



# SPCH14001 *Integrated Practice in Speech Pathology*

## Term 1 - 2020

Profile information current as at 13/12/2025 03:57 pm

All details in this unit profile for SPCH14001 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.

## Corrections

### Unit Profile Correction added on 30-03-20

Assessment 2 (OSCE) has now been changed to an alternate form of assessment. Please see your Moodle site for details of the assessment.

## General Information

### Overview

In this unit, you will explore issues that impact on professional practice, including current theory and practice in social innovation. You will integrate theoretical and empirical research in the field of speech pathology and debate ethical dilemmas. Professional and inter-professional competencies will be investigated in the context of speech pathology practice. Current theory and practice in social innovation will also be discussed.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-Requisites: SPCH13006 Speech Pathology Work-Integrated Learning 4SPCH13008 Neurogenic Communication Disorders 2SPCH13009 Hearing and Multimodal CommunicationSPCH13010 Dysphagia Across the LifespanSPCH13012 Voice Disorders and Clinical PracticeSPCH13011 Fluency 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 1 - 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. **Oral Examination**

Weighting: 50%

#### 2. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: 50%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Have Your Say and student comments

##### Feedback

Students found the practical learning modules and discussions helpful.

##### Recommendation

The unit will continue to use learning modules and discussion to review complex cases in speech pathology.

#### Feedback from Have Your Say and student comments

##### Feedback

Students requested more practice for the viva assessment task.

##### Recommendation

The viva task will continue in 2020 and be thoroughly reviewed with students prior to the assessment date.

## Unit Learning Outcomes

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

1. Debate ethical reasoning in clinical decision making
2. Justify assessment and intervention decisions for children and adults with communication and/or swallowing needs
3. Appraise the role and scope of practice of speech pathologists and other professionals involved in the interprofessional care of people with multiple intervention needs.

### Speech Pathology Range of Practice covered:

- Adult - Speech, Language, Voice, Fluency, Swallowing and Multimodal Communication
- Child - Speech, Language, Voice, Fluency, Swallowing and Multimodal Communication

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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Objective Structured Clinical Examinations (OSCEs) - 50%	•	•	
2 - Oral Examination - 50%		•	•

## Alignment of Graduate Attributes to Learning Outcomes

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

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Objective Structured Clinical Examinations (OSCEs) - 50%	•	•	•	•			•	•		
2 - Oral Examination - 50%	•	•	•	•				•		

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Barbra Zupan** Unit Coordinator  
[b.zupan@cqu.edu.au](mailto:b.zupan@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to SPCH14001 Ethics in Speech Pathology	Readings to be assigned.	

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology with Culturally and Linguistically Diverse Clients and Aboriginal and Torres Strait Islander Peoples	Readings to be assigned.	

### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Integrated Speech Pathology Practice in the Context of Mental Health	Readings to be assigned.	

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology in Youth Justice	Readings to be assigned	

### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology and Cleft Lip and/or Palate	Readings to be assigned	

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
There are no Lectures this week. During this week, you will be scheduled to attend a 1 hour session to complete your paediatric viva assessment.		<b>Viva</b> Due: Week 6 Tuesday (21 Apr 2020) 11:45 pm AEST

### Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology in Head and Neck Cancer	Readings to be assigned	

### Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology in Critical Care	Readings to be assigned	

### Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology in Palliative Care Counselling in Speech Pathology	Readings to be assigned	

**Week 10 - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology in NDIS Private Practice in Speech Pathology	Readings to be assigned	

**Week 11 - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Interprofessional Practice	Readings to be assigned.	

**Week 12 - 01 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
There are no lectures this week. During this week, you will be scheduled to attend a 1.5 hour session to complete your adult OSCE assessment.		<b>OSCE Due:</b> Week 12 Tuesday (2 June 2020) 11:45 pm AEST

**Review/Exam Week - 08 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 15 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Your lecturer for this unit is Wenonah Barber. You will receive her contact information via Moodle.

