SPCH13006 *Speech Pathology Work-Integrated Learning 4*
Term 2 - 2021

Profile information current as at 05/05/2024 09:19 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 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 - 2021

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

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

Class Timetable
Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

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

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say

Feedback

Students felt that the interprofessional learning education (IPE) experience could be scaffolded up from the 2nd year IPE learning structure through incorporation into their clinical practicum and involving students from other disciplines.

Recommendation

It is recommended that the unit coordinator facilitate discussions between clinical educators and lecturers from different health professions to ascertain how IPE can be more fully embedded into students' clinical practicum experiences for greater authenticity.

Feedback from Have Your Say

Feedback

Students enjoyed and would like even greater opportunity to debrief and self-reflect on their clinical experiences during tutorials.

Recommendation

The unit coordinator will review the allocated time for students to debrief, to share their own plans and experiences, and to learn from others through guided peer discussions in a safe and supportive class environment.

Feedback from Have Your Say

Feedback

The teaching style of the lecturer was relaxed and engaging.

Recommendation

Teaching style is important in helping students to freely express their opinions and feelings regarding their clinical placements and it is recommended this continue to be a major focus of delivery for this unit.

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

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

Barbra Zupan Unit Coordinator
b.zupan@cqu.edu.au
Clancy Conlon Unit Coordinator
c.conlon@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Competencies expected for intermediate level student clinicians • Review of clinical placement expectations • General professionalism • Reflection of using previous placement experience to guide learning this term	Assigned readings will be made available via Moodle	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Reflection re: placement • Review of ethics and confidentiality • Goal setting and writing goals	Assigned readings will be made available via Moodle	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Reflections re: placement • Working with the ICF	Assigned readings will be made available via Moodle	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Reflections re: placement • Short and long term goals • Preparing clients for discharge • Measuring outcomes	Assigned readings will be made available via Moodle	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Reflections re: placement • Communicating effectively • Dealing with difficult situations and/or challenging clients	Assigned readings will be made available via Moodle	

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Reflections re: placement • Responding to and implementing feedback from CEs • Reflective practice	Assigned readings will be made available via Moodle	

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Reflections re: placement • Counselling • Compassion fatigue • Self-care	Assigned readings will be made available via Moodle	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Guest Lecture (5-6pm): Helen Maree Smith and Kym Dunstan (Children's Health Queensland) • Reflection re: placement	Assigned readings will be made available via Moodle	

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 1: Case presentations		**Case Conference Presentation** Due: Week 9 Tuesday (14 Sept 2021) 5:00 pm AEST

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Reflections re: placement • Identity and Culture • Checking biases	Assigned readings will be made available via Moodle	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Reflections re: placement • IPP frameworks • IPP in different settings	Assigned readings will be made available via Moodle	

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Reflections re: placement • Reflections re: learning goals and overall outcomes this term	Assigned readings will be made available via Moodle	

Review/Exam Week - 11 Oct 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Sessional Placements Due: Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST **Reflective practice assignment** Due: Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST **Record of Work Integrated Learning (WIL) Hours and Experiences** Due: Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST
Exam Week - 18 Oct 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

This unit includes 1.5 days per week of clinical placement and one weekly face-to-face tutorial session. Your tutorials will be taught by Wenonah Barber from Weeks 1 to 7, and then by Leisa Skinner for the remainder of the term. Barbra Zupan is the unit coordinator for the unit and Clancy Conlon will oversee the organisation of your clinical placements.

Assessment Tasks

1 Case Conference Presentation

Assessment Type
Presentation

Task Description
For this assessment task, you will participate in a simulated, 'mock' case conference meeting, similar to that which regularly occurs in a range of different health and education facilities, such as hospitals, private practices, community health settings, and even schools. These meetings typically involve providing information about a particular client's case, and then discussing the case with other health professionals to ensure that the client's needs are met through a planned and coordinated approach to their health care.

