SPCH13006 *Speech Pathology Work-Integrated Learning 4*
Term 2 - 2019

Profile information current as at 09/05/2024 08:56 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 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 in line with Speech Pathology Australia's competency standards. You will attend regular tutorials, present oral information about a case study, and further develop your reflective practice skills. A focus will be placed on the application of your clinical and professional skills within the International Classification of Functioning, Disability and Health (ICF) framework. Prior to the commencement of the unit, you must complete all pre-clinical requirements and maintain these requirements throughout the unit.

Details

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

Pre-requisites or Co-requisites

Pre-requisites:SPCH13001 - Speech Pathology Work-Integrated Learning 3SPCH13010 - Dysphagia Across the LifespanSPCH13003 - Neurogenic Communication Disorders 1
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2019

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

Regional Campuses

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

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Reflective Practice Assignment**
Weighting: 50%
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Learning logs / diaries / Journal / log books**
Weighting: Pass/Fail
4. **Presentation**
Weighting: 50%

Assessment Grading

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say student satisfaction survey

Feedback

Students reported that they appreciated the unit coordinator's support as well as the activities and debriefing opportunities provided during tutorials.

Recommendation

Continue to provide students with opportunities to debrief and reflect on their placement experiences and encourage the use of peer support and peer learning practices.

Feedback from Have Your Say student satisfaction survey

Feedback

Students reported that the timing of some activities (e.g., guest lecturers, field trips) during the term should be re-considered in order to maximise the students' learning experiences.

Recommendation

Carefully consider all planned tutorial activities in regards to their timing during the term.

Feedback from Have Your Say student satisfaction survey

Feedback

Students felt that the weighting of the assessment tasks should be changed.

Recommendation

Review assessment task weighting to ensure that requirements are appropriate and that the students' overall results are a reflection of their clinical and professional skills and knowledge.

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 when assessing, treating and managing clients with communication and/or swallowing disorders, in a supervised setting
3. Develop reflective practice skills and explain the importance of these skills when working in a clinical setting
4. Document and track the work-integrated learning experiences gained across Speech Pathology Australia's competency standards and range of practice areas.

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

- **Speech Pathology Range of Practice Areas:** Voice, Swallowing, Speech, Language, Multi-Modal Communication, Fluency (the range of practice areas covered within this unit will depend largely on the nature of each student's sessional placement/s, however, each student will have the opportunity to demonstrate an appropriate level (intermediate) of competence with an adult and/or paediatric population across one or more of these range of practice areas)

- **Competencies:** The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	1	2	3	4	5	6	7	8	9	10
1 - Presentation - 50%	∘	∘	∘	∘			∘	∘	∘	
2 - Professional Practice Placement - 0%	∘	∘	∘	∘	∘	∘	∘	∘	∘	
3 - Reflective Practice Assignment - 50%	∘	∘	∘	∘				∘	∘	
4 - Learning logs / diaries / Journal / log books - 0%				∘		∘				

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
The textbooks required for this unit are the same as the textbooks required for the pre-requisite unit SPCH13001 Speech Pathology Work-Integrated Learning 3 (WIL 3). Therefore, whilst no additional textbooks are required for this unit, students should ensure that they continue to have access to the books that were both prescribed and supplementary for SPCH13001 WIL 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 - 15 Jul 2019

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 • 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 - 22 Jul 2019

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
We will also 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
• self-care
• receiving and responding to feedback
• working within the ICF in a student clinic
• ethics and confidentiality
These topics will continue to be addressed in Week 4 and throughout the remainder of the term.
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
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.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
In Week 3 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. 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 Additional links and/or specific readings will be available on the Moodle website and/or in class.	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
In Week 4 we will: • continue addressing the Week 2 topics • prepare for Weeks 5 and 6 of IPE classes You will also continue your sessional placements this week.	The following resources will be particularly relevant to this week's tutorial topics: • 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.	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
In Week 5 you will participate in interprofessional education (IPE) learning experiences with students from other allied health professions. More specific details will be provided to you by your Unit Coordinator.	Specific links and/or reading materials will be available on the Moodle website and/or in class.	

