SPCH13006 *Speech Pathology Work-Integrated Learning 4*
Term 2 - 2018

Profile information current as at 20/04/2024 01:15 pm

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 you will gain experience working in a clinical setting with adults and/or children who are presenting with a wide range of communication and/or swallowing difficulties. Through the completion of sessional placement/s, you will have the opportunity to develop and demonstrate intermediate-level skills across each of the Competency-based Occupational Standards (CBOS, 2011) and the generic professional competencies described in the Competency Assessment in Speech Pathology (COMPASS®) tool. You will collect evidence of these skills and competencies and present these in a portfolio, and you will attend regular tutorials, complete learning plans for your placement/s, and further develop your reflective practice skills. A focus will be placed on the application of your clinical skills within the International Classification of Functioning, Disability and Health (ICF) framework. Prior to the commencement of the unit, you must complete all pre-clinical requirements, as outlined in the Speech Pathology Clinical Education Handbook, and maintain these requirements throughout the unit.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

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 - 2018

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

Regional Campuses

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

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Professional Practice Plans (learning plans)**
Weighting: 20%
2. **Reflective Practice Assignment**
Weighting: 80%
3. **Professional Practice Placement**
Weighting: Pass/Fail
4. **Portfolio**
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 evaluation and additional student surveys conducted mid-term

Feedback
Students reported that the classes they attended with guest lecturer Glenn Skinner (counsellor) were valuable and that they found it useful to have the opportunity to debrief in tutorials about their placements. They felt however that issues regarding confidentiality should have been discussed explicitly at the beginning of the term.

Recommendation
Counsellor Glenn Skinner will continue to teach into this unit and to provide students with skills and knowledge related to managing conflict, stress and a range of workplace issues. Students will also be given regular opportunities to participate in class debriefs, however expectations regarding confidentiality and professionalism will be explicitly discussed prior to any debriefs taking place.

Feedback from 'Have Your Say' student evaluation

Feedback
Students provided highly variable feedback about the support they received throughout the duration of this unit.

Recommendation
Students will continue to receive support from the unit coordinator through regular contact whilst they are completing their placements. The unit coordinator will also work closely with each clinical educator, to ensure that they are providing all students with appropriate support and supervision. In addition, students will be strongly encouraged to seek support and advice from the unit coordinator if they have any concerns regarding their clinical placements and/or clinical educator/s.

Feedback from 'Have Your Say' student evaluation

Feedback
Students appreciated having a break from tutorials in some weeks and felt that this did not impact their learning.

Recommendation
Students will continue to have regular tutorials provided throughout the term, with some break weeks given to allow time for the completion of other clinic-related work.

Feedback from 'Have Your Say' student evaluation and class discussions

Feedback
Students raised concerns regarding the significant amount of time required to complete two half-day sessional placements compared to one full-day placement.

Recommendation
The unit coordinator will carefully consider the requirements of each clinical placement, including workload and time commitments, when planning for 2018. Students will be informed that whilst the aim is to provide them with equitable workloads, there will invariably be some difference in clinical experiences due to the very specific and unique nature of each clinic.

Feedback from 'Have Your Say' student evaluation

Feedback
Students raised concerns regarding their participation in the Fluency Clinic prior to learning the relevant fluency theory.

Recommendation
A number of changes have been made to the timing and manner in which fluency theory will be taught to students in 2018. This will result in students gaining the theoretical knowledge that is required to participate in this clinic, earlier than in previous years. Clinical sessions will also be lead by fourth year Speech Pathology students who will mentor and support the third year students enrolled in this unit during the first five weeks of term.

Feedback from 'Have Your Say' student evaluation

Feedback
Students felt that the assessment task related to reflective practice was problematic, as the word limit was not appropriate, more time should have been spent discussing reflective practice during tutorials, and the assignment was not returned in the expected time frame.

Recommendation
Adjustments to the reflective practice assignment will be made, including the provision of a more appropriate word limit and clearer instructions and information regarding the submission and return of the assignment and feedback. In addition, more time and focus will be given to the teaching of reflective practice during tutorials.

Unit Learning Outcomes

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

1. Demonstrate competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum
2. Develop reflective practice skills and explain 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 supervised setting.

