



SPCH13006 *Speech Pathology Work-Integrated Learning 4*

Term 2 - 2020

Profile information current as at 07/05/2024 08:47 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 3
SPCH13010 - Dysphagia Across the Lifespan
SPCH13003 - Neurogenic Communication Disorders 1

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

Offerings For Term 2 - 2020

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Reflective Practice Assignment**

Weighting: 50%

2. **Presentation**

Weighting: 50%

3. **Professional Practice Placement**

Weighting: Pass/Fail

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

Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from 'Have Your Say' unit evaluation survey responses, personal communication between students and the unit coordinator, and the unit coordinator's own reflections.

Feedback

Students reported that they enjoyed the 'somewhat informal, conversational tutorials' and the opportunities these provided for students to debrief and learn from their own experiences as well as others'.

Recommendation

Students will continue to be given regular opportunities to debrief, to share their own experiences, and to learn from others through guided peer discussions in a safe and supportive class environment.

Feedback from 'Have Your Say' unit evaluation survey responses, personal communication between students and the unit coordinator, and the unit coordinator's own reflections.

Feedback

Students reported that the assessment tasks facilitated their learning in quite different but equally beneficial ways.

Recommendation

The same assessment tasks will be provided to students in 2020, however the specific instructions and requirements will also continue to be reviewed each year to ensure that they are relevant and are designed to facilitate student learning in the best way possible.

Feedback from 'Have Your Say' unit evaluation survey responses, personal communication between students and the unit coordinator, and the unit coordinator's own reflections.

Feedback

Students enjoyed the range of activities and lecturers involved in the delivery of this unit, including guest speakers, off-campus excursions, placements and inter-professional education sessions with students from other disciplines.

Recommendation

The unit coordinator will continue to follow a carefully designed teaching plan which includes a range of activities, teaching styles and methods that are intended to facilitate student learning and further develop students' clinical and professional competence.

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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

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

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

The textbooks which are recommended for this unit and that are expected to be useful resources for you to refer to when completing your work-integrated learning (WIL) experiences are the same as those required for previous WIL units.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Jenni-Lee Rees Unit Coordinator
j.rees2@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to Week 1 of SPCH13006. This week we will be: <ul style="list-style-type: none">• 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 This is in addition to any WIL placements you may be attending this week.	Resources you will need: <ul style="list-style-type: none">• Clinical Education Handbook• COMPASS Assessment Resource Manual• https://www.thedesk.org.au/ Additional links and/or specific readings may be made available on the Moodle website and/or in class.	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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In Week 2 we will cover the following:

- a debrief regarding WIL thus far
 - a review of reflective practice
 - a review of goal setting and goal writing - for self and others
- We will also begin to discuss some of the following topics:
- communicating effectively and engaging clients
 - dealing with difficult situations and conflict in the workplace
 - counselling clients and caregivers
 - compassion fatigue and dealing with vicarious trauma
 - self-care
 - receiving and responding to feedback
 - working within the ICF in a student clinic
 - ethics and confidentiality
 - identity and culture

These topics will continue to be addressed throughout the remainder of the term.

This is in addition to any WIL placements you may be attending this week.

Visit this website and complete the module below:

<https://www.thedesk.org.au/>

- Getting Things Done

You may also find the following textbooks useful:

- 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 may be made available on the Moodle website and/or in class.

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
In Week 3 you will prepare for your Week 4 IPE class. This is in addition to any WIL placements you may be attending 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 may be made available on the Moodle website and/or in class.	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
In Week 4 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. This is in addition to any WIL placements you may be attending this week.	Specific links and/or reading materials may be made available on the Moodle website and/or in class.	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week there is no tutorial due to a public holiday occurring on Friday August 14th. Your WIL placements will however, continue as usual, unless you are otherwise notified by your CE or Unit Coordinator. You should also ensure that you are prepared for the Week 6 IPE class.	Specific links and/or reading materials may be made available on the Moodle website and/or in class.	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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.

Week 6 - 24 Aug 2020

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. This is in addition to any WIL placements you may be attending this week.	Specific links and/or reading materials may be made available on the Moodle website and/or in class.	

Week 7 - 31 Aug 2020

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', either in a local shopping centre (if COVID-19 -related social distancing restrictions permit) or in a virtual sense (i.e. using on-line resources). This is in addition to any WIL placements you may be attending this week.	Specific links and/or reading materials may be made available on the Moodle website and/or in class.	

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
In Week 8 we will cover the following: <ul style="list-style-type: none"> • a debrief regarding your placement and IPE experiences thus far • further reflective practice activities • continue discussion of topics listed in the Week 2 section This is in addition to any WIL placements you may be attending this week.	Specific links and/or reading materials may be made available on the Moodle website and/or in class.	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
In Week 9 you will continue your learning, relating to the topics listed in the Week 2 section, through the completion of a number of independent learning activities set by your Unit Coordinator. This is in lieu of a tutorial this week. This is in addition to any WIL placements you may be attending this week.	Specific links and/or reading materials may be made available on the Moodle website and/or in class.	

