



# SPCH13006 *Speech Pathology Skills and Practice*

## 4

### Term 2 - 2017

Profile information current as at 09/05/2024 09:06 am

All details in this unit profile for SPCH13006 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

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

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

SPCH13001 - Speech Pathology Skills and Practice 3 (pre-requisite) SPCH13010 - Dysphagia Across the Lifespan (pre-requisite) SPCH13003 - Neurogenic Communication Disorders (pre-requisite)

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2017

- Rockhampton

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 100%

#### 2. **Professional Practice Placement**

Weighting: Pass/Fail

#### 3. **On-campus Activity**

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 liked the opportunity to discuss clinic-related topics with the tutor (clinical education and unit coordinator) and their peers, and to share ideas and therapy resources with each other. They appreciated the advice and support from the clinical education coordinator.

**Recommendation**

Continue to involve students in tutorials that allow them to debrief and discuss clinic-related issues with the clinical education and unit coordinator, and to share and brainstorm ideas with their peers. Also continue to provide students with the opportunity to share therapy resources with one another.

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

**Feedback**

The textbook was found to be extremely useful

**Recommendation**

Continue to use the prescribed textbook and to demonstrate its usefulness during tutorials, so that all students are aware of its content and applicability to clinical placements.

## Feedback from 'Have Your Say' student satisfaction survey plus a separate survey provided to students through Moodle that gathered data specifically about this guest lecturer.

**Feedback**

The guest lecturer, Glenn Skinner, provided an excellent session which helped students to think differently and to develop effective stress and time management strategies.

**Recommendation**

Continue to invite Glenn Skinner to provide a lecture that is designed to assist students to achieve success when participating in clinical placements.

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

**Feedback**

Students preferred the written assessment task this term to that which was a requirement of the previous Skills and Practice unit (SPCH13001), and liked that it did not involve an oral presentation. They also felt that the assessment task was better explained this term.

**Recommendation**

Continue to include a written assessment task as part of the requirements of this unit (SPCH13006).

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

**Feedback**

Students would appreciate a review of how to write goals.

**Recommendation**

Include the topic of goal setting and goal writing in future tutorials.

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

**Feedback**

Fortnightly two-hour tutorials, or weekly one-hour tutorials, are adequate for this particular unit, rather than weekly two-hour classes.

**Recommendation**

Continue to provide tutorials throughout the term as required - typically on a fortnightly basis but with some flexibility based upon student availability.

## Feedback from 'Have Your Say' student satisfaction survey and informal student feedback

**Feedback**

Clinical Educators need to be better informed about the university's term schedule, including days/weeks when the students are not available due to intensive teaching periods, holidays, etc. Placements also should not be held during break weeks or exam weeks.

**Recommendation**

Communicate information regarding the university's term schedule more clearly and regularly with the Clinical Educators (CEs), to ensure that they have a clear understanding of students' availability. Also clearly explain to both the CEs and students that different placements have different requirements in regards to how and when they run, and that this may mean that students are required to participate in clinics during break and exam weeks. These details need to

be clarified by the CE at the beginning of each placement.

## Unit Learning Outcomes

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

1. Demonstrate intermediate level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum.
2. Develop reflective practice skills and understand the importance of these skills when working in a clinical setting
3. Apply theory to practice when assessing, treating and managing clients with communication and/or swallowing disorders, in a clinical setting with appropriate supervision

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 intermediate-level competence with an adult and/or paediatric population across one or more of the following range of practice areas:

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

Students will be required to demonstrate intermediate-level competence across each of the seven Competency-based Occupational Standards (CBOS, 2011) units, as well as the four generic professional competencies described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Written Assessment - 100%</b>		•	•
<b>2 - Professional Practice Placement - 0%</b>	•	•	•
<b>3 - On-campus Activity - 0%</b>		•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
<b>1 - Communication</b>	•	•	•
<b>2 - Problem Solving</b>	•	•	•
<b>3 - Critical Thinking</b>	•	•	•
<b>4 - Information Literacy</b>	•	•	•
<b>5 - Team Work</b>	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Written Assessment - 100%	•	•	•	•	•	•	•	•		
2 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•		
3 - On-campus Activity - 0%	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

SPCH13006

#### Prescribed

#### Assessment in Speech Language Pathology: A Resource Manual

5th Edition (2016)

Authors: Shipley, KG

Delmar

Florence , KY , USA

ISBN: 9781418053284

Binding: Paperback

#### Additional Textbook Information

This is the same textbook that was prescribed for SPCH13001 - Speech Pathology Skills and Practice 3.

