SPCH14002 *Speech Pathology Professional Project 1*
Term 1 - 2017

Profile information current as at 19/05/2024 09:52 pm

General Information

Overview

In this first of two professional project units, students will develop the knowledge and skills necessary to implement evidence-based practice within the field of speech pathology. Students will work in small groups to select a clinical project and develop a project timeline that will allow students to use sound research techniques to search the literature and gather relevant information. For Project 1, a critical review of literature followed by a presentation of all information will follow. The project will continue into the following term when the project deliverables will be developed and disseminated.

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-requisite:Students must have successfully completed 84 credit points of SPCH coded units.
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 - 2017

* 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. **Written Assessment**
Weighting: 20%
2. **Presentation**
Weighting: 25%
3. **Written Assessment**
Weighting: 40%
4. **Written Assessment**
Weighting: 15%

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.

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 student feedback.

Feedback

The Moodle site was difficult to access at times and information was not always available when needed later in the term when students were completing assessment tasks remotely.

Recommendation

The Course Coordinator will ensure that all relevant information is available and accessible to students in a timely manner.

Action

All unit information was available in a timely manner, including information regarding how the assessments for SPCH14002 and SPCH14004 link together.

Feedback from student and supervisor feedback.

Feedback

The topics were only confirmed at the commencement of term. This impacted on the ethics requirements and timelines for ethics approval with each project.

Recommendation

The Course Coordinator will clarify the topics and ethics requirements with the supervisors well before the commencement of the course, providing sufficient time for students to meet any approval timelines. Learning experiences in ethics will continue to be part of this course.

Action

The topics were confirmed before term commenced, the ethics requirements were clarified with the supervisors and all ethics approval timelines were met.

Feedback from student feedback

Feedback

The weekly presentations and sharing of project progress were identified as a strength in the course.

Recommendation

Continue to provide shared learning experiences in research.

Action

Shared 'peer' learning continued to be provided throughout the term.

Unit Learning Outcomes

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

1. Use evidence based practice to guide the development of a project in the field of speech pathology.
2. Demonstrate capacity building within the practice of speech pathology.
3. Apply critical review strategies to the information gathered from a literature search and assimilate and present this information in both written and oral formats.

Speech Pathology Range of Practice covered:
Students may be addressing specific range of practice areas, but this is dependent upon the project chosen.
Competency-based Occupational Standards for Speech Pathology (CBOS 2011):
Unit 4 Implementation of speech pathology practice - Elements 4.5 and 4.6 to Entry-level
Unit 5 Planning, providing and managing speech pathology services – Elements 5.4, 5.5, 5.6, 5.7 and 5.8 to Entry-level
Unit 7 Lifelong learning and reflective practice – Elements 7.1, 7.2, 7.3 and 7.4 to Entry-level
Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

- Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Entry-level

- Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Entry-level

- Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Entry-level
- Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Entry-level

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**
1 - Written Assessment - 20%	●	●	●
2 - Presentation - 25%	●	●	●
3 - Written Assessment - 40%	●	●	●
4 - Written Assessment - 15%		●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	**2**	**3**
1 - Communication	●	●	●
2 - Problem Solving	●	●	●
3 - Critical Thinking	●	●	●

Graduate Attributes	Learning Outcomes		
	1	**2**	**3**
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 - Written Assessment - 20%	•	•	•	•	•	•	•	•		
2 - Presentation - 25%	•	•	•	•	•	•	•	•		
3 - Written Assessment - 40%	•	•	•	•	•	•	•	•		
4 - Written Assessment - 15%	•	•	•		•			•		

Textbooks and Resources

Textbooks
SPCH14002

Prescribed

A Beginner's Guide to Critical Thinking and Writing in Health and Social Care
Edition: 1st (2011)
Authors: Aveyard, H
Open University Press
Maidenhead , Berkshire , England, United Kingdom
ISBN: 978-0335243662
Binding: Paperback
SPCH14002

Supplementary

Doing Action Research in your own Organisation
Edition: 4th (2014)
Authors: Coghlan, D & Brannick, T.
Sage Publications
Trowbridge , Wiltshire , UK
ISBN: 9781446272572
Binding: Hardcover
SPCH14002

Supplementary

How to Read a Paper: the basics of evidence based practice
Edition: 5th (2015)
Authors: Greenhalgh, T
John Wiley & Sons.
Chichester , West Sussex , UK
ISBN: 978-1118800966
Binding: Hardcover

Additional Textbook Information
This textbooks are also available as an e-book via various outlets.
You may want to consider your project needs before purchasing the supplementary texts.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Other IT resources may be required depending on the nature of individual projects (e.g. publishing software, audio/video editing software). These needs will be identified in collaboration with project supervisors and arrangements will be made accordingly.