The range of practice areas covered within this unit will depend largely on the nature of each student's sessional placement/s. However, the practical assessment in a clinical placement will allow each student to have the opportunity to demonstrate an appropriate level (intermediate) of competence with an adult and/or paediatric population across one or more of the following range of practice areas:

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

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

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

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

- CBOS Unit 1: Assessment
- CBOS Unit 2: Analysis and interpretation
- CBOS Unit 3: Planning evidence-based speech pathology practice
- CBOS Unit 4: Implementation of speech pathology practice
- CBOS Unit 5: Planning, providing and managing speech pathology services
- CBOS Unit 6: Professional and supervisory practice
- CBOS Unit 7: Lifelong learning and reflective practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — 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**
1 - Professional Practice Plans (learning plans) - 20%		●	
2 - Professional Practice Placement - 0%	●		●
3 - Reflective Practice Assignment - 80%		●	
4 - Portfolio - 0%	●		●

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Professional Practice Plans (learning plans) - 20%	•	•	•							
2 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•	•	
3 - Reflective Practice Assignment - 80%	•	•	•		•		•	•		
4 - Portfolio - 0%	•		•					•		

Textbooks and Resources

Textbooks
SPCH13006

Prescribed

Assessment in Speech-Language Pathology: A Resource Manual
Edition: 5th (2016)
Authors: Kenneth G. Shipley & Julie G. McAfee
Cengage Learning
Boston , MA , USA
ISBN: 9781285198057
Binding: Spiral
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Prescribed

Counselling and Interviewing in Speech-Language Pathology and Audiology: A Therapy Resource
Edition: 1st (2018)
Authors: Cari M. Tellis & Orlando R. Barone
Jones & Bartlett Learning
Burlington , MA , USA
ISBN: 9781284074987
Binding: Paperback
SPCH13006

Supplementary

Communication: Core Interpersonal Skills for Health Professionals
Edition: 3rd (2016)
Authors: Gjyn O'Toole
Elsevier
Chatswood , NSW , Australia
ISBN: 9780729542449
Binding: Paperback
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Supplementary

Professional Communication in Speech-Language Pathology: How to Write, Talk, and Act Like a Clinician
Edition: 3rd (2017)
Authors: A. Embry Burrus & Laura B. Willis
Plural Publishing
San Diego , CA , USA
ISBN: 9781597567244
Binding: Paperback

Additional Textbook Information
These are the same textbooks that were listed as prescribed and supplementary textbooks for SPCH13001 - Speech Pathology Work-Integrated Learning 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

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to Week 1 of SPCH13006. This week we will be: • discussing Term 2 plans, including tutorials and clinical placements - this will also involve reviewing previous student feedback • clarifying assessment tasks and pass criteria • re-familiarising ourselves with the Clinical Education Handbook, COMPASS and the competency units • discussing portfolios • looking at 'The Desk' website • reflecting on previous clinical experiences/placements You will also commence your sessional placements this week.	Resources you will need: • Clinical Education Handbook • COMPASS Assessment Resource Manual • https://www.thedesk.org.au/ Additional links and/or specific readings will be available on the Moodle website and/or in class.	Check Moodle and/or with your Unit Coordinator for details regarding your sessional placements and clinical educators. You should have made email and/or phone contact with your Clinical Educators (CEs) in the week prior to the commencement of your sessional placements, to confirm specific details such as start day/time, dress code and other expectations.

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 2 we will cover the following: • a debrief regarding Week 1 placement sessions • a review of reflective practice • a review of goal setting and goal writing - for self and others • 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. • interpreting and analysing assessment information • the writing skills required by SLPs You will also continue your sessional placements this week.	Visit this website and complete the module below: https://www.thedesk.org.au/ • Getting Things Done Additional links and/or specific readings will be available on the Moodle website and/or in class.	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic

In Week 3 we will begin to discuss the following topics:
• communicating effectively and engaging clients
• dealing with difficult situations and conflict in the workplace
• counselling clients and caregivers
• dealing with vicarious trauma
• receiving and responding to feedback
• working within the ICF in a student clinic
These topics will continue to be addressed during the Week 5 tutorial. You will also continue your sessional placements this week.

Visit this website and complete the modules below:
https://www.thedesk.org.au/
• Staying Calm
• Staying Connected
You will also need the following textbooks:
• O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier.
• Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning.
Additional links and/or specific readings will be available on the Moodle website and/or in class.

(20%) Learning Plan Due: Week 3 Wednesday (25 July 2018) 9:00 pm AEST

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 4 you will have a guest speaker, Glenn Skinner, 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.	There are no specific readings this week.	