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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In Week 10, we will engage in the following:

- a debrief regarding your sessional placements thus far
- case conference practice (preparation for assessment task)
- a continued discussion regarding topics listed in the Week 2 section

This is in addition to any WIL placements you may be attending this week.

Specific links and/or reading materials may be made available on the Moodle website and/or in class.

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will:</p> <ul style="list-style-type: none"> • 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. <p>This is in addition to any WIL placements you may be attending this week.</p>	<p>Specific links and/or reading materials may be made available on the Moodle website and/or in class.</p>	<p>(50%) Written Reflection Due: Week 11 Monday (28 Sept 2020) 9:00 pm AEST</p>

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>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.</p> <p>This is in addition to any WIL placements you may be attending this week.</p>	<p>There are no specific readings this week.</p>	

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Case presentations will take place this week. The day/time will be confirmed by the Unit Coordinator during the term.</p> <p>This is in addition to any WIL placements you may be attending this week.</p>	<p>There are no specific readings this week.</p>	<p>(50%) Oral Case Presentation Due: Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST</p>

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>There are no scheduled events/classes this week. You may however continue to be required to attend your placement.</p>	<p>There are no specific readings this week.</p>	

Term Specific Information

Your weekly lecture and/or tutorial content for this unit will be delivered face-to-face via Zoom during regularly scheduled class time. However, in order to complete the clinical skills training and practical assessment tasks for this unit, you may also be required to attend some sessions on campus. If this is the case, you will be notified of the dates and times of these sessions via Moodle at least four weeks prior to the date. Prior to those sessions, you will be required to complete a self-declaration form regarding your current health status and COVID-19 risk factors. During these sessions, provisions for social distancing and use of PPE will be implemented in accordance with health and government guidelines. Please note that the recommencement of these practical and clinical sessions is subject to State and Federal health guidelines and may change if the situation with COVID-19 should deteriorate.

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 11 Monday (28 Sept 2020) 9:00 pm AEST

Assessment tasks must be submitted via Moodle.

Return Date to Students

Review/Exam Week Monday (12 Oct 2020)

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 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 7th Edition \(APA 7th edition\)](#)

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 (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 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 and to discuss the assessment process and any goals that were developed as a result. You will also be expected to describe the intervention that has been provided and progress that has been made, and to 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

Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST

Case presentations will be conducted during the first exam week of Term 2 (week beginning 12/10/20). 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 assessment 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 7th Edition \(APA 7th edition\)](#)

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

3 (P/F) Sessional Clinical Placement/s

Assessment Type

Professional Practice Placement

Task Description

As part of this unit you will be attending a sessional placement. This placement typically takes place one day per week across twelve weeks, however in some instances there may be some variability to this (for example, a placement may require you to attend two days per week but across a shorter time period). The placement 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 may 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 (e.g. children versus adults), the clinical educator (supervisor), the clinical setting, and the range of practice areas that are the focus of each placement (e.g. speech versus language versus swallowing, etc.). The timing of your placements (i.e. the start and end dates) may also vary amongst students. 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 as part of SPCH13001, you will attend a paediatric placement as part of 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 1-7. 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 2020 Speech Pathology Clinical Education Handbook, which is 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, you must have met all pre-clinical requirements (a.k.a. mandatory checks) and these must remain current for the duration of your placement. Information and instructions regarding pre-clinical requirements can be found on the SONIA database or obtained from the Work-Integrated Learning Office via email: smas-clinicalplacements@cqu.edu.au. Different workplaces may also have additional pre-clinical requirements that relate to their particular workplace/facility/organisation, such as training related to the use of telepractice or infection control, or specific vaccinations such as the influenza vaccination (this is particularly the case when working with vulnerable populations, such as the elderly and immuno-compromised individuals). It is up to you as the student to ensure that you have met all of these requirements. 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.

Assessment Due Date

The completion date of the placement is dependent upon the start date as well as the number of days that the placement is attended each week. These details are to be confirmed by the Unit Coordinator for each individual student.

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 1-7 (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 2020 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 2020 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 7th Edition \(APA 7th edition\)](#)

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

4 (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 learning experiences by logging your hours on the electronic spreadsheet provided to you on Moodle. The instructions required to complete this process can be found in the 2020 Speech Pathology Clinical Education Handbook, as well as on the record form itself. 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 and signed (by both the student and the CE/s) 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 2020 Speech Pathology Clinical Education Handbook, as well as on the record form itself.

Referencing Style

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

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

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