### 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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to Week 1 of SPCH13006. This week we will be discussing: <ul style="list-style-type: none"><li>• Term 2 clinical placements</li><li>• Previous clinical experiences/placements</li><li>• Assessment tasks and pass criteria</li><li>• Clinical Education Handbook</li><li>• Portfolios</li></ul> You will also commence your sessional placements this week. You will be provided with the contact details of your supervisor (CE) via email, prior to the commencement of term. You should therefore contact your CE to confirm any specific details such as start day/time, dress code and expectations.		

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
In Week 2 we will cover the following: <ul style="list-style-type: none"><li>• a debrief regarding Week 1 placement sessions</li><li>• goal setting, goal writing and other writing skill needed as an SLP</li><li>• time management, organisation and self-care. This will require you to reflect upon your own strengths and areas for improvement and to develop useful strategies that may assist you in the future.</li></ul> You will also continue your sessional placements this week.		

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
This week there will be no tutorial - however your sessional placements will continue as usual.		

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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In Week 4 you will have a guest speaker, who will assist you to identify strategies designed to help you get the most out of your clinical placements. Your sessional placements will also continue this week.

#### **Week 5 - 07 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
In Week 5 we will have a debrief regarding your sessional placements thus far. We will also discuss a range of issues related to both assessment and treatment within your placement settings. This will include identity and culture and how this relates to the CBOS and GPC units	Shipley, KG & McAfee, JG. (2016) Assessment in Speech Language Pathology: A Resource Manual.	

#### **Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
This week there are no scheduled classes. You will however need to check with your CE as to whether or not you are required to attend your placement this week.		Mid-placement assessments may occur at this point in time, depending on when a placement commenced.

#### **Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
In Week 6 there are no scheduled classes for this unit, as you will instead be busy participating in an intensive teaching block for SPCH13008. You may however be continuing your sessional placements, provided that they do not clash with the SPCH13008 teaching schedule. You should therefore ensure that you have discussed this with your CE.		Mid-placement assessments may occur at this point in time, depending on when a placement commenced.

#### **Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
This week we will discuss: <ul style="list-style-type: none"> <li>• dealing with difficult situations and conflict in the workplace</li> <li>• counselling clients and caregivers</li> <li>• dealing with vicarious trauma</li> <li>• receiving and responding to feedback</li> </ul>		Mid-placement assessments may occur at this point in time, depending on when a placement commenced.

#### **Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
In Week 8 there are no scheduled classes for this unit, as you will instead be busy participating in an intensive teaching block for SPCH13008. You may however be continuing your sessional placements, provided that they do not clash with the SPCH13008 teaching schedule. You should therefore ensure that you have discussed this with your CE.		

#### **Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will be sharing resources and therapy ideas, so be prepared to bring along any materials or ideas that you have found useful in your clinics.

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
In Week 10 there are no scheduled classes for this unit. However, you will still participate in your sessional placements this week.		

#### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
This week we will be reviewing the topics covered in previous tutorials and you will have the opportunity to discuss any issues or questions you may have that are related to clinical education. We will also look at some feedback from the current fourth year students about their block placements and we will discuss your plans for fourth year. We will also reflect on the term as a whole and what you have learnt whilst on placement. This will be our last class for Term 2.		
	Shipley, KG & McAfee, JG. (2016) Assessment in Speech Language Pathology: A Resource Manual. - Chapters 3 and 4	

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
There are no scheduled classes for this week. You will instead need to spend the time completing final tasks for your clinics (eg. report writing, final assessments) and any other requirements for this unit.		Final-placement assessments may occur at this point in time, depending on when a placement commenced.  <b>(100%) Written Assessment</b> Due: Week 12 Tuesday (3 Oct 2017) 5:00 pm AEST

#### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
No clinics, unless otherwise negotiated between CE and student/s		Final-placement assessments may occur at this point in time, depending on when a placement commenced.  <b>(P/F) On-campus Activity</b> Due: Review/Exam Week Thursday (12 Oct 2017) 5:00 pm AEST

#### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
No clinics, unless otherwise negotiated between CE and student/s		Final-placement assessments may occur at this point in time, depending on when a placement commenced.

## Assessment Tasks

### 1 (100%) Written Assessment

#### Assessment Type

Written Assessment



**Task Description**

This assessment task will require you to demonstrate your ability to self-reflect as well as your understanding of how skills may be transferred from one context to another, enabling you to potentially fill any existing 'gaps' in direct clinical experience. You will be expected to provide a written reflection that describes how you have (or how you could in the future) transfer skills from one area to another, such as across range of practice areas, from adult to paediatric caseloads and vice versa, or between different workplaces or clinics. This written piece may then be included in your portfolio as a reflective statement which forms part of your collection of indirect evidence of skills across the different range of practice areas and CBOS units.

