



# SPCH14001 *Integrated Practice in Speech Pathology*

## Term 1 - 2023

Profile information current as at 11/04/2024 12:25 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

### General Information

#### Overview

In this unit, you will explore issues that impact on professional practice, and apply prior learning of paediatric and adult clinical practice to complex and contemporary contexts. You will integrate theoretical and empirical research in the field of speech pathology and debate ethical dilemmas. Professional and interprofessional competencies will be investigated in the context of speech pathology practice.

#### 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: SPCH13008 Management of Neurogenic Communication Conditions SPCH13009 Multimodal Communication SPCH13006 Speech Pathology Work Integrated Learning 4

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 - 2023

- 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: Pass/Fail

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

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## 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 SPCH14001 SUTE unit Comment report and Unit Coordinator review of assessment results.

**Feedback**

Instructions given prior to, and during, both oral assessment tasks (Paediatric viva and Adult OSCE), need refining so that expectations prior to assessments are clear, and expectations during the assessments are clear.

**Recommendation**

It is recommended that instruction and grading materials related to the Adult OSCE and paediatric viva are reviewed.

#### Feedback from Unit Coordinator review of assessment results and self reflection.

**Feedback**

Increase explicit teaching around ethical issues in case based discussions in SPCH14001 tutorials.

**Recommendation**

It is recommended that the tutorial case studies are adapted to help students understand and evaluate ethical principles in clinical practice.

## Unit Learning Outcomes

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

1. Integrate ethical principles into clinical decision making
2. Analyse and interpret assessment data for children and adults with communication and/or swallowing goals and needs
3. Create and implement holistic management plans to optimise communication
4. Evaluate the role and scope of practice of speech pathologists and other professionals involved in the interprofessional care of people with diverse needs
5. Justify decisions using clinical reasoning and evidence-based practice within the context of paediatric and adult speech pathology practice

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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Oral Examination - 0%	•	•	•	•	•
2 - Objective Structured Clinical Examinations (OSCEs) - 0%	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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.**

### 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

**Susan Walker** Unit Coordinator  
[s.walker3@cqu.edu.au](mailto:s.walker3@cqu.edu.au)

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

## Schedule

### Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"><li>• Ethics in speech pathology: theory</li></ul>		
<b>Tutorial:</b> <ul style="list-style-type: none"><li>• Application of ethical decision making models to clinical cases</li></ul>	Readings to be outlined on Moodle.	

### Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"><li>• Ethics in speech pathology: application of ethical principles</li></ul>		
<b>Tutorial:</b> <ul style="list-style-type: none"><li>• Application of ethics decision making models to clinical cases</li></ul>	Readings to be outlined on Moodle.	

### Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"><li>• Guest lecture on youth justice by Stella Martin</li></ul>		
<b>Tutorial:</b> <ul style="list-style-type: none"><li>• Working through relevant case studies incorporating topic</li></ul>	Readings to be outlined on Moodle.	

### Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"> <li>Positive behaviour support in speech pathology</li> </ul>		
	Readings to be outlined on Moodle.	
<b>Tutorial:</b> <ul style="list-style-type: none"> <li>Guest speaker: Karly Green - Autism Queensland</li> </ul>		

#### Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"> <li>Working with children with complex needs including : trauma, FASD, complex medical needs</li> </ul>		
	Readings to be outlined on Moodle.	
<b>Tutorial:</b> <ul style="list-style-type: none"> <li>Working through relevant case studies incorporating the topic</li> </ul>		

#### Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>There are no Lectures this week.</p> <p>During this week, you will be scheduled to attend a 75 minute session to complete your paediatric viva assessment via Zoom.</p>		<b>Paediatric viva</b> Due: Week 6 Thursday (20 Apr 2023) 8:00 am AEST

#### Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"> <li>Social cognition in traumatic brain injury</li> </ul>		
	Readings to be outlined on Moodle.	
<b>Tutorial:</b> <ul style="list-style-type: none"> <li>Guest speaker - A/Prof Barbra Zupan</li> </ul>		

#### Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"> <li>Working with people with mental health challenges</li> </ul>		
	Readings to be outlined on Moodle.	
<b>Tutorial:</b> <ul style="list-style-type: none"> <li>Working through relevant case studies incorporating topic</li> </ul>		

#### Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"> <li>Counselling in speech pathology</li> </ul>		
	Readings to be outlined on Moodle.	
<b>Tutorial:</b> <ul style="list-style-type: none"> <li>Working through relevant case studies incorporating topic</li> </ul>		

#### Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Online lectures/activities:**

- Cognitive communication and higher level language disorders in the adult population

Readings to be outlined on Moodle.