Vacation Week - 19 Aug 2019

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 - 26 Aug 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
In Week 6 you will continue to participate in interprofessional education (IPE) learning experiences with students from other allied health professions. More specific details will be provided to you by your Unit Coordinator.	Specific links and/or reading materials will be available on the Moodle website and/or in class.	Mid-placement COMPASS assessments may occur this week.

Week 7 - 02 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
This week we will be going on a field trip! The details will be provided to you prior to this week, however you should be prepared to spend some time 'hunting for treasure' in a local shopping centre. Your sessional placements will also continue this week.	Specific links and/or reading materials will be available on the Moodle website and/or in class.	Mid-placement COMPASS assessments may occur this week.

Week 8 - 09 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
In Week 8 we will cover the following: • a debrief regarding your placement and IPE experiences thus far • further reflective practice activities Your sessional placements will also continue this week.	Links and/or specific readings will be available on the Moodle website.	

Week 9 - 16 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
In Week 9 we will cover the following: • a debrief regarding your sessional placements thus far • the process of handing over clients • case conference practice (preparation for assessment task) You will also continue your sessional placements this week.	Links and/or specific readings will be available on the Moodle website.	**(50%) Written Reflection** Due: Week 9 Friday (20 Sept 2019) 9:00 pm AEST

Week 10 - 23 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
In Week 10, we will discuss: • a range of clinical issues related to both assessment and treatment within your placement settings, such as identity and culture We will also review other topics already covered this term. You will also continue your sessional placements this week.	Links and/or specific readings will be available on the Moodle website.	

Week 11 - 30 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**

This week we will:
• discuss any issues or questions you may have that are related to clinical education and working as a student clinician
• look at some feedback from fourth year students about their block placements
• discuss your plans for fourth year
• reflect 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.

Week 12 - 07 Oct 2019

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 COMPASS assessments may occur this week.

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Case presentations will take place this week. The day/time will be confirmed by the Unit Coordinator during the term. No clinics, unless otherwise negotiated between CE and student/s	There are no specific readings this week.	Final-placement COMPASS assessments may occur this week.

Exam Week - 21 Oct 2019

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 COMPASS assessments may occur this week.

Term Specific Information

Welcome to Term 2 and your study in SPCH13006 Work-Integrated Learning 4. This unit will provide you with a range of further work-integrated learning experiences, including the opportunity to participate in another clinical placement and attend more face-to-face tutorials with your Unit Coordinator Leisa Skinner (email: l.skinner@cqu.edu.au). In addition to having Leisa teach and support you in the weekly tutorials, guest lecturers and other academic staff will also be involved in the delivery of this unit (for exmaple, as part of inter-professional education classes). Furthermore, you will be supervised and supported by a Clinical Educator (CE) throughout the term as you complete your placement. Your CE's contact details will be sent to you via email prior to to the beginning of Term 2 so that you can introduce yourself and find out any information that is necessary for you to know prior to the commencement of your placement.
You should note that your placement this term will involve either a paediatric or an adult caseload. If you completed a paediatric placement in Term 1 (as part of SPCH13001) then it is expected that you will participate in an adult placement this term, and vice versa. As a result, whilst you may have a different experience to some of your peers this term who are working with a different population, it is expected that by the end of the term you will each have gained experience working with both paediatric and adult caseloads across the third year of the course.
As you read through the unit profile you will notice that there are no prescribed textbooks listed for this unit - this is because you are expected to use the same books that were prescribed and/or recommended for SPCH13001. These textbooks will continue to be valuable resources for you to refer to as you complete each of your WIL units and also well into the future, after graduation.

Assessment Tasks

1 (50%) Written Reflection

Assessment Type
Reflective Practice Assignment

Task Description
A strong ability and willingness to engage in reflective practice is a key ingredient to becoming a competent speech pathology clinician. It is a vital part of implementing evidence-based practice, developing professional reasoning skills, and engaging in the process of lifelong learning (Lewis, 2013). Throughout the CB87 Bachelor of Speech Pathology (Honours) course, you will have many opportunities to reflect on your skills, knowledge and experiences as a student clinician.