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 5 we will continue to discuss the topics that were commenced in Week 3, including: • effective communication • dealing with difficult situations and conflict in the workplace • counselling clients and caregivers • dealing with vicarious trauma • receiving and responding to feedback • working within the ICF in a student clinic You will also continue your sessional placements this week.	You will need the following textbooks: • O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier. • Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning. Additional links and/or specific readings will be available on the Moodle website and/or in class.	

Vacation Week - 13 Aug 2018

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.	There are no specific readings this week.	Mid-placement assessments may occur this week.

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 6 there are no scheduled classes for this unit. You will however continue your sessional placements this week.	This week you must complete the reading requirements set on Moodle, in preparation for next week's tutorial.	Mid-placement assessments may occur this week.

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

In Week 7, you will have a tutorial with Barbra Zupan. You must ensure that you have read the material prescribed in Week 6, as you will be discussing this in class.
You will also continue your sessional placements this week.

There are no specific readings this week.

Mid-placement assessments may occur this week.

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 8 there are no scheduled classes for this unit. You are to instead spend your time focusing on completing tasks that are required for your sessional placement.	Links and/or specific readings will be available on the Moodle website.	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 9 we will have a debrief regarding your sessional placements thus far. We will also be sharing resources and therapy ideas, so be prepared to bring along any materials or ideas that you have found useful in your clinics. Everyone must bring a minimum of TWO interesting resources to share and discuss. You will also continue your sessional placements this week.	Links and/or specific readings will be available on the Moodle website.	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 10, we will review the following topics addressed in earlier tutorials: • interpreting and analysing assessment information • the writing skills required by SLPs We will also discuss: • the process of handing over clients • a range of other issues related to both assessment and treatment within your placement settings, including identity and culture You will also continue your sessional placements this week.	Links and/or specific readings will be available on the Moodle website.	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will be: • reviewing the topics covered in previous tutorials - you will have the opportunity to discuss any issues or questions you may have that are related to clinical education and working as a student clinician. • looking at some feedback from fourth year students about their block placements • discussing your plans for fourth year • reflecting on the term as a whole and what you have learnt whilst on placement. This will be our last class for Term 2. You will also continue your sessional placements this week.	Links and/or specific readings will be available on the Moodle website.	**(80%) Written Reflection** Due: Week 11 Wednesday (26 Sept 2018) 9:00 pm AEST

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 12 there are no scheduled classes for this unit. You are to instead spend your time focusing on completing tasks that are required for your sessional placement.	There are no specific readings this week.	Final-placement assessments may occur this week.

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
No clinics, unless otherwise negotiated between CE and student/s	There are no specific readings this week.	Final-placement assessments may occur this week. **(P/F) Portfolio** Due: Review/Exam Week Wednesday (10 Oct 2018) 12:00 pm AEST

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
No clinics, unless otherwise negotiated between CE and student/s	There are no specific readings this week.	Final-placement assessments may occur this week.

Term Specific Information

Welcome to Term 2 and your study in SPCH13006 Work-Integrated Learning 4 (previously known as Speech Pathology Skills and Practice 4).
For this unit there are a total of four textbooks listed - two are prescribed and two are supplementary. These are the same textbooks that were prescribed and recommended as part of SPCH13001 Work-Integrated Learning 3 - you are therefore not required to purchase or source any new textbooks for this particular unit.
The unit coordinator and primary lecturer for this term is Leisa Skinner. Her best method of contact is via email: l.skinner@cqu.edu.au. You will also have a guest lecturer, Glenn Skinner, and he will either provide you with his contact details during class or he can be contacted through the unit coordinator. In addition, Barbra Zupan will be involved in providing support during the term, plus each placement will have a clinical educator (supervisor) who will contact you prior to the beginning of Term 2 to introduce themselves, provide their contact details, and make necessary arrangements related to the commencement of your placements.

Assessment Tasks

1 (20%) Learning Plan

Assessment Type
Professional Practice Plans (learning plans)

Task Description
Setting personal learning goals is an important step in the process of improving the way in which we learn and achieve, building our capacity to learn, and developing our ability to be independent learners. By being active participants in the learning process, we are more likely to feel empowered and motivated to reach our full potential.
"Previous research into the motivation and efficiency of students has indicated that students who set their own working goals tend to achieve more than when working on goals set for them by the teacher. Students who set their own learning goals have more confidence to take on more challenging tasks, regardless of their ability. Their motivation to improve and master a task is improved and their self-esteem remains strong, even in the case of failure. When students are assisted to delve into their own thinking and learning processes, they are drawn to think about the effectiveness of the strategies they used to achieve the learning goals they set. Planning what to do, monitoring progress towards achieving it and evaluating the outcome can help students take more control over their thinking and learning processes and equip them with learning to learn skills." (Department of Education and Early Childhood Development, 2006, p.3). This assessment task will therefore require you to develop an individualised learning plan which contains the following:

- 4 key areas for improvement or future learning - these should be related to skills or knowledge required when completing your sessional placement and must be written as learning objectives based on the SMART goal setting criteria

- clear rationales for each objective - it should be clear that you have adopted an evidence-based practice approach and that you have reflected upon your prior experiences, skills and knowledge when developing these objectives
- strategies and methods that you will use to help you achieve your goals
- a description of how you will determine and evaluate the achievement of your objectives

This task is worth 20% of your overall mark for this unit and must be passed (with a minimum mark of 50%) in order to pass the unit. A marking rubric will be available through the SPCH13006 Moodle page.

References

Department of Education and Early Childhood Development. (2006). *Developing, monitoring and reporting on personal learning goals.* Melbourne, Victoria: State Government Victoria. Retrieved from http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/personal/devperslearngoal.pdf

Assessment Due Date

Week 3 Wednesday (25 July 2018) 9:00 pm AEST

Return Date to Students

Week 5 Wednesday (8 Aug 2018)

Weighting

20%

Minimum mark or grade

In order to pass this assessment task, you must obtain a minimum mark of 50% (10 out of 20 marks).

Assessment Criteria

A marking rubric which details the specific criteria for this assessment task will be provided to you through the SPCH13006 Moodle page. These criteria will be based upon your ability to:

- clearly and succinctly write 4 key areas for improvement or future learning, as per the Task Description
- write clear rationales for each objective
- demonstrate your reflective and reasoning skills
- apply an evidence-based practice approach
- identify a range of appropriate and specific strategies and methods that will help you to achieve your goals
- describe how you will determine and evaluate the achievement of your objectives
- use appropriate conventions, including spelling, syntax, and punctuation, and present your written document in a professional manner
- use APA referencing accurately

This task is worth 20% of your overall mark for this unit and will be marked out of 20. In order to pass this assessment task, you must obtain a minimum mark of 50% (10 out of 20 marks). You must pass this assessment task in order to pass the unit.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

Submission Instructions

Learning plans must be submitted as a Word document via Moodle.

Learning Outcomes Assessed

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

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

2 (80%) Written Reflection

Assessment Type

Reflective Practice Assignment

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. The word limit for this assessment piece is 3000 words.

Assessment Due Date
Week 11 Wednesday (26 Sept 2018) 9:00 pm AEST

Return Date to Students
Review/Exam Week Wednesday (10 Oct 2018)

Weighting
80%

Minimum mark or grade
Students must achieve a minimum mark of 50% in order 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 page. 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 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, and your ability to adhere to the word limit of 3000 words

This task is worth 80% of your overall mark for this unit and will be marked out of 80. In order to pass this assessment task, you must obtain a minimum mark of 50% (40 out of 80 marks). You must pass this assessment task in order to pass the unit.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Written reflections must be submitted as a Word document via Moodle.

Learning Outcomes Assessed

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

Graduate Attributes

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

3 (P/F) Sessional Clinical Placement/s

Assessment Type
Professional Practice Placement

Task Description
This term you will be attending two sessional placements, each of which will be up to one day per week. These sessions will occur on a weekly basis throughout the term and will provide you with the opportunity to develop your practical skills under the supervision of a Clinical Educator (CE). Some placements may be on-campus whilst others may be off-campus. If you are allocated an off-campus placement, you are required to organise your own travel arrangements. All students should also be aware that it is expected that there will be a high level of variability across the different

clinical placements that each student participates in. This variety will be dependent on a range of factors, including the caseload (eg. children versus adults), the supervisor, the clinic setting, and the range of practice areas that are the focus of each placement (eg. speech versus language versus swallowing, etc). The variety of placements that are available to students provide you with the opportunity to broaden your experiences and develop your skills across different areas relevant to Speech Pathology.

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 (CEC).

- 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 details regarding recording hours, completing learning contracts and using COMPASS, as well as the forms required for these procedures, can all be found in the Speech Pathology Clinical Education Handbook, which will be made available on Moodle. In addition, the handbook describes the expectations of students who are completing placements, including information regarding dress code, professional conduct, confidentiality, attendance and absences, and managing a range of issues during placements. Students should ensure that they are familiar with the content of the Clinical Education Handbook prior to commencing any placement.