**Tutorial:**

- Working through relevant case studies incorporating topic

**Week 11 - 22 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"> <li>• Working with the adult disability population</li> </ul>		
	Readings to be outlined on Moodle.	
<b>Tutorial:</b> <ul style="list-style-type: none"> <li>• Working through relevant case studies incorporating topic</li> </ul>		

**Week 12 - 29 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"> <li>• Palliative care in speech pathology, and self care</li> </ul>		
	Readings to be outlined on Moodle.	
<b>Tutorial:</b> <ul style="list-style-type: none"> <li>• Working through relevant case studies incorporating topic</li> </ul>		

**Review/Exam Week - 05 Jun 2023**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Objective Structured Clinical Examinations (OSCE)</b> Due: Review/Exam Week Wednesday (7 June 2023) 8:00 am AEST

**Exam Week - 12 Jun 2023**

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

For each topic covered this term, you will have a series of short recorded lectures and interactive online activities that provide you with the foundation information on that topic. You will need to engage with this content and complete the learning activities before attending your face-to-face tutorial. The focus of your face-to-face tutorial will be to discuss and apply the content presented in the recorded lectures and the interactive activities to case studies. The tutorials will require significant input from the student, it is essential to review all of the material posted on Moodle for each topic.

**Students will also be expected to independently further investigate the weekly topics and share that knowledge in the tutorial group or via the discussion board.**

To further support your learning and assist you in revising content to prepare for your viva and OSCE assessment tasks and for your clinical block placements in Term 2, this unit also includes two learning modules - one focused on paediatric clinical practice and one focused on adult clinical practice. These modules are available on Moodle below the weekly tiles. It is recommended that you take time each week to progress through the content in these modules. You should also be revising content from paediatric and adult focused units taken previously in the course.

**Assessment Cupboard Access**

Students will require access to the CQU Speech Pathology assessment cupboard to prepare for their OSCE and viva. Students will be provided with scheduled weekly access to the Speech Pathology assessment cupboard, the available dates and times will be outlined on Moodle.

**Office Hours**

If you wish to arrange a meeting with the Unit Coordinator/Clinical Educator Coordinator (Susan Walker) please send her an email (s.walker3@cqu.edu.au) and a mutually agreeable time can be arranged to meet via Zoom.

## Assessment Tasks

### 1 Paediatric viva

#### Assessment Type

Oral Examination

#### Task Description

For this assessment task, which will be conducted via Zoom, you will be required to complete a viva (an oral assessment in the form of a dynamic interview) based on a paediatric clinical scenario.

At the start of your viva, you will be provided with basic written case information about a child who is presenting with communication and/or swallowing difficulties, as well as a number of social/psychosocial issues. Throughout this viva, you will be provided with additional information and asked to indicate if/how that information affects your decision-making process and recommendations.

Each section of your viva is timed, but not all sections are assessed. A brief outline is provided below with additional details provided on Moodle.

- Section 1A (Not assessed). Review background information and develop assessment plan (10 minutes)
- Section 1B (Assessed). Diagnosis and assessment planning (10 minutes)
- Section 2A (Not assessed). Review and interpret assessment results (15 minutes)
- Section 2B (Assessed). Interpret, diagnose and report on assessments (10 minutes)
- Section 3A (Not assessed). Plan speech pathology intervention or service response (10 minutes)
- Section 3B (Assessed). Plan speech pathology intervention or service response (10 minutes)
- Section 4A (Not assessed). Professional conduct (Domain 1) and Reflective Practice and lifelong Learning (Domain 2) (5 minutes)
- Section 4B (Assessed). Professional conduct (Domain 1) and Reflective Practice and Lifelong Learning (Domain 2) (10 minutes)

During the viva, you must independently demonstrate your skills, knowledge, and competence in the practice areas of paediatric clinical practice across the new professional standards. Overall, this viva requires you to independently integrate information, to problem-solve in real-time, to identify and explain ethics issues, and to make decisions regarding assessment and intervention and the overall management of a client, with reference to the ICF and within the ethical guidelines of the speech pathology profession. You must also demonstrate your use of effective thinking, reasoning and reflective skills and provide clear and appropriate rationales for decisions that carefully consider evidence. Your oral viva will be video recorded for assessment purposes.

#### Assessment Due Date

Week 6 Thursday (20 Apr 2023) 8:00 am AEST

An individually scheduled time for the viva will be outlined on Moodle

#### Return Date to Students

Week 8 Thursday (4 May 2023)

Feedback will be provided to you via Moodle

#### Weighting

Pass/Fail

#### Minimum mark or grade

This is a MUST PASS assessment task. Students must pass each station to pass this assessment task.