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.

Judith Broadhurst Unit Coordinator
j.broadhurst@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Orientation Unpacking your projects in terms of what might be involved and what you'll need to research in preparation for your first meetings with your project supervisor(s). **Project development session.** In this session you will work in your project groups to generate ideas stemming from what you already know about your assigned project topic. You will: • deconstruct the information you have so far, • make links to information you already know (e.g through knowledge and skills developed in other courses), and • identify gaps in your current knowledge with the aim of identifying areas that you will research prior to next week's sessions and also prior to your first meeting with your project supervisor(s). Each group will then report back the outcomes of their discussions and seek and receive feedback from the class. In this tutorial you will also establish your group expectations including: i) your expectations of all group members; ii) your expectations of your supervisor; and iii) your ideas about your supervisor's expectations of you as a group and as individuals.	**Aveyard, Sharp & Woolliams (2011)** A Beginner's Guide to Critical Thinking and Writing in Health and Social Care Chapter 1 '*What is 'critical thinking' and why is it important?*', and Chapter 2 '*How you can think more critically about information that is readily available*'. **Cognlan & Brannick (2014)** Doing Action Research in your own Organisation. Chapter 1 '*Introducing action research'.* Chapter 2 '*Knowing in action*'	Commence meetings with Project Supervisor to share ideas and gather information regarding their thoughts about the project. Review the SPA documents • Scope of Practice • Evidence Based Practice in Speech Pathology • CBOS, 2011 • Code of Ethics Review requirements for Assessment 1.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

Information provision/discussion session. You should be prepared to discuss the SPA documents in the session in terms of
• How these documents will inform the development of your particular project
• How this subject and your particular project may help you present evidence of Entry Level competence in the CBOS Units and Elements of practice. You should also be prepared to discuss the concept of 'Levels of Evidence' and also 'Types of Evidence' and how these ideas relate to what you are doing in this course (and in SPCH14004 in Term 2).

Progress reporting session. Each group should be prepared to give a 10-15 minute update on their progress since the previous week and their plan for the current week. Each group will also need to submit a brief written progress report. Where possible you should ensure you include some reporting on the outcomes of your meeting with your supervisor.

Project development session. In this session each group will begin to formulate plans for how you will carry out formal and systematic information searches to inform your project development at this early stage.
• identify your PICO question
• plan your search techniques for Assessment 3.
• think about how you will gain information across all four domains of EBP (i.e. research evidence, client values and circumstances, service delivery context, and clinical expertise).
• consideration of ethical issues and approvals that may be required for your project

Aveyard, Sharp & Woolliams (2011) A Beginner's Guide to Critical Thinking and Writing in Health and Social Care
Chapter 3 'Being more critical: How you can find the 'best available' evidence'
Speech Pathology Australia (2011) Competency based Occupational Standards for Speech Pathology - Entry Level
Speech Pathology Australia (2015) Scope Of Practice in Speech Pathology
Speech Pathology Australia (2007) Parameters of Practice
Speech Pathology Australia (2010) Position Paper: evidence based practice in speech pathology
Cognlan & Brannick (2014) Doing Action Research in your own Organisation.
Chapter 4 *Constructing and Selecting your insider project*

Provide a 10-15 minute update on the progress of your project and submit a brief written progress report.