**Assessment Due Date**

Week 12 Tuesday (3 Oct 2017) 5:00 pm AEST

**Return Date to Students**

Exam Week Tuesday (17 Oct 2017)

**Weighting**

100%

**Minimum mark or grade**

Yes. Students must pass this assessment requirement (50%) in order to pass the SPCH13006 unit.

**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 the following:

- your ability to describe and reflect upon previous clinical experiences and to identify the learning that has taken place thus far
- your ability to link this learning to the CBOS and Generic Professional Competency (GPC) units
- your understanding of how skills may or may not be transferable from one context to another
- your ability to understand your strengths as well as the areas for improvement, specifically in relation to CBOS and the GPC units, and to identify strategies that you may use in the future to address these areas requiring improvement
- your use of appropriate writing conventions, including accurate spelling, grammar, punctuation, cohesion, clarity, and organisation

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

This assessment piece is to be uploaded to Moodle

**Learning Outcomes Assessed**

- Develop reflective practice skills and understand the importance of these skills when working in a clinical setting
- Apply theory to practice when assessing, treating and managing clients with communication and/or swallowing disorders, in a clinical setting with appropriate supervision

**Graduate Attributes**

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

## 2 (P/F) Sessional Clinical Placement/s

**Assessment Type**

Professional Practice Placement

**Task Description**

During Term 2 you will either participate in two half-day clinical placements, or one full-day placement. This will depend on the nature of the clinic you have been allocated. The specific details will be provided to you via email by the Clinical

Education Co-ordinator (CEC) prior to the commencement of the term.

For each placement, you will need to complete the following:

- mid-placement assessment using COMPASS On-line. This will be completed with your Clinical Educator (CE) at the mid-point of your placements, however you will also be required to complete a self-assessment (also using COMPASS On-line) prior to meeting with your CE for this assessment. The mid-placement assessment is formative in nature, which means that although it does not technically count towards your final mark at the end of the placement, it provides you with a formal opportunity to discuss your strengths and areas for improvement - that is, the areas to focus on for the second half of the placement. It also provides your CE with an opportunity to formally raise any concerns with the Clinical Education Co-Ordinator.
- final-placement assessment using COMPASS On-line. This will be completed at the completion of your placements. Again, you will be required to complete a self-assessment using COMPASS On-line prior to meeting with your CE. This final assessment is summative in nature, meaning that it provides the CE with the opportunity to give final marks and feedback regarding the entire placement. At this point you are required to be at intermediate level across each of the four generic professional competencies as well as the majority of the CBOS (2011) Units, including Units 1-4. The behavioural descriptors for the intermediate-level student can be found in the COMPASS Assessment Resource Manual which is available on COMPASS On-line and will also be posted on Moodle. These behavioural descriptors include the following: a moderate-low degree of supervision is required, the ability to draw some accurate conclusions about a client and to develop some plans for action, and the ability to recognise some important aspects of the total clinical situation. It is expected that you will still require support to recognise and prioritise all aspects of a situation and to flexibly apply problem-solving strategies, principles and theory.
- learning contract - this is a learning agreement that is reached between you and your CE at the beginning of the placement (i.e. in the first week). It enables both you and your CE to identify and discuss any particular areas which need to be focussed on and developed throughout the placement. The contract is to be reviewed at the mid and final points of your placements, in order to determine whether the goals you have set for yourself have been achieved.
- Clinical Hours Summary form - you should record your clinical contact hours each week and your CE will sign off on this form at the completion of the placement.
- any additional documentation that is required by the CE or placement organisation, such as written reports and information for client files.

Further specific details regarding recording hours, completing learning contracts and COMPASS can all be found in the Clinical Education Handbook, which will be posted on Moodle. The forms needed are also included in this handbook.

### Assessment Due Date

Final placement assessments should be completed within a week of the completion of the placement, the date to be negotiated between the student and CE.

### Return Date to Students

Students will have immediate feedback from COMPASS and the CE about their performance whilst on placement. However, it is the CEC who must review all available evidence, including COMPASS results, before determining whether a student has met pass criteria.

### Weighting

Pass/Fail

### Minimum mark or grade

This is a Must Pass assessment requirement. Intermediate level competence according to COMPASS must be achieved in order to pass this assessment item and to therefore pass the SPCH13006 unit.