During your simulated case presentation, you will be required to provide information about a client you worked with during your third year sessional placements (i.e., as part of SPCH13001 or SPCH13006). Your task is to envisage yourself as a Speech Pathologist who has been asked to attend a case conference meeting as part of the regular practice of that clinical setting. This simulated case conference meeting will include an audience made up of fellow students who you need to consider as representing the team of health professionals in a clinical setting (e.g., Occupational Therapists, Dieticians, Social Workers and/or Physiotherapist). You are encouraged to select a case that requires/needs interdisciplinary input.
You will have a maximum of fifteen minutes to share your information with 'the team' and respond to questions, so you must ensure that you are succinct and to the point, in order to cover everything that is required.

An additional requirement is that you ask questions of your peers when they are presenting their case. You can ask this question as a fellow speech pathologist, or take the role of another health professional (e.g., Dietician; Occupational Therapist) and ask a question that may be relevant to that discipline. You should demonstrate that you are actively listening to the information that others are sharing and that you have the skills to ask questions effectively in a case conference setting. The questions you ask should be open-ended (for example, rather than asking yes/no questions, such as "Did you also conduct a language assessment?", you should ask questions that prompt for further information, such as "Which other assessments did you consider using but then rule out, and why?"). You need to ask a minimum of TWO questions across the cases presented.

You need to submit a **1-page written summary of your case via Moodle by 9:00am on 13 September 2021.** Your summary will not be specifically graded but needs to include the key points you plan to discuss in your case presentation. You are able to submit your summary as written text or in a bulleted list. **You will be unable to begin/engage in your case conference presentation without providing this written summary**.

This is a **must-pass** assessment task that is worth 50% of your overall grade for this unit. You need to attain a minimum grade of 20/40 (50%) to pass this assessment task.

Assessment Due Date
Week 9 Tuesday (14 Sept 2021) 5:00 pm AEST
Your case conference presentations will take place during your face-to-face tutorial.

Return Date to Students
Week 11 Tuesday (28 Sept 2021)
You will receive feedback within two weeks of delivering your case conference presentation.

Weighting
50%

Minimum mark or grade
Students must attain a minimum grade of 20/40 (50%) to pass this assessment task.

Assessment Criteria
You will be graded on the information you provide about your case, your consideration of the ICF and evidence-based practice in your discussion of the case, your rationales and clinical reasoning, your communication style, your consideration of the various team members who might be/need to be involved in the case, and your ability to answer questions throughout the case conference. In addition, you will be graded on the quality of questions you ask of others during their case conference presentations.

A detailed rubric outlining specific expectations has been posted on Moodle.

Referencing Style

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

Submission
No submission method provided.

Submission Instructions
The case conference presentations will occur face-to-face during the regularly scheduled tutorial for this unit in Week 9.

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

2 Sessional Placements

Assessment Type
Professional Practice Placement

Task Description
This term you will complete three sessional clinical placements. Each placement has a different pass requirement based on the learning you have completed in the course to date. This is a **must-pass assessment task**. To pass this unit, you must meet the pass criteria for all three sessional clinical placements. Details regarding these placements are outlined below:

Placement 1
This placement will require you to attend clinic for one full day each week across the twelve week term. Your placement will provide you with the opportunity to develop your practical skills under the supervision of a fully qualified and experienced Clinical Educator (CE).

Your CE will assess your competence across the seven CBOS units and each of the four generic professional

competencies at both the mid and final points of the placement through the use of the COMPASS Online assessment tool. In addition, you will be required to complete a self-assessment at each of these placement points through COMPASS Online.

At the commencement of your placement you will need to complete a learning contract which is to be reviewed by you and your CE as part of the mid-placement and final-placement assessments. By the end of your placement, you are expected to demonstrate **intermediate level** competence across each of the CBOS Units 1-7 an din each generic professional competency unit. Your placement this term will involve either a paediatric or an adult caseload. Your assigned caseload will be opposite to that which was assigned to you in SPCH13001 during Term 1.