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

Information provision/discussion session.
This session will focus on critical reading and critical appraisal of information. In preparation for this session there are numerous things you should do:
You should be prepared to report on:
• the range of different types of information and sources you have found so far so that you can, as a class, discuss appropriate questions to consider and processes to adopt when evaluating the quality and usefulness of these sources and types of information.
Project development session.
'Six questions to trigger critical thinking'
critical appraisal and the evaluation of information
You should be prepared to:
• Identify critical appraisal forms that may be useful as part of your project development processes
• report and evaluate the effectiveness of your information searches so far,
• develop a plan for tackling the information that you have found and will continue to find as part of this process.
In preparation for this session you could come with something that represents the output of your information searches at this point in time, e.g. a reference list, a folder with saved documents, etc.

Aveyard, Sharp & Woolliams (2011) A Beginner's Guide to Critical Thinking and Writing in Health and Social Care
Chapter 1 '*What is 'critical thinking' and why is it important?*', and Chapter 2 '*How you can think more critically about information that is readily available*'.

Submit your initial draft of your ethics application. Feedback will be provided on this formative piece. This feedback will assist you to adequately prepare Assessment 1 which is due in Week 5. Present a short update on your project which includes:
• some follow-up reporting. The report should contain evaluation of the information found during the week
• synthesis of the information gathered by individuals in the group

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

Information provision/discussion session.
This session will focus on:
• discussing 'how to prepare an effective presentation' in reference to the presentations that you give in Week 5 of the unit.
You will discuss the expectations of the presentation in terms of content, structure, and division of work across the project group members. As you might expect, one theme of discussion will be how to effectively portray to your audience that you have approached your project critically and engaged with the process of EBP.and how you have considered the ethical aspects of your project

Progress reporting session.
During your reporting you should attempt to address questions such as:
• What was the process that you went through when combining the outcomes of your individual searches? (e.g. did you just sit down for a couple of hours a s a group and share ideas?)
• Are you satisfied that your search has been comprehensive? If so, what is your justification?
• Are there gaps or things that you have struggled to find good information on? What are your proposals for addressing these gaps?
• What is the group's approach to maintaining an ongoing information search to ensure that the final project is informed by current 'best available' evidence?
• How regularly are you going to search for more information?

Project development session.
This session will focus on critical writing as applied to your project topic to assist you to complete your systematic review at the end of the term.
To prepare for this session, everyone should:
• Write a short critical summary (200-300 words) that reflects issues you identified in your systematic review.
These reviews will form the basis of discussion.

Aveyard, Sharp & Woolliams (2011) A Beginner's Guide to Critical Thinking and Writing in Health and Social Care Chapter 4 'How you can demonstrate your critical thinking skills in your written work and presentations'.
Academic Phrasebank website: http://www.phrasebank.manchester.ac.uk/

Identify the plan for the coming week. Write a short critical review (200-300 words) that explains the planned project. Feedback will be provided on this formative piece. This feedback will assist you to adequately prepare your presentation in Week 5.

Week 5 - 03 Apr 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Presentations. In this session each group will deliver their presentation as part of Assessment 2.These presentations should also allow further and final in-class provision of feedback regarding project ideas as they currently stand.		**Assessment 1** - Ethics submission. Each group submits one ethics application through Moodle. **Assessment 2** - Project Proposal Presentation. Your assessment will occur during the oral presentation. Dates and times of the presentations will be announced in Week 1. This assessment has both group and individual assessment requirements. **(20%) Ethics Application** Due: Week 5 Monday (3 Apr 2017) 11:45 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
You will be on your external placements during these weeks. Your placements are designed to allow you to use one day a week to attend to your remaining assessment tasks in SPCH14002. You will need to plan your work so that you can complete the assessment tasks (Assessment 3 & 4) by their due date. To assist your planning, you will be expected to: • maintain weekly communication with your supervisor and/or unit coordinator throughout the rest of term; and • meet any required timelines. Throughout your clinic placements and in preparation for your 4th assessment for SPCH14002, you should consider the role of your project in terms of: • your reflective practice • the diversity of speech pathology services • the needs and perspectives of the communities who use those services • the different factors that impact on decision making in service delivery	**Aveyard, Sharp & Woolliams (2011)** A Beginner's Guide to Critical Thinking and Writing in Health and Social Care Chapter 6 'Shaping the future:what is the role of critical thinking in the development of health and social care services?'	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

