SPCH13006 *Speech Pathology Work-Integrated Learning 4*
Term 2 - 2022

Profile information current as at 06/04/2024 03:12 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 1SPCH13012 - Voice Disorders and Clinical Practice
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 - 2022
- 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 appreciated being able to learn on campus, even when the lecturer was teaching from off site.

Recommendation

It is recommended that the tutorials for this unit continue to be scheduled on-campus.

Feedback from Have Your Say

Feedback

Students commented that the reflective assessment task was similar to the task assigned in their previous work-integrated learning unit.

Recommendation

It is recommended that the reflective practice assessment be reviewed and updated as necessary prior to 2022.

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				

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 - 11 Jul 2022

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 - 18 Jul 2022

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 - 25 Jul 2022

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

Week 4 - 01 Aug 2022

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. Review IPE Moodle site for instructions for IPE component of this unit.	

Week 5 - 08 Aug 2022

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 - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Reflections re: placement • Responding to and implementing feedback from CEs • Reflective practice • Community-based practice	Assigned readings will be made available via Moodle Review IPE Moodle site for instructions for IPE component of this unit.	

Week 7 - 29 Aug 2022

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 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Honing your on the spot reflective capability • Reflection re: placement	Assigned readings will be made available via Moodle Review IPE Moodle site for instructions for IPE component of this unit.	

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 1: Case Conference Presentation (50%)		**Case Conference Presentation** Due: Week 9 Tuesday (13 Sept 2022) 8:00 am AEST

Week 10 - 19 Sep 2022

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 - 26 Sep 2022

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 - 03 Oct 2022

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 - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 3: Reflective Practice Assignment (50%)		**Reflective Practice Assignment** Due: Review/Exam Week Friday (14 Oct 2022) 9:00 am AEST

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

You are also required to participate in an interprofessional education (IPE) component working independently with students from other health disciplines. Access to instructions and resources etc. can be found on the **IPE Moodle site for Term 2.** Due dates for tasks will also be posted on the IPE Moodle page with additional reminders on the SPCH13006 Moodle page.

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 schools. These meetings typically involve providing information about a particular client's case, reasons for actions and decisions made to date 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 imaginary audience made up of health professionals in a clinical setting (e.g., Occupational Therapists, Dieticians, Social Workers and/or Physiotherapists). You are encouraged to select a case that requires/needs interdisciplinary input. You will have a **maximum of 25 minutes** to share your information with 'the team' and provide clinical reasoning and evidence, so you must ensure that you are succinct and to the point, in order to cover everything that is required.

In your presentation you should succinctly present relevant and appropriate case information about a particular client you have worked with during one of your third year WIL placements. Where applicable, this should include:

- Important and relevant background information that provides your team with an understanding of the context surrounding the client's initial and current presentation (including information relevant to the ICF and family-, client- and community-centred care)
- Assessments conducted and the results of these assessments
- Relevant diagnoses (if any) and how these were made (include information about differential diagnoses)
- The client's goals and how these were decided upon (include clear rationales)
- Intervention plans, intervention implemented, and progress made
- Identify any gaps in information
- Therapy outcomes and recommendations
- Other key players (and their roles) in the management of the client's health care (and their role)
- Any other important factors to consider when considering and/or managing the client's health care
- Identification of questions to be asked of other health professionals to inform your own practice
- Suggestions to other health professionals as to how to incorporate your goals when they work with your client
- Client confidentiality
- Evidence of your own standards of professionalism in working with the client and during the case presentation
- Self-reflection of your own learning needs, how you plan to address these and what other health professionals may be able to offer in terms of developing your own clinical skills
- Using a conversational presentation style where you do not rely on reading your notes.

Note - You need to submit a 1-page written summary of your case via email to your lecturer by 9:00am on 9 September 2022. 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 obtain a minimum mark of 50% to pass (20/40). You will be graded on criteria described in the Case Conference Presentation Information section of these task instructions. These criteria are fully described in the marking rubric on Moodle.

Assessment Due Date
Week 9 Tuesday (13 Sept 2022) 8:00 am AEST
Your case conference presentations will take place just prior to your face-to-face tutorial.

Return Date to Students
Week 11 Tuesday (27 Sept 2022)
You will receive feedback within two weeks of delivering your case conference presentation.