Placements 2 and 3
Each of these placements will be six weeks in length and will focus on a specific range of practice area (i.e., voice, adult speech/language). These placements will take place at the CQUniversity Health Clinic and will be supervised by fully qualified and experienced CEs. Each of these placements will be graded using a rubric available to you via Moodle. To pass Placements 2 and 3, you must demonstrate **approaching entry-level** competency in each.

Further information regarding the expectations when participating in clinical placements such as dress code, attendance requirements and mandatory checks (pre-clinical requirements) can be found in the Speech Pathology Clinical Education Handbook. An electronic copy of this document will be made available through the SPCH13006 Moodle page. Note that all pre-clinical requirements mentioned in the Speech Pathology Clinical Education Handbook (and also stipulated on the online SONIA database) must be completed prior to commencing a placement and must remain current for the duration of the placement. Any student who fails to comply will not be permitted to commence their placement which will affect their ability to complete this assessment task. Further information and instructions regarding all mandatory checks (pre-clinical requirements) can be found on the SONIA database or obtained by contacting the Work-Integrated Learning (WIL) team via email: smas-clinicalplacements@cqu.edu.au.

Assessment Due Date
Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST
The final COMPASS assessment and rubrics for Placements 2 and 3 must be completed by the final day of placement.

Return Date to Students

Results will be made available to students within fourteen days of the completion of their final COMPASS assessment. This notification will occur via email and/or Moodle. There are no documents that are required to be returned to the students.

Weighting
Pass/Fail

Minimum mark or grade
Students must meet the level of clinical competency specified for each of the three sessional placements to pass this assessment task.

Assessment Criteria
The criteria differ for Placement 1 versus Placements 2 and 3. Criteria are outlined below.

Placement 1:
You will be assessed on the following four generic professional competencies through the use of COMPASS Online:

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

You will also be assessed on the following seven 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

Further information regarding each of these units can be found in the COMPASS Assessment Resource Manual, available through COMPASS online: https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp

In order to complete all of the requirements and pass this assessment task, you must:

- Complete a learning contract in the first three weeks of the placement and have this reviewed by you and your CE as part of the mid-placement and final-placement assessments.
- Complete a self-assessment through COMPASS online a minimum of two days prior to meeting with your CE at both the mid-placement and final-placement assessment points.
- Be assessed by your CE across all seven CBOS units and each of the four generic professional competency (GPC) units at the mid-placement and final-placement points.
- By the end of your placement, demonstrate intermediate level competence across each of the CBOS units 1-7, according to COMPASS Online results that are determined by your CE.
- By the end of your placement, demonstrate intermediate-level competence across each of the four generic professional competency (GPC) units, according to COMPASS Online results that are determined by your CE.

Placements 2 and 3
Due to the length of these two sessional placements (i.e., 6 weeks), students will be graded according to a rubric that includes elements related to CBOS Units 1-7, all four generic professional competency units, and the Professional Standards. This rubric, including the specific criteria against which you will be assessed, are available via Moodle. By the end of each of these two sessional placements, you need to demonstrate **approaching entry-level** competence as determined by your CE via the rubric.

Students must pass all three sessional placements to pass this assessment task.

Both the pass and failure criteria that apply to clinical placements are described in detail in the Speech Pathology Clinical Education Handbook. Both CEs and students should familiarise themselves with these criteria. As stated in the Clinical Education Handbook, the Clinical Education Coordinator will make the final decision regarding a student's results based on all available evidence relating to the student's performance whilst completing the placement.

Referencing Style

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

Submission
No submission method provided.

Submission Instructions
Any documents required by CEs (e.g. reports, progress notes) must be submitted via a mode that has been negotiated between the student and CE (not through Moodle). Students are also required to complete online self-assessments at the mid-point and end-point of their clinical placement (Placement 1) through COMPASS Online. Students and CEs then meet face-to-face at the mid-point and end-point of their clinical placement for assessment through COMPASS assessment tool. For sessional placements 2 and 3, students must meet face-to-face with their CE at the end-point of placement. There are no documents that need to be submitted through Moodle.