You will be on your external
placements during these weeks. Your
placements are designed to allow you
to use one day a week to attend to
your remaining assessment tasks in
SPCH14002.
You will need to plan your work so that
you can complete the assessment
tasks (Assessment 3 & 4) by their due
date.
To assist your planning, you will be
expected to:
• maintain weekly communication with
your supervisor and/or unit coordinator
throughout the rest of term; and
• meet any required timelines.
Throughout your clinic placements and
in preparation for your 4th assessment
for SPCH14002, you should consider
the role of your project in terms of:
• your reflective practice
• the diversity of speech pathology
services
• the needs and perspectives of the
communities who use those services
• the different factors that impact on
decision making in service delivery

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
You will be on your external placements during these weeks. Your placements are designed to allow you to use one day a week to attend to your remaining assessment tasks in SPCH14002. You will need to plan your work so that you can complete the assessment tasks (Assessment 3 & 4) by their due date. To assist your planning, you will be expected to: • maintain weekly communication with your supervisor and/or unit coordinator throughout the rest of term; and • meet any required timelines. Throughout your clinic placements and in preparation for your 4th assessment for SPCH14002, you should consider the role of your project in terms of: • your reflective practice • the diversity of speech pathology services • the needs and perspectives of the communities who use those services • the different factors that impact on decision making in service delivery		

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

You will be on your external placements during these weeks. Your placements are designed to allow you to use one day a week to attend to your remaining assessment tasks in SPCH14002.
You will need to plan your work so that you can complete the assessment tasks (Assessment 3 & 4) by their due date.
To assist your planning, you will be expected to:
• maintain weekly communication with your supervisor and/or unit coordinator throughout the rest of term; and
• meet any required timelines.
Throughout your clinic placements and in preparation for your 4th assessment for SPCH14002, you should consider the role of your project in terms of:
• your reflective practice
• the diversity of speech pathology services
• the needs and perspectives of the communities who use those services
• the different factors that impact on decision making in service delivery

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
You will be on your external placements during these weeks. Your placements are designed to allow you to use one day a week to attend to your remaining assessment tasks in SPCH14002. You will need to plan your work so that you can complete the assessment tasks (Assessment 3 & 4) by their due date. To assist your planning, you will be expected to: • maintain weekly communication with your supervisor and/or unit coordinator throughout the rest of term; and • meet any required timelines. Throughout your clinic placements and in preparation for your 4th assessment for SPCH14002, you should consider the role of your project in terms of: • your reflective practice • the diversity of speech pathology services • the needs and perspectives of the communities who use those services • the different factors that impact on decision making in service delivery		

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

You will be on your external
placements during these weeks. Your
placements are designed to allow you
to use one day a week to attend to
your remaining assessment tasks in
SPCH14002.
You will need to plan your work so that
you can complete the assessment
tasks (Assessment 3 & 4) by their due
date.
To assist your planning, you will be
expected to:
• maintain weekly communication with
your supervisor and/or unit coordinator
throughout the rest of term; and
• meet any required timelines.
Throughout your clinic placements and
in preparation for your 4th assessment
for SPCH14002, you should consider
the role of your project in terms of:
• your reflective practice
• the diversity of speech pathology
services
• the needs and perspectives of the
communities who use those services
• the different factors that impact on
decision making in service delivery

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
You will be on your external placements during these weeks. Your placements are designed to allow you to use one day a week to attend to your remaining assessment tasks in SPCH14002. You will need to plan your work so that you can complete the assessment tasks (Assessment 3 & 4) by their due date. To assist your planning, you will be expected to: • maintain weekly communication with your supervisor and/or unit coordinator throughout the rest of term; and • meet any required timelines. Throughout your clinic placements and in preparation for your 4th assessment for SPCH14002, you should consider the role of your project in terms of: • your reflective practice • the diversity of speech pathology services • the needs and perspectives of the communities who use those services • the different factors that impact on decision making in service delivery		

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

You have two pieces of assessment to submit after you return from your placements:
Assessment 3 - Systematic Review (individual assessment)
Assessment 4 - Self-evaluation (individual assessment)

(40%) Individual Systematic Review Due: Exam Week Friday (16 June 2017) 11:45 pm AEST
(15%) Self evaluation Due: Exam Week Friday (16 June 2017) 11:45 pm AEST

Term Specific Information

This unit of study is the first part of your final year honours project which is linked to SPCH14002 Speech Pathology Professional Project 1 and SPCH14004 Speech Pathology Professional Project 2.
As your final year of study in the Bachelor of Speech Pathology (Honours), you will engage in group and individual study with direction from your project supervisor and the Unit Coordinator.