This assessment task will require you to demonstrate and develop your reflective skills as well as your understanding of how skills and knowledge may be transferred from one context to another. You will be expected to provide a written reflection that describes how you have (or how you could in the future) transfer skills and knowledge 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 clinical settings.

A general tip when writing in-depth and insightful reflections is that the reader should not be left wondering 'why?' or 'how?' The answers to these questions should be provided within the reflection. For example, if you identify that in theory you should be able to transfer certain skills across different settings but that in reality this has proven to be quite challenging for you in the past, you should go beyond simply stating that this is something that was an area of difficulty. You should explain why you found this challenging, why it may (or may not) have been an issue, how you know it was (or wasn't) an issue, how you might address it in the future (if in fact it is a problem), and so on.

Assessment Due Date
Week 9 Friday (20 Sept 2019) 9:00 pm AEST
Assessment tasks must be submitted via Moodle.

Return Date to Students
Week 11 Friday (4 Oct 2019)
Results and feedback will be made available to students via Moodle within fourteen days of the due date.

Weighting
50%

Minimum mark or grade
Students must achieve a minimum mark of 50% in order to pass this assessment task and the overall unit.

Assessment Criteria
A marking rubric containing specific assessment criteria for this task will be made available on the unit's 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 assigned word limit and accurately use APA referencing

This task is worth 50% of your overall mark for this unit. In order to pass this assessment task, you must obtain a minimum mark of 50%. 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
This assessment item 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
- Information Literacy
- Ethical practice
- Social Innovation

2 (P/F) Sessional Clinical Placement/s

Assessment Type
Professional Practice Placement

Task Description
This term you will be attending a sessional placement one day per week. This placement 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.

It is expected that there will be some variability across the different clinical placements that you and your fellow students participate in. This variability 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 overarching aim of your placements that occur across the third year of this course (as part of both SPCH13001 and SPCH13006) is to provide you with work-integrated learning opportunities that allow you to broaden your experiences and develop your competence when working with adults and children. Therefore, if you participated in an adult placement in Term 1 (SPCH13001), you will attend a paediatric placement in Term 2 (SPCH13006), and vice versa.

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 placement, 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 Coordinator (CEC).

- final-placement assessment using COMPASS On-line. This will be completed at the completion of your placement. 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 CBOS (2011) 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. A copy of this contract will be provided to you by your Unit Coordinator.

- any additional documentation that is required by the CE or placement organisation, such as written reports and information for client files.

Further details regarding learning contracts and COMPASS can all be found in the 2019 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 must be passed 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 (as stipulated on the online SONIA database), and these must remain current for the duration of the placement. Any student who fails to comply will risk not being permitted to commence their placement, which may therefore affect their ability to complete this assessment task. Further information and instructions regarding all pre-clinical requirements (aka

mandatory checks) 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

It is expected that all placements will be finished by the end of term, however there may need to be some flexibility in some instances - for example, if a CE or student is ill during the term, the placement may need to be extended. Therefore, the completion date of each placement is to be confirmed by the Unit Coordinator.

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.

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 Competency-based Occupational

Standards (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. This manual will

also be available on the SPCH13006 Moodle website.

Prior to meeting with your CE/s to complete your mid-placement and final-placement assessments, you must first complete the self-assessment component through COMPASS On-line. You must also bring the learning contract that was developed at the commencement of the placement, for you and your CE/s to review, as this will aid the discussion you have about the progress you have made and any objectives you may have achieved.

At the final-placement assessment, your COMPASS results must indicate that you have demonstrated intermediate-level competence across each of the eleven CBOS and generic professional competency units. Both the pass and failure criteria that apply to clinical placements are described in detail in the 2019 Speech Pathology Clinical Education Handbook. The Clinical Education Co-ordinator (CEC) must 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. 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.

A range of important policies, procedures and additional information regarding work-integrated learning (placements) can be found in the 2019 Speech Pathology Clinical Education Handbook. Students should ensure that they are highly familiar with the content of the handbook and that they abide by the rules and guidelines included in this document. Students should also 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
No submission method provided.

Submission Instructions
There are no documents required to be submitted for this assessment item.