#### Assessment Criteria

You will be assessed using criteria outlined in Speech Pathology Australia's Professional Standards. This includes your reasoning, professional conduct and reflective practice skills. To pass this task, you need to demonstrate "Proficient with minimal support" level of competence in paediatric clinical practice. Therefore, you need to achieve the requisite number of "Yes" marks in each section of the rubric (see below). A mark below requisite number of "Yes" marks indicates that you have not met the approaching entry level criteria for that area of competency, which equates to a fail grade on the assessment task. Each criterion on the rubric is graded as follows:



"Yes" - "Proficient with minimal support"

"No" - Not "proficient with minimal support"

There are four sections in the rubric, each with a minimum required mark. A brief description of these sections, including the minimum required mark, is as follows:

**Section 1:**

Independently review background information and develop an assessment plan (10 minutes) and describe and justify your assessment plan with assessor (10 minutes).

Students must achieve a grade of 4 (out of a possible 5) "Yes" marks to pass this section.

**Section 2:**

Review assessment results (15 minutes) and discuss your analysis and interpretation of those results with the assessor, being sure to identify gaps in information and discuss likely outcomes for the client (10 minutes).

Students must achieve a grade of 4 (out of a possible 5) "Yes" marks to pass this section.

**Section 3:**

Review a summary of the child's diagnosis and develop a holistic assessment intervention plan (10 minutes) then outline and justify that plan with the assessor (10 minutes).

Students must achieve a grade of 4 (out of a possible 5) "Yes" marks to pass this section.

**Section 4:**

Reflect on the case and the decisions you made, identify ethical issues in the case, and discuss learning goals (15 minutes).

Students must achieve a grade of 4 (out of a possible 5) "Yes" marks to pass this section.

**Note:**

Since this is a pass/fail assessment task, it does not qualify for a supplementary assessment. However, if you do not meet the pass criteria for the viva task, you will be provided with one opportunity to re-sit the entire oral examination assessment. The re-sit will be of an equivalent format and use the same assessment criteria as the original assessment task but you will be given a different case. If you do not meet the pass criteria for the re-sit, you will receive a fail grade on the assessment task.

**Late arrivals:**

You should aim to check Zoom settings prior to the scheduled time and log in at least 5 minutes prior to your assessment commencement time. In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment up to 10 minutes after the assessment commencement 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 a 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 fail grade.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Feedback will be provided via Moodle.

**Learning Outcomes Assessed**

- Integrate ethical principles into clinical decision making
- Analyse and interpret assessment data for children and adults with communication and/or swallowing goals and needs
- Create and implement holistic management plans to optimise communication
- Evaluate the role and scope of practice of speech pathologists and other professionals involved in the interprofessional care of people with diverse needs
- Justify decisions using clinical reasoning and evidence-based practice within the context of paediatric and adult speech pathology practice

## 2 Objective Structured Clinical Examinations (OSCE)

**Assessment Type**

Objective Structured Clinical Examinations (OSCEs)

**Task Description**

For this assessment task, you will be required to complete an objective structured clinical examination (OSCE) based on an adult clinical scenario. The OSCE includes 8 stations in total, 6 of which will be overtly assessed. Of the 6 stations that are assessed, 2 will include working with a simulated client (student). This assessment task requires you complete the OSCE in the role as clinician, but also to act in the role of client for one of your peers or an actor. You will be assessed on your participation, and reflection on your role as a simulated client at station 8. Each station of your OSCE is timed. A brief outline is provided below with additional details provided on Moodle.

At the start of your OSCE, you will be provided with basic written case information about an adult who is presenting with communication and/or swallowing difficulties, as well as a number of social/psychosocial issues, the written information will also contain a summary of assessment results for that client. You will then have 25 minutes to review and consider this written information prior to commencing your OSCE. After the 25 minutes of review time has passed, you will begin to cycle through the OSCE stations. Some of these stations will require you to demonstrate clinical competencies while working with a simulated client and others will require you to respond to a range of questions related to assessment and intervention for the client described in the case.

### **Outline of OSCE**

Station 1 (Not assessed). Review case history and assessment results (25 minutes)

Station 2 (Assessed). Interpret assessments and diagnose (5 minutes)

Station 3 (Assessed). Report on assessment results to client (5 minutes)

Station 4 (Not assessed). Plan speech pathology intervention (10 minutes)

Station 5 (Assessed). Plan speech pathology intervention (10 minutes)

Station 6 (Assessed). Implementation of speech pathology intervention (5 minutes)

Station 7 (Assessed). Professional conduct (Domain 1), Reflective practice and Lifelong learning (Domain 2) (10 minutes)

Station 8 (Assessed). Reflective practice and Lifelong learning (Domain 2) and Speech pathology practice (Domain 3) (15 minutes)

During the OSCE, you must independently demonstrate your skills, knowledge, and competence in the practice areas of adult clinical practice across Speech Pathology Australia's Professional Standards. Overall, this OSCE requires you to independently integrate information, to problem-solve in real-time, and to make decisions regarding assessment and intervention and the overall management of a client, with reference to the ICF and within the ethical guidelines of the speech pathology profession.