Weighting
50%

Minimum mark or grade
This is a must-pass assessment task. Students must attain a minimum grade of 30/60 (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-, client-, family-, community-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 identify questions you need to ask other health professionals as well as your demonstration of how you might go about getting other health professionals to include speech pathology related goals for your client. The criteria are outlined in detail below.

During the presentation of your case, the assessor will be looking to see that you:

- Summarise key information in a succinct, coherent and organised manner.
- Demonstrate that you have thoroughly considered the ICF framework, evidence-based practice and client-, family- and community-centred care when presenting information about your client. You are required to explicitly mention these frameworks/models/approaches to highlight the subtle differences and considerations impacting your approaches. Your discussion should also clearly demonstrate that you have considered the client's case holistically, from multiple perspectives, and in terms of best evidence-based practice (using the three pillars of EBP i.e., research, clinical expertise/experience and client perspective). If you have not been able to work within one or all of these models/framework then you should describe how you might go ahead and do so in the future or if you had the ideal resources available.
- Clearly articulate your clinical reasoning and thinking in relation to the management of your client. Provide clear rationales for choices and decisions made and also identify where there may be gaps in knowledge, skills or information – for example, this might be your knowledge about the client's diagnosis or condition, your skills in using a particular approach that has been recommended, information about the client's support network, and so on.
- Discuss any areas where information might be lacking or where further research or data collection may be needed, in order to progress or to reach a conclusion. This demonstrates an awareness of your own limitations as well as your ability to ask for assistance and support if required. What do you expect other disciplines may be able to offer you in terms of treatment and outcomes?
- Discuss questions you might need to ask of other health professionals (e.g., Dietician; Occupational Therapist) that may be relevant to that discipline or, alternatively, questions that might be asked of you by those health professionals. How might you approach them, what questions might you ask about what they are doing which could inform you about your own practice? What ideas for suggestions could you provide them for how to implement some of your goals into their activities?

The assessor will also be considering HOW you present your information. During your case presentation, you should:

- Ensure your communication style and presentation of information are suitable to presenting in a case conference context. For example, power-point presentations are not appropriate in this context, and neither is reading directly from a written script. Occasionally referring to notes for specific key information (e.g., assessment results, names of family members, etc) is acceptable, however it should also be clear that you have a thorough knowledge and understanding of your client's case. Therefore, it should appear that you are able to talk about the client in a seemingly spontaneous, natural, and conversational manner, maintaining professionalism at all times.
- Consider your audience carefully when communicating information during the case conference meeting. You should assume that the audience includes other allied health professionals (e.g., Occupational Therapists, Dieticians, Social Workers and/or Physiotherapists) who often work closely with Speech Pathologists. Although these professionals generally have some knowledge of Speech Pathology, be mindful that you do not make assumptions about the team's understanding of specific Speech Pathology vocabulary.
- You should assume that other health professionals will be involved in the management of this client's health care at some stage in the future, and therefore information presented should be relevant and useful to them. In addition, you need to clearly identify and articulate any future actions that these other health professionals need to consider or what the might need from you.
- For the purposes of this assessment task, carefully protect the identity of your client and maintain confidentiality by altering all identifying information. For example, change the client's first and last names, spouse's/parent's names, address, age, etc. when discussing their case.
- Conduct yourself professionally at all times, just as you would in an authentic workplace environment – this includes your appropriate use of both verbal and non-verbal communication, respect for and consideration of others, appropriate dress/attire, time management and organisation skills.

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

This is a must-pass assessment task. Students must obtain a minimum grade of 30/60 (50%) to pass this assessment task.

Referencing Style

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

Submission
Offline

Submission Instructions
The one-page summary of your case should be emailed to your lecturer via email by 9:00am on 9 September 2022. The case conference presentations will occur face-to-face just prior to 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 be required to attend clinic for one full day each week across the twelve week or equivalent 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 agreement 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 and in 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 one.

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

The final COMPASS assessment 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 be rated as Intermediate for all competencies to pass this assessment task.

Assessment Criteria
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 agreement 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.

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 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.

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
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 (14 Oct 2022) 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 Work Integrated Learning Log showing the clinical experiences/hours you accumulated at your 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

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 Work Integrated Learning Log 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 a copy of the Work Integrated Learning Log provided to you by the Clinical Education Coordinator within one week of completing your placement. 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
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