how ethical, legal, policy and organisational considerations can impact the management of a clinical case within speech pathology practice. You will also be assessed on your ability to identify any other enablers or barriers that are present within the case with reference to the International Classification of Functioning, Disability and Health (ICF). Criteria one will be worth 80% of your grade for this assessment task.

Criteria two will assess your ability to deliver a clear and engaging presentation. This will include your ability to utilise effective verbal communication skills to deliver the content of your presentation. You will also be assessed on your ability to actively engage the audience and use visual media. Criteria two will be worth 20% of your grade for this assessment task.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
A copy of your PowerPoint must be uploaded to Moodle by the due date/time. Presentations will then commence at 1:00pm as per the regular tutorial time.

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 enablers and barriers that influence the assessment and management of clients with communication and/or swallowing needs
- Apply the principles of interprofessional collaborative practice and critical reflection to generate ethical and evidence-based management plans

2 Sessional Placement

Assessment Type
Professional Practice Placement

Task Description
This term you will complete a work integrated learning experience which will involve attending a clinic for one full day each week for 12 weeks (or equivalent). 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 CBOS units 1-4 only 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 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 caseload.

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 this document will be made available through the SPCH13001 Moodle page. Note that all pre-clinical requirements 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 not be permitted to commence their placement which will 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

The final COMPASS assessment must be completed no later than the final day of placement. This date will vary for each student.

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 four 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

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 three 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 CBOS units 1-4 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. Students should familiarise themselves with these criteria. 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 7th Edition (APA 7th 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 through COMPASS Online. Students and CEs then meet face-to-face at the mid-point and end-point of their clinical placement for assessment through 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

3 Portfolio

Assessment Type
Portfolio

Task Description
This assessment task is comprised of six individual tasks. While the assessment task is not due until week 14, students are encouraged to complete the individual tasks throughout the term. Each assessment task corresponds to specific content taught within the unit either in the face-to-face tutorials or through online lectures/activities. The corresponding week for each task has been outlined below and on the SPCH13001 Moodle page.

Task 1: Responding to feedback
Content covered in week 3.
Receiving and responding to feedback is a key component of reflective practice. While on placement for SPCH13001 you will receive ongoing feedback from your clinical educator. For this task you will need to:

1. Outline one piece of feedback provided to you by your clinical educator.
2. Outline the steps you took to implement this feedback on your clinical placement.
3. Reflect on and describe how this feedback changed your performance.

Task 2: Time Management
Content covered in week 4.
Time can be both an enabler and a barrier to good clinical practice which is why time management is such an important component of profession practice.

1. Outline one time management strategy you plan to use on your next clinical placement.
2. Justify the use of this strategy by reflecting on previous experiences, your personal learning or motivational style and/or information from the literature.

Task 3: Difficult conversations
Content covered in week 5.
In every clinical setting you will work as part of a team which requires collaborative practice for the benefit of the client.

1. Describe a situation from clinical placement where you experienced conflict. This may have been with a patient, peer, clinical educator, or another team member.
2. Outline how you responded to this conflict in relation to avoidance, collaboration, or force.
3. Reflect on how you responded to this conflict by either a) justifying your actions or b) outlining how you would respond differently if a similar situation occurred in the future.

Task 4: Inter-professional Education
Content covered in weeks 6, 7 and 9.
As part of this unit, you will participate in Inter-Professional Education with students from Occupational Therapy, Professional Psychology and Clinical Psychology. You will work as part of a team to collaboratively develop an assessment plan and an intervention plan for a case study child. For this task you are required to submit:

1. A completed copy of your assessment plan for the case study child that demonstrates the roles of speech pathology, occupational therapy, and psychology.
2. A completed copy of your intervention plan for the case study child that demonstrates the roles of speech pathology, occupational therapy, and psychology.
3. A reflection on the Inter-Professional Education experience that demonstrates what you have learnt as part of this experience and how you will apply this learning to your next clinical placement. This reflection is required to follow the Description-Interpretation-Outcome framework.

Task 5: Reflection
Content covered in weeks 1-10.
Students will have the opportunity to orally present and receive feedback on clinical reflections throughout the term. For this task students must:

1. Submit one reflection based on SPCH13001 clinical placement using the Description-Interpretation-Outcome framework.

The word limit for this assessment task is **2100 words**. Therefore, the assessor will not mark any content past 2100 words. The word count includes any in-text references but does not include the reference list. The inter-professional

education 'assessment plan' and 'intervention plan' completed as part of task 4 can be included as an appendix and therefore are **not** included in the word count.

Assessment Due Date
Exam Week Wednesday (14 June 2023) 8:00 am AEST
This assessment task must uploaded to Moodle by the due date/time.

Return Date to Students
Exam Week Friday (16 June 2023)
Feedback will be provided via Moodle within two weeks of the assessment due date.

Weighting
50%

Minimum mark or grade
This is a must pass assessment task. Students must receive a minimum grade of 50% to pass this assessment task.

Assessment Criteria
Criteria one will assess your ability to apply critical thinking, reflective practice and professional skills to scenarios relating to clinical placement. This criteria will also assess your understanding of Inter-Professional Education and its role in speech pathology practice. This criteria will be worth 50% of your mark for this assessment task.
Criteria two will assess the depth of your reflective practice skills and how you are able to effectively use reflective practice to change your future performance on clinical placement. This criteria will be worth 40% of your mark for this assessment task.
Criteria three will assess the accuracy and effectiveness of your written communication including word choice, grammar and punctuation. This criteria will also assess your use of APA 7th edition formatting and referencing. The criteria will be worth 10% of your mark for this assessment task.

Referencing Style

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

Submission
Online

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

Learning Outcomes Assessed

- Apply theory to practice to identify and discuss enablers and barriers that influence the assessment and management of clients with communication and/or swallowing needs
- Apply the principles of interprofessional collaborative practice and critical reflection to generate ethical and evidence-based management plans

4 Work Integrated Learning (WIL) Log

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
You must complete a Work Integrated Learning Log showing the clinical experiences/hours you accumulated at your term 1 sessional placement. 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. 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. 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.

Assessment Due Date

The WIL log 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 WIL Log must be submitted via Moodle in order to pass this assessment task and the overall unit.

Assessment Criteria
No Assessment Criteria

Referencing Style

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

Submission
Online

Submission Instructions
Students must upload a copy of their WIL log to Moodle within one week of placement completion. This WIL log must be signed by the student and their clinical educator.

Learning Outcomes Assessed

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

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