Learning Outcomes Assessed

- Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences
- 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

3 (P/F) Speech Pathology Work-Integrated Learning Record

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
As you complete your sessional placement as part of this unit, you are required to track and record your work-integrated leanring experiences by logging your hours on the electronic spreadsheet provided to you by the Unit Coordinator at the beginning of Term 2. The instructions required to complete this process can be found in the 2019 Speech Pathology Clinical Education Handbook. To help ensure the accuracy of this hours record, it is strongly recommended that you enter your hours into the spreadsheet at the end of each placement day.
It should be noted that Speech Pathology Australia (SPA) does not specify the number of clinical hours that students must complete during the course of any Australian university's Speech Pathology program.
SPA instead places the focus on the minimum level of competence, skills and knowledge required for entry into the workforce as a qualified and competent speech pathologist (The Speech Pathology Association of Australia Limited, 2005). CQUniversity's approach is consistent with SPA's philosophy and therefore does not have a specific requirement regarding the minimum number of clinical hours each student must complete by the end of the Speech Pathology course. Submission of the record form for this unit is therefore a pass/fail assessment requirement. You should be aware however 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 Record Form will be due within one week of the completion of the student's sessional placement. As placements may finish at different times, this due date will be determined on an individual basis.

Return Date to Students

There are no items to be returned to students. A Pass/Fail mark will be awarded within ten working days of the submission of the record form.

Weighting
Pass/Fail

Minimum mark or grade
This is a Must Pass assessment requirement. A completed record form must be submitted via Moodle in order to pass this assessment task and the overall unit.

Assessment Criteria
In order to pass this assessment task, you must complete and submit an electronic copy of the Speech Pathology Work-Integrated Learning Record provided to you by your Unit Coordinator, within one week of completing your placement. Instructions for completion can be found in the 2019 Speech Pathology Clinical Education Handbook.

Referencing Style

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

Submission
Online

Submission Instructions
An electronic copy of the SP WIL Record form must be submitted online via Moodle.

Learning Outcomes Assessed

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

Graduate Attributes

- Information Literacy
- Information Technology Competence

4 (50%) Oral Case Presentation

Assessment Type
Presentation

Task Description
This assessment task will provide you with the opportunity to present case information about a specific client to others in a simulated case conference scenario. Effectively communicating information about clients or patients is an important skill to have as an allied health professional, and this assessment task will therefore enable you to further develop your ability to communicate information in a clear, succinct and useful manner. During this case presentation, you will be required to provide relevant background information about the client, discuss the assessment process and any goals that were developed as a result, describe the intervention that has been provided and progress that has been made, and also provide recommendations for the future. You should be prepared to share your thoughts and ideas about the client's management, demonstrate your clinical reasoning skills and answer questions about your particular case. Your overall presentation should be clear, well organised and easy to follow, must be presented within the time allotted, and should take into account the audience.

Assessment Due Date

Case presentations will be conducted during the first exam week of Term 2 (week beginning 14/10/19). Details regarding the specific date and time are to be confirmed by the Unit Coordinator during term.

Return Date to Students

Results will be made available to students via Moodle within 14 days of the presentations.

Weighting
50%

Minimum mark or grade
Students must obtain a minimum mark of 50% in order to pass this asesssment task and the overall unit.

Assessment Criteria
For this task, you will be assessed on your ability to:

- present relevant and appropriate case information about a particular client you have worked with during your Term 2 placement
- demonstrate that you have thoroughly considered the ICF framework, evidence-based practice and client-centred care when presenting information about your client
- clearly articulate your clinical reasoning in relation to the management of your client

- conduct yourself professionally within a work-integrated learning setting
- communicate clearly, succinctly and effectively, taking into account the needs of the other participants in the simulated case meeting
- respond appropriately to questions about your client
- summarise key information in a timely manner

A marking rubric will be made available via Moodle and will include specific marking criteria in detail. Students must obtain a minimum mark of 50% for this assessment item in order to meet the pass criteria.

Referencing Style

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

Submission
No submission method provided.

Submission Instructions
There are no documents that need to be submitted for this assessment task. Case presentations will be video-recorded.

Learning Outcomes Assessed

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

Academic Integrity Statement

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

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

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

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

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

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

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

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

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

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

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