



# SPCH14001 *Integrated Practice in Speech Pathology*

## Term 1 - 2024

Profile information current as at 29/04/2024 05:12 am

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.

## 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 - 2024

- 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 Unit coordinator reflection and observation.

**Feedback**

Continue to vary the clinical topics covered in 2024 to reflect current trends in speech pathology practice.

**Recommendation**

It is recommended that at the curriculum meeting for the CB87 program in late 2023 the Speech Pathology team collaborate to ensure that the topics covered in 2024 are contemporary and relevant.

#### Feedback from Unit coordinator reflection and observation.

**Feedback**

The case studies provided for each weekly tutorial should have more explicit instructions regarding the expectations of the students prior to attending the tutorial.

**Recommendation**

It is recommended that the introduction video for SPCH14001 more clearly explains the expectations for student preparations and contributions during tutorials.

## 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



### Alignment of Assessment Tasks to Learning Outcomes

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

### Alignment of Graduate Attributes to Learning Outcomes

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

## 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)

## Schedule

### Week 1 - 04 Mar 2024

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>		
	Readings to be outlined on Moodle.	
<b>Tutorial:</b> <ul style="list-style-type: none"><li>• Working through relevant case studies incorporating the lecture topic.</li></ul>		

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities:</b> <ul style="list-style-type: none"><li>• Guest lecture on youth justice.</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 lecture topic.</li></ul>		

### Week 3 - 18 Mar 2024

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 lecture topic.</li></ul>		

**Week 4 - 25 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>There are two separate lecture topics and two separate tutorials in Week 4</b></p> <p><b>Online lectures/activities:</b>            1. Intervention in Childhood Apraxia of Speech.            2. The role of the speech pathologist in dyslexia.</p> <p><b>Tutorials:</b>            1 &amp; 2. Working through relevant case studies incorporating the lecture topics.</p>		
	Readings to be outlined on Moodle.	

**Week 5 - 01 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
No classes - Public Holiday		

**Vacation Week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<p>There are no lectures this week.            During this week, you will be scheduled to complete Assessment 1 (Paediatric Viva) via Zoom.</p>		<p><b>Paediatric viva</b> Due: Week 6 Monday (15 Apr 2024) 9:00 am AEST</p>

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Online lectures/activities:</b></p> <ul style="list-style-type: none"> <li>Social cognition in traumatic brain injury.</li> </ul>		
	Readings to be outlined on Moodle.	
<p><b>Tutorial:</b></p> <ul style="list-style-type: none"> <li>Working through relevant case studies incorporating the lecture topic.</li> </ul>		

**Week 8 - 29 Apr 2024**

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

**Week 9 - 06 May 2024**

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

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
No classes - Public Holiday		

## Week 11 - 20 May 2024

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 the lecture topic.</li></ul>		

## Week 12 - 27 May 2024

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>Objective Structured Clinical Examinations (OSCE)</b> Due: Week 12 Wednesday (29 May 2024) 9:00 am AEST
<b>Tutorial:</b> <ul style="list-style-type: none"><li>Working through relevant case studies incorporating the topics</li></ul>		

## Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 10 Jun 2024

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

In this term, all classes will be delivered by Zoom. If you wish to attend on the CQU Rockhampton North campus a room has been booked for your use, the location is listed in the CQU Handbook.

If you require a room on the CQU Rockhampton North campus to participate in Assessment 1 please notify the Unit Coordinator.

Due to the Monday public holidays, there will be a "make-up" class scheduled for the afternoon of Week 4 (1pm - 3pm). Weekly access to the assessment cupboard times will be outlined on Moodle.

## 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 needs, as well as a number of social/psychosocial issues. Throughout this viva, you will be provided with additional information and asked questions by your examiner. You will be required to respond to these questions and justify your decision-making throughout the viva.

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 an assessment plan.
- Section 1B (Assessed). You will be asked questions regarding your assessment planning.
- Section 2A (Not assessed). Review and interpret assessment results.

- Section 2B (Assessed). You will be asked questions regarding your interpretation of the assessment results and diagnosis/description of the child's needs.
- Section 3A (Not assessed). Plan speech pathology intervention or service response.
- Section 3B (Assessed). You will be asked questions regarding your plan for speech pathology intervention or service response.
- Section 4A (Not assessed). Professional conduct and ethical practice.
- Section 4B (Assessed). You will be asked questions regarding the ethical issues presented in the case.