## Assessment Tasks

### 1 Viva

**Assessment Type**

Oral Examination

**Task Description**

This assessment task requires you to participate in an oral assessment, whereby you must demonstrate your skills, knowledge and competence specific to paediatric clinical practice. You are required to consider, discuss and respond to questions about a specific case, with the questions designed to assess your abilities to integrate information, problem-solve in real time, make decisions regarding assessment and intervention and the overall management of a client, use clinical reasoning skills and provide clear and appropriate rationales for decisions that consider evidence-based practice. Your responses are verbal only and are video recorded to allow for moderation.

You will be graded on criteria specific to CBOS for assessment planning, analysis and interpretation, and planning evidence-based intervention as well as implementation of the professional framework and competencies, including range of practice principles. In addition, you will be assessed on your consideration of interprofessional teamwork competencies as they relate to the case.

To pass this assessment task, you must demonstrate overall entry-level competency for each CBOS unit. Thus, you must achieve a mark equivalent to 50% in EACH SECTION of the rubric (5 sections in total). A mark below 50% in any section of the rubric indicates that you have not met entry level for that competency, which equates to a fail grade on the assessment task.

**Assessment Due Date**

Week 6 Tuesday (21 Apr 2020) 11:45 pm AEST

Your viva will be scheduled for Week 6. You will be given the date and time at least two weeks prior.

## **Return Date to Students**

Week 8 Friday (8 May 2020)

Feedback will be provided to you via Moodle.

## **Weighting**

50%

## **Minimum mark or grade**

You must receive a minimum grade of 50% in EACH SECTION of the rubric to pass this assessment task.

## **Assessment Criteria**

You will be graded on criteria specific to CBOS. To pass the assessment, you must demonstrate entry-level competency for each. The CBOS criteria are categorised into five sections in the rubric. These sections include: (1) Assessment Planning (15 points); (2) Analysis and Interpretation (9 points); (3) Planning Evidence-Based Speech Pathology Practices (12 points); (4) Professional Framework, Competencies and Range of Practice Principles (12 points); and (5) Interprofessional Teamwork Competencies (12 points).

For each criterion on the rubric, you will receive a score from 0 to 3. A description of these scores is provided below:

3 marks – Demonstrates proficiency in the learning outcomes of the task and performance at an exceptional standard; demonstrates awareness and understanding of deeper and less obvious aspects of the case; shows ability to easily adapt, apply and evaluate ideas as new information about the case is revealed; meeting entry-level as per behavioural descriptors of student competency according to COMPASS®

2 marks – Demonstrates proficiency in the learning outcomes of the task and performance at an acceptable standard; demonstrates the ability to use and apply fundamental concepts and skills, going beyond mere replication of content knowledge or skills to show understanding of key concepts, awareness of their relevance to the specific case given, use of analytical skills, and some originality or insight; meeting entry-level as per behavioural descriptors of student competency according to COMPASS®

1 mark – Demonstrates some knowledge of fundamental concepts and performance of some required skills but lacks sufficient understanding of key concepts, awareness of their relevance to the specific case given, use of analytical skills, and insight. Quality of performance is emerging in relation to the learning outcomes of the task, but is not yet adequate or competent at entry-level standard

0 marks – Quality of performance is at intermediate level or below.

**NOTE:** You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up to 10 minutes after the official assessment commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e., arriving beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item but may be eligible for a supplementary assessment in line with CQU policy.

## **Referencing Style**

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

## **Submission**

No submission method provided.

## **Submission Instructions**

You will attend a one hour session during Week 6 to complete this task with an assessor.

## **Learning Outcomes Assessed**

- Justify assessment and intervention decisions for children and adults with communication and/or swallowing needs
- Appraise the role and scope of practice of speech pathologists and other professionals involved in the interprofessional care of people with multiple intervention needs.