Learning Outcomes Assessed

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

Assessment Type
Reflective Practice Assignment

Task Description
This assessment task has **three parts**:

1. Using your clinical experiences this term, identify and reflect on one specific area of strength and one area in which you need to improve. Your reflection should be written using the Description-Interpretation-Outcome framework. For each area, you need to:

- Briefly describe the area you identified (Description)
- Provide a clear rationale for why you selected it (e.g., analyse the learning experience that led you to identify it) (Interpretation)
- Reflect on the impact that your area of strength/area that needs improvement has had (or might have in future) on you as a clinician (Outcome)

2. Describe the link between reflective practice and ONE of the generic professional competencies (GPCs) described in COMPASS (reasoning, communication, learning and professionalism). That is, discuss how continuing to develop your reflective practice skills could potentially assist growth in one of the four GPCs. NOTE: You must select a different GPC than the one you included in your SPCH13001 reflective practice assignment.

3. Discuss how you can use reflective practice to apply the knowledge and competencies learned in one range of practice area or client age group, to another. For example, you may discuss applying and transferring knowledge from paediatric practice to working with adults or from speech to language, etc. This reflection should be written following the Description-Interpretation-Outcome framework.

The word limit for this assessment task is 2000 words.

This is a **must-pass assessment task**. Students must attain a minimum of grade of 25/50 (50%) to pass this assessment task.

Assessment Due Date
Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST
This assessment task is to be submitted via Moodle.

Return Date to Students

Students will receive feedback within two weeks of the submission deadline via Moodle.

Weighting
50%

Minimum mark or grade
This is a must-pass assessment task. Students must attain a minimum grade of 25/50 (50%) to pass this assessment task.

Assessment Criteria
A detailed task description and marking rubric are available via Moodle. You will be graded on a number of elements related to two main criteria as outlined below:

- Criterion 1 assesses the content of the three parts of your reflective practice assignment based on the task description. This criterion is marked out of 30 and converted to a mark out of 40.
- Criterion 2 assesses the formatting, writing style, grammar and APA referencing throughout the assessment task. This criterion is marked out of 25 and converted to a mark out of 10.

Referencing Style

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

Submission
Online

Submission Instructions
This assessment task is to be submitted 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

4 Record of Work Integrated Learning (WIL) Hours and Experiences

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
You must complete a Record of WIL Experiences form showing the clinical experiences/hours you accumulated at your term 1 sessional placement. At the completion of the placement, this form must be signed by both you and your CE. You must then submit the form via Moodle within one week of the completion of your sessional placements. The specific record form that is to be used and the instructions for completion is available on Moodle.

It should be noted that Speech Pathology Australia (SPA) does not specify the number of clinical hours that students must complete during the course of any Australian university's Speech Pathology program. SPA instead places the focus on the minimum level of competence, skills and knowledge required for entry into the workforce as a qualified and competent speech pathologist. CQUniversity's approach is consistent with SPA's philosophy and therefore does not have a specific requirement regarding the minimum number of clinical hours each student must complete by the end of the Speech Pathology course. Submission of the record form for this unit is therefore a pass/fail assessment requirement. You should be aware that you are also expected to track this data and keep copies for your own records, as evidence of clinical hours may be required if you are requested to provide evidence of clinical experience when applying for work as a speech pathologist overseas.

Assessment Due Date
Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST
You must submit a signed WIL record for each of your three sessional placements.

Return Date to Students

There are no items to return for this assessment task.

Weighting
Pass/Fail

Minimum mark or grade
This is a must pass assessment requirement. A completed and signed Record of WIL Experiences form must be submitted via Moodle for each of the three sessional placements 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 a copy of the Record of WIL Experiences form provided to you by your Unit Coordinator within one week of completing your three sessional placements. You will need a separate Record of WIL Experiences form for each of your three sessional placements. Each form must be signed by both you and your CE/s. Instructions for completion are available on the record form that have been provided to you on Moodle.

Referencing Style

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

Submission
Online

Submission Instructions
Students must submit these forms 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