You must also demonstrate your use of effective thinking, reasoning and reflective skills and provide clear and appropriate rationales for decisions that carefully consider evidence-based practice.

Parts of your OSCE will be video recorded for assessment purposes.

### **Assessment Due Date**

Review/Exam Week Wednesday (7 June 2023) 8:00 am AEST

An individually scheduled time for the OSCE will be outlined on Moodle

### **Return Date to Students**

Exam Week Friday (16 June 2023)

Results will be returned via Moodle

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

This is a MUST PASS assessment task. Students must pass each station to pass this assessment task.

### **Assessment Criteria**

You will be assessed using criteria outlined in CBOS (Units 1 to 4) and Speech Pathology Australia's Professional Standards. This includes your reasoning, professional conduct, and reflective practice skills.

To pass this task, you need to demonstrate that you are at "Proficient with minimal support" level of competence in adult clinical practice. Therefore, you need to achieve the required number of "Yes" marks at each graded station of the rubric (see below). Fewer than the required number of "Yes" marks at any assessed station of the rubric indicates that you have not met approaching entry level for that area of competency, which equates to a fail grade on the assessment task. Each criterion on the rubric is graded as follows:

"Yes" - "proficient with minimal support"

"No" - Not "proficient with minimal support"

There are 6 graded stations in the rubric, each with a minimum required mark. A brief description of the assessed stations, including the minimum required mark, is as follows:

#### **Station 2:**

After independently reviewing background information for an adult client including the assessment information, you will be required to verbally provide a summary of findings including diagnosis and justification of the findings. You will be assessed on your explanation and justification of your clinical summary.

Students must achieve a grade of at least 3 (out of a possible 4) "Yes" marks at this station to pass this station.

#### **Station 3:**

You will need to provide the client with feedback regarding the assessment results including possible outcomes.

Students will be graded on their ability to provide accurate, appropriate content.

Students must achieve a grade of at least 1 (out of a possible 2) "Yes" marks to pass this station.

#### **Station 5:**

After independently planning appropriate, evidence based speech pathology intervention for the adult client, you will be required to verbally outline your intervention plan and explain how this plan will meet your client's goals. You will be assessed on your explanation and justification of your approach and, its reference to evidence based practice.

Students must achieve a grade of at least 1 (out of a possible 2) "yes" marks to pass this station.

**Station 6:**

You will need to implement your intervention plan with the client. Students will be graded on their ability to select appropriate therapy materials and implement therapy.

Students must achieve a grade of at least 3 (out of a possible 4) "Yes" marks to pass this station.

**Station 7:**

You will need to justify decisions you made within the context of an ethical issue and, also reflect on your performance throughout the OSCE. Students will be graded on their ability identify ethics issues, engage in reflective practice and present themselves in a professional manner.

Students must achieve a grade of at least 3 (out of a possible 4) "yes" marks to pass this station.

**Station 8:**

During the day of scheduled OSCEs you will play the role of the client for a subsequent student colleague (or actor). Instructions on this role will be provided on Moodle and on the day. Following completion of the client role you will be required to complete and submit the student marking rubric (available on Moodle). You will be graded on your submission of the completed rubric, your reflections on your role as the client and your contribution to student learning. Students must achieve a grade of at least 3 (out of a possible 4) "yes" marks to pass this station.

**Note:**

Since this is a pass/fail assessment task, it does not qualify for a supplementary assessment. However, if you do not meet the pass criteria for the OSCE task, you will be provided with one opportunity to re-sit the entire OSCE task. The re-sit will be of an equivalent format and use the same assessment criteria as the original assessment task but you will be given a different case. If you do not meet the pass criteria for the re-sit, you will receive a fail grade on the assessment task.

**Late arrivals:**

You should aim to arrive at least 15 minutes prior to the assessment commencement time. In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up at 10 minutes after the 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 a 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 fail grade for your assessment item and you may be eligible for a supplementary assessment in line with CQU policy.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Feedback will be provided via Moodle.

**Learning Outcomes Assessed**

- Integrate ethical principles into clinical decision making
- Analyse and interpret assessment data for children and adults with communication and/or swallowing goals and needs
- Create and implement holistic management plans to optimise communication
- Evaluate the role and scope of practice of speech pathologists and other professionals involved in the interprofessional care of people with diverse needs
- Justify decisions using clinical reasoning and evidence-based practice within the context of paediatric and adult speech pathology 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