During the viva, you must independently demonstrate your skills, knowledge, and competence in the areas of paediatric clinical practice across the Professional Standards. This viva requires you to independently integrate information, problem-solve in real-time, identify and explain ethical issues, and to make decisions regarding assessment and intervention and the overall management of an individual, with reference to the ICF and within the ethical guidelines of the speech pathology profession. You must also demonstrate your use of effective thinking, and reasoning and to 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 Monday (15 Apr 2024) 9:00 am AEST

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

### **Return Date to Students**

Week 8 Monday (29 Apr 2024)

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 section of the rubric to pass this assessment task.

### **Assessment Criteria**

You will be assessed using criteria informed by Speech Pathology Australia's Professional Standards. This includes your reasoning, professional conduct and reflective practice skills. To pass this task, you need to demonstrate "Approaching Proficiency" level of competence in paediatric clinical practice. Therefore, you need to achieve the requisite number of "Yes" marks in each section of the rubric. A mark below the requisite number of "Yes" marks indicates that you have not met the required 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" - "Approaching Proficiency"

"No" - Not "Approaching Proficiency"

There are four sections in the rubric, each with a minimum required mark. Full details of the requirements for each section and requisite marks are outlined on Moodle.

There are four marking criteria that will be used to assess your performance in Assessment 1.

- The first criterion focuses on your ability to identify and justify speech pathology needs and describe and justify an appropriate assessment plan.
- The second criterion focuses on your ability to effectively interpret and integrate assessment results, make an appropriate diagnosis or description of the individual's needs, and describe gaps in the information and means by which to obtain further information to create a comprehensive overview of the individual.
- The third criterion focuses on your ability to describe and justify an appropriate intervention plan.
- The fourth criterion focuses on your ability to identify and justify ethical issues present in the case and your professional conduct throughout the viva

### **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 before 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

There are no documents to submit for this assessment task.

### 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 7 stations in total, 5 of which will be assessed. Of the 5 stations that are assessed, 2 will include working with a simulated individual with speech pathology needs (individual). This assessment task requires you to complete the OSCE in the role of a clinician, and also to act in the role of individual for one of your peers or an actor. You will be assessed on your participation and reflection on your role as a simulated individual. Each station of your OSCE is timed. A brief outline is provided below with additional details provided on Moodle.

### Outline of OSCE

Station 1 (Not assessed). Review case history, assessment, and diagnosis results.

Station 2 (Assessed). Report on the assessment results to the individual.

Station 3 (Not assessed). Plan speech pathology intervention.

Station 4 (Assessed). Report on the intervention plan to the assessor

Station 5 (Assessed). Implementation of speech pathology intervention with the individual.

Station 6 (Assessed). Identification of ethical issues in the case.

Station 7 (Assessed). Reflective practice and lifelong learning.

During the OSCE, you must independently demonstrate your skills, knowledge, and competence in the areas of adult clinical practice. This OSCE requires you to independently integrate information, problem-solve in real-time, and make decisions regarding assessment and intervention and the overall management of an individual, 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

Week 12 Wednesday (29 May 2024) 9:00 am AEST

An individually scheduled time for the OSCE will be outlined on Moodle no later than week 7

### Return Date to Students

Review/Exam Week Wednesday (5 June 2024)

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 informed by 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 an "Approaching Proficiency" level of competence in adult clinical practice, details of the behaviours are outlined on the task description on Moodle. You need to achieve the required number of "Yes" marks at each graded station of the rubric. Fewer than the required number of "Yes" marks at any assessed station of the rubric indicates that you have not met "Approaching Proficiency" 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" - "Approaching Proficiency"

"No" - Not "Approaching Proficiency"

There are 5 graded stations on the rubric, each with a minimum required mark. A full description of the assessed stations, including the minimum required mark will be outlined on the task description on Moodle. A brief description of each station is outlined below.

**Station 2:**

You will need to provide the individual with feedback regarding the assessment results including possible outcomes. Students will be graded on their ability to provide accurate, appropriate person-centred information and respond to individual questions.

**Station 4:**

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

**Station 5:**

You will need to implement your intervention plan with the individual. Students will be graded on their ability to select appropriate therapy materials, implement therapy in a person-centred manner and respond to the individual's needs.

**Station 6:**

You will need to justify the decisions you made within the context of an ethical issue in the case. Students will be graded on their ability to identify ethical issues and professionally conduct themselves during the OSCE.

**Station 7:**

During the day of scheduled OSCEs you will play the role of the individual for a subsequent student colleague (or actor). Instructions on this role will be provided on Moodle and, on the day. Following completion of the individual 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 individual, and your contribution to student learning.

**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 to 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**

Online

**Submission Instructions**

Students must upload their Station 7 rubric to Moodle on the day of the assessment.

**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