- Your unit coordinator is Judy Broadhurst. You can contact Judy on phone (49306481) or email (j.broadhurst@cqu.edu.au).

If you have any concerns regarding the expectations in this unit of study, please contact Judy.
Your project supervisor has been specifically assigned for the project you are completing. If you have any questions relating to your unit of study please contact your supervisor. The project supervisors are:

- Mental Health Project - Tina Janes. Tina's contact details are 49306575 and t.janes@cqu.edu.au
- Animal Assisted Therapy Project - Leisa Skinner. Leisa's contact details are: 49306571 and l.skinner@cqu.edu.au
- Oral Health Project - Jenni-Lee Rees. Jenni-Lee's contact details are: 49309569 and j.rees2@cqu.edu.au

Assessment Tasks

1 (20%) Ethics Application

Assessment Type
Written Assessment

Task Description
This is a group assessment task to which all members of the group must contribute.
Within your project group, you must:

- prepare the low risk ethics application relevant to your project.
- complete the documentation consistent with the requirements of the National Statement for the Ethical Conduct in Human Research and the CQUniversity Human Research Ethics Committee.
- use the template required by the CQUniversity Human Research Ethics Committee to present your ethics application.
- outline how each person has contributed to the ethics application.

Assessment Due Date
Week 5 Monday (3 Apr 2017) 11:45 pm AEST
Each group submits one ethics application through Moodle.

Return Date to Students
Monday (17 Apr 2017)

Weighting
20%

Minimum mark or grade
Students need to achieve a Pass grade on this assessment in order to pass the unit.

Assessment Criteria
This assessment is worth 20% of your overall grade for SPCH14002 Speech Pathology Professional Project 1.
Your group will receive a mark out of 20 which will be allocated according to:

- documentation is complete, accurate and succinctly written; using consistent and high quality academic writing style (out of 5 marks)
- adherence to APA guidelines (out of 5 marks)
- awareness of how ethical issues may impact on the project, participants and the community (out of 5 marks)
- clarity with which you explain how the work was allocated and the fair and equal contribution as a team member to the preparation of the ethics submission (out of 5 marks)

Referencing Style

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

Submission
Online

Submission Instructions
Submission to be made via the course Moodle.

Learning Outcomes Assessed

- Use evidence based practice to guide the development of a project in the field of speech pathology.
- Demonstrate capacity building within the practice of speech pathology.
- Apply critical review strategies to the information gathered from a literature search and assimilate and present this information in both written and oral formats.

Graduate Attributes

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

2 (25%) Project proposal presentation

Assessment Type
Presentation

Task Description
Within project groups, you will deliver a 15-20 minute presentation outlining your group's proposed project.
As part of this assessment, you will be expected to accompany your oral presentation with relevant visual materials such as a PowerPoint slideshow and any other relevant materials.
Your visual materials must be limited to a maximum of 3 slides.
The content of the presentation must include:
1. The identified clinical need
2. Background to the project – presenting a summary of related work in the topic area and explaining how the project will build on this work in order to fulfil the identified clinical need
3. Project proposal – presenting the group's current ideas with regards to their 'vision' for the final project, the proposed stages that will need to be undertaken in order to complete the project on time and decisions that are yet to be made.

Assessment Due Date

Precise dates of presentations in Week 5 will be negotiated with students once the unit starts.

Return Date to Students

Marks and feedback will be returned within two weeks

Weighting
25%

Minimum mark or grade
Your combined mark (Group mark and Individual mark) must meet the criteria for a Pass grade in order for you to pass

this unit of study.

Assessment Criteria

This assessment will contribute to 25% of your grade for SPCH14002 Speech Pathology Professional Project 1.

You will receive both:

- a group mark (the same mark for all members of the project group) and
- an individual mark.

There are must pass criteria for this assessment. Your combined mark (Group mark and Individual mark) must meet pass criteria in order for you to pass this unit of study.