This assessment item has pass/fail criteria and students must pass both sessional placements they have been assigned to in order to achieve a pass grade for this unit.

Also note that in order to commence this placement, students must have met all pre-clinical requirements.

Assessment Due Date

Sessional placements are due to finish in Week 12 of Term 2. 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/s and CEC, and in some instances the student. Students are to submit copies of their completed (and signed) Speech Pathology Clinical Hours Summary forms via Moodle, within one week of completing their placement. Any other documents required by clinical supervisors (e.g. reports, progress notes) must be submitted via a mode and by a date that has been negotiated between the student and supervisor (not Moodle).

Return Date to Students

Students will be informed of whether they have met the pass criteria for their placement within fourteen days of the placement's completion date. This notification will occur via email and/or Moodle. There are no documents that are required to be returned to the students, as all feedback is automatically available to students through COMPASS On-line. Students should ensure that they keep the original copies of their Speech Pathology Clinical Hours Summary forms.

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® On-line 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).

The generic professional competency units are:

- Professional Competency Unit 1: Reasoning
- Professional Competency Unit 2: Communication
- Professional Competency Unit 3: Learning
- Professional Competency Unit 4: Professionalism

The CBOS units are:

- CBOS Unit 1: Assessment
- CBOS Unit 2: Analysis and Interpretation
- CBOS Unit 3: Planning Evidence-based Speech Pathology Practices
- 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 On-line: https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp.

Unless entry-level competence according to COMPASS® has already been reached, students must also 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 sessional 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
Online

Submission Instructions
Students are to submit copies of their completed (and signed) Speech Pathology Clinical Hours Summary forms via Moodle. Any other documents required by clinical supervisors (e.g. reports, progress notes) must be submitted via a mode and by a date that has been negotiated between the student and supervisor (not Moodle).

Learning Outcomes Assessed

- Demonstrate competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum
- Apply theory to practice when assessing, treating and managing 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

4 (P/F) Portfolio

Assessment Type
Portfolio

Task Description
During your sessional placements you will be required to continue to gather evidence (direct and indirect) of your developing competence in each of the generic professional competency units as well as the Competency-Based Occupational Standards (CBOS) (as described by the COMPASS® assessment tool), across the Range of Practice areas and with both adult and child caseloads. At the completion of your placements, you must present a portfolio of this supporting evidence for review and feedback. Portfolios may be submitted as either an electronic document or a hard copy portfolio. Examples of documents that you may wish to include in your portfolio are:

- evidence of assessment planning, administration and analysis/interpretation, such as de-identified assessment reports, progress notes, letters relating to assessment, etc.
- evidence of goal setting and intervention planning, such as de-identified session plans, management plans, assessment reports, case conference minutes, progress notes, etc.
- evidence of the provision of intervention, such as de-identified session plans, progress notes, therapy summary/progress reports, etc.
- evidence of other clinical experiences, such as the evaluation of speech pathology services, the training and education of others, participation in research and/or resource development, etc.
- written self-reflections and CE and peer feedback
- COMPASS results
- unit profiles
- relevant assessment pieces
- certificates of participation in professional development events
- letters of reference

Assessment Due Date
Review/Exam Week Wednesday (10 Oct 2018) 12:00 pm AEST

Return Date to Students
Exam Week Friday (19 Oct 2018)

Weighting
Pass/Fail

Minimum mark or grade
This is a pass/fail assessment requirement. The portfolio must be submitted for review and feedback by the Clinical Education Coordinator in order for the student to pass this assessment task.

Assessment Criteria
This portfolio is a pass/fail assessment requirement. You will be required to present your portfolio to the Clinical Education Coordinator (CEC) to demonstrate that you have been collecting and compiling evidence of the development of competence across different range of practice areas, as well as each of the CBOS and generic professional competency units. The actual content and organisation of the portfolio will not be formally assessed, however feedback will be provided with the aim of giving you further direction regarding how to continue to develop your portfolio prior to graduation.

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 (to be handed directly to the CEC, Leisa Skinner). If providing a hard copy, students should make arrangements with the CEC regarding a suitable delivery date/time.

Learning Outcomes Assessed

- Demonstrate competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool, during a practicum
- Apply theory to practice when assessing, treating and managing clients with communication and/or swallowing disorders, in a supervised setting.

Graduate Attributes

- Communication
- Critical Thinking
- 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