## **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

## 2 OSCE

### Assessment Type

Objective Structured Clinical Examinations (OSCEs)

### Task Description

This assessment task requires you to demonstrate a range of behaviours/skills/knowledge specific to adult clinical practice when working through a series of tasks included in the modified OSCE. The modified OSCE includes 12 stations, 7 of which will be overtly assessed. Throughout the modified OSCE, you are required to demonstrate that you are able to integrate information to make decisions regarding assessment and intervention and the overall management of a standardised client. You will be assessed on your ability to integrate the ICF and evidence-based practice in your clinical reasoning and provided rationales. You will also need to identify and discuss an ethical issue within the case.

You will be graded on criteria specific to CBOS for conducting a case history interview, assessment planning, conducting assessment, analysis and interpretation of assessment results, planning evidence-based intervention, implementing evidence-based intervention, and your ethical reasoning and reflective practice.

To pass this assessment task, you must demonstrate overall entry-level competency for each CBOS unit. Thus, you must achieve a mark equivalent to 50% in EACH SECTION of the rubric (7 sections in total). A mark below 50% in any section of the rubric indicates that you have not met entry level for that competency, which equates to a fail grade on the assessment task.

### Assessment Due Date

Week 12 Tuesday (2 June 2020) 11:45 pm AEST

Your OSCE will be scheduled for Week 12. You will be given the date and time at least two weeks prior.

### Return Date to Students

Exam Week Friday (19 June 2020)

Feedback will be provided to you via Moodle.

### Weighting

50%

### Minimum mark or grade

You must receive a minimum grade of 50% in EACH SECTION of the rubric to pass this assessment task.

### Assessment Criteria

You will be graded on criteria specific to CBOS. To pass the assessment, you must demonstrate entry-level competency for each. The CBOS criteria are categorised into seven sections in the rubric. These sections include: (1) Case History Interview (9 points); (2) Assessment Planning (9 points); (3) Assessment (9 points); (4) Analysis and Interpretation (9 points); (5) Planning Evidence-Based Speech Pathology Practices (9 points); (6) Implementation of Speech Pathology Practice (9 points); and (7) Ethical Reasoning and Reflective Practice (9 points).

For each criterion on the rubric, you will receive a score from 0 to 3. A description of these scores is provided below:  
3 marks – Demonstrates proficiency in the learning outcomes of the task and performance at an exceptional standard; demonstrates awareness and understanding of deeper and less obvious aspects of the case; shows ability to easily adapt, apply and evaluate ideas as new information about the case is revealed; meeting entry-level as per behavioural descriptors of student competency according to COMPASS®

2 marks – Demonstrates proficiency in the learning outcomes of the task and performance at an acceptable standard; demonstrates the ability to use and apply fundamental concepts and skills, going beyond mere replication of content knowledge or skills to show understanding of key concepts, awareness of their relevance to the specific case given, use of analytical skills, and some originality or insight; meeting entry-level as per behavioural descriptors of student competency according to COMPASS®

1 mark – Demonstrates some knowledge of fundamental concepts and performance of some required skills but lacks sufficient understanding of key concepts, awareness of their relevance to the specific case given, use of analytical skills, and insight. Quality of performance is emerging in relation to the learning outcomes of the task, but is not yet adequate or competent at entry-level standard

0 marks – Quality of performance is at intermediate level or below.

**NOTE:** You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up to 10 minutes after the official assessment commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e., arriving beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item but may be eligible for a supplementary assessment in line with CQU policy.



**Referencing Style**

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

**Submission**

No submission method provided.

**Submission Instructions**

You will attend a 1.5 hour session during Week 12 to complete this task with an assessor.

**Learning Outcomes Assessed**

- Debate ethical reasoning in clinical decision making
- Justify assessment and intervention decisions for children and adults with communication and/or swallowing needs

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

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

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

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

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

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

### What is a breach of academic integrity?

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

### Why is academic integrity important?

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

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

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



#### Seek Help

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



#### Produce Original Work

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