### Assessment Criteria

In order to determine whether you have passed this assessment item, your Clinical Educator will assess your competence using the COMPASS® online assessment tool. You will be required to demonstrate intermediate-level (or above) competence across **each** of the four generic professional competencies and the **majority** of the competency-based occupational standards (CBOS), **including** CBOS Units 1-4 (as described in the Behavioural Descriptors section of the COMPASS® Assessment Resource Manual). Unless entry-level competence according to COMPASS® has already been reached, students must demonstrate that they have made sufficient progress during the placement in **each** of the assessed competencies. 'Sufficient progress' can be defined as:

I. Any amount of progress between the student's performance on their mid-placement and final-placement assessments, as determined by a student's mark on the Visual Analogue Scale (VAS), for each competency assessed through the use of COMPASS®. This means that students are expected to demonstrate improvements on the VAS for each of the assessed competencies, provided that they have been given the opportunity to do so. For example, if a mid-placement assessment indicates that a student's marks on the VAS are close to novice level for all competencies assessed at the mid-placement point, but that they are all at (or close to) the intermediate level by the end of the placement, this would indicate that progress has been made throughout the duration of the placement AND/OR

II. Any amount of progress made between the final placement assessments of two consecutive placements, based on the student's competency scores. For example, if a student achieves a competency score of 394 at the end of one placement and a competency score of 503 at the end of the following placement, this is considered to be 'sufficient progress'.

The Clinical Education Co-ordinator (CEC) must also consider all available evidence of a student's performance and competence and determine that a pass grade for that particular clinical placement is appropriate. Other evidence of performance and factors that need to be considered by the CEC may include (but are not limited to) variability / inconsistency in performance and opportunities to demonstrate required level of competence.

Further details regarding the specific pass criteria for block placements can be found in the Clinical Education Handbook and will also be discussed during scheduled tutorials. Students should familiarise themselves with the behavioural descriptors and competencies described on COMPASS, including the four generic professional competency units and the seven CBOS units.

### **Referencing Style**

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

### **Submission**

Offline

### **Submission Instructions**

Assessment results are submitted via COMPASS On-line and are then automatically available to the Clinical Education Co-ordinator

### **Learning Outcomes Assessed**

- Demonstrate intermediate level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum.
- Develop reflective practice skills and understand the importance of these skills when working in a clinical setting
- Apply theory to practice when assessing, treating and managing clients with communication and/or swallowing disorders, in a clinical setting with appropriate supervision

### **Graduate Attributes**

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

## **3 (P/F) On-campus Activity**

### **Assessment Type**

On-campus Activity

### **Task Description**

As this unit is designed to be highly practical in nature, you will be required to complete your allocated clinical placement/s and also attend the scheduled classes, contribute to class discussions and participate in other interactive

exercises that occur as part of these classes. This may include hands-on activities with fellow classmates that allow you to practise administering different assessments, applying therapy techniques and demonstrating counselling skills. This interactive approach will assist you to practise and further develop your skills as a Speech Pathologist in the classroom environment whilst also applying them in a clinical setting. It will also allow you to gather evidence of skill development that can be added to your clinical portfolio, a document that will be reviewed as part of this assessment task.

**Assessment Due Date**

Review/Exam Week Thursday (12 Oct 2017) 5:00 pm AEST

Your portfolio needs to be submitted in the Review/Exam Week for review. There are no other documents for submission however, as the majority of this assessment task refers to class participation and attendance.

**Return Date to Students**

Portfolios will be available for collection (in the case where they are in hard copy) or returned (in the case where they are electronic) within 10 working days of the due date. There are no other items for return, as this assessment task refers primarily to regular class attendance and participation throughout the duration of the term.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Yes. Students must pass this assessment requirement (as per the assessment criteria) in order to pass the SPCH13006 unit.

**Assessment Criteria**

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

**Referencing Style**

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

**Submission**

Offline Online

**Submission Instructions**

Portfolios may be submitted either electronically (via Moodle) or as a hard copy (handed to the CEC, Leisa Skinner). No other specific documents need to be submitted for this assessment piece, although students will be required to complete a sign-in sheet for each class they attend.

**Learning Outcomes Assessed**

- Develop reflective practice skills and understand the importance of these skills when working in a clinical setting

**Graduate Attributes**

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

## Academic Integrity Statement

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

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

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

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

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

### What is a breach of academic integrity?

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

### Why is academic integrity important?

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

### Where can I get assistance?

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

### What can you do to act with integrity?



#### Be Honest

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



#### Seek Help

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



#### Produce Original Work

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