The Group Mark (out of 10 marks)

Each student in the group will be assigned the same mark.

This mark will be distributed according to:

- Time management (out of 2 marks)
- Content of the presentation (out of 2 marks)
- Appropriate use of visual supports (out of 1 mark)
- Knowledge of the topic area (out of 2 marks)
- Ability to respond to questions (out of 3 marks)

The Individual Mark (out of 15 marks)

This mark will be based on the presentation skills of the individual student.

This mark will be distributed according to:

- Presentation Skills (out of 6 marks)
- Preparation and Knowledge of the topic (out of 3 marks)
- Ability to answer questions related to the topic (out of 6 marks)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Offline

Submission Instructions

Your assessment will occur during the oral presentation. Dates and times of the presentations will be announced in Week 1.

Learning Outcomes Assessed

- Use evidence based practice to guide the development of a project in the field of speech pathology.
- Demonstrate capacity building within the practice of speech pathology.
- Apply critical review strategies to the information gathered from a literature search and assimilate and present this information in both written and oral formats.

Graduate Attributes

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

3 (40%) Individual Systematic Review

Assessment Type

Written Assessment

Task Description

You will individually complete a systematic review relevant to your project, demonstrating that you have engaged critically with appropriate literature and other sources of information.

The systematic review will include:

- background to the review
- a clearly identified PICO question

- clear and appropriate inclusion/exclusion criteria
- clear and accurate presentation of the results of the studies included in the review
- discussion of the results
- conclusions regarding the implications of the results for future research

Assessment Due Date
Exam Week Friday (16 June 2017) 11:45 pm AEST

Return Date to Students

Marks and feedback will be returned within two weeks

Weighting
40%

Minimum mark or grade
Students need to meet the criteria for a Pass Grade in this assessment in order to pass this unit.

Assessment Criteria
This assessment forms 40% of your overall grade for SPCH14002 Speech Pathology Professional Project 1.
You will receive a mark (out of 40 marks) according to the following criteria:

- integrated and well justified background to the review (out of 10 marks)
- clear outline of how the review was completed (methodology, inclusion/exclusion criteria) (out of 10 marks)
- comprehensive critical analysis of the findings (out of 10 marks)
- consistent, high quality academic writing (consistent use of APA referencing, correct spelling and grammar, clear, concise and highly professional style) (out of 10 marks)

Referencing Style

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

Submission
Online Group

Submission Instructions
Submission to be made via the course Moodle.

Learning Outcomes Assessed

- Use evidence based practice to guide the development of a project in the field of speech pathology.
- Demonstrate capacity building within the practice of speech pathology.
- Apply critical review strategies to the information gathered from a literature search and assimilate and present this information in both written and oral formats.

Graduate Attributes

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

4 (15%) Self evaluation

Assessment Type
Written Assessment

Task Description
You will submit a written critical self-evaluation of your learning and your contributions towards your group project. In this self-evaluation you will be required to consider:

- Your major unique contributions towards the development of the project
- The effectiveness with which you have worked within a group
- How you have developed your own skills and knowledge during the process so far and how you expect to further develop during the remainder of the project process
- Your own evaluation of how the project will support your claims for competence as a speech pathologist in

relation to the Competency Based Occupational Standards (CBOS 2011) outlined by Speech Pathology Australia

Assessment Due Date
Exam Week Friday (16 June 2017) 11:45 pm AEST
The precise submission date will be negotiated when the unit starts.

Return Date to Students

Marks and feedback will be returned within two weeks

Weighting
15%

Minimum mark or grade
Students need to achieve a minimum of 50% on this assessment overall in order to pass the course.

Assessment Criteria
This assessment is worth 15% of your grade for SPCH14002 Speech Pathology Professional Project 1.
You will receive a grade (out of 15) distributed according to the following criteria:

- Clear, succinct and professionally written description of the nature and value of your contribution to the project, including an awareness of the needs of others in the group as well as the needs of the project (out of 7 marks)
- Learning: Reasoned explanation of how you have developed your knowledge and skills and plans for future development (out of 4 marks)
- Relation to CBOS (2011): clear justification of how your learning provides evidence of entry level competence (out of 4 marks)

Referencing Style

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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