SPCH14003 *Speech Pathology Skills and Practice 5*
Term 1 - 2017

Profile information current as at 13/05/2024 08:12 am

All details in this unit profile for SPCH14003 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 students will further develop their clinical skills within the International Classification of Functioning, Disability and Health (ICF) framework through a combination of on-campus experiences, a practical and written assessment and their first eight week clinical block practicum. The assessment tasks will require students to demonstrate entry-level competence across each of the Competency-based Occupational Standards (CBOS, 2011) and the generic professional competencies described in the Competency Assessment in Speech Pathology (COMPASS®), across different range of practice areas. Prior to the commencement of the unit, students will be required to complete all pre-clinical requirements, as outlined in the 'Professional Practice Guide for Allied Health Students - Pre Practice Requirements' handbook, and maintain these requirements throughout the unit.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *12*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Pre-requisites: SPCH13003 Neurogenic Communication Disorders SPCH13006 Speech Pathology Skills and Practice 4 SPCH13008 Neuroscience for Speech Pathology
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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **On-campus Activity**
Weighting: Pass/Fail
2. **Practical and Written Assessment**
Weighting: Pass/Fail
3. **Professional Practice Placement**
Weighting: Pass/Fail
4. **Portfolio**
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 Course evaluation 'Have Your Say' survey and self-reflection

Feedback
Students reported that they wanted more direction and information regarding assessment tasks, including their clinical portfolios.

Recommendation

Provide students with clearer explanations regarding assessment tasks, particularly their clinical portfolios. Also provide an example of a completed portfolio for students to peruse.

Action

Students were provided with a copy of a completed portfolio from the previous year to review. During tutorials the students were also given more specific direction and more thorough explanations of each of the assessment tasks, particularly the portfolios and their content.

Feedback from Course evaluation 'Have Your Say' survey

Feedback

Students generally reported very positive experiences whilst on their block placements and felt well supported.

Recommendation

Continue to allocate students to block placements and to support Clinical Educators to in turn support the students they are supervising.

Action

Students were allocated block placements and Clinical Educators were provided with regular support and advice from the Clinical Education Coordinator.

Feedback from Course evaluation 'Have Your Say' survey

Feedback

Students reported that mentoring second year Speech Pathology students as part of the Voice Care for Teachers program provided them with an opportunity to consolidate their learning and to boost their confidence.

Recommendation

Continue to offer fourth year students the opportunity to mentor students in their second or third year of the program, to provide them with an opportunity to consolidate their learning, increase their confidence, and prepare them for their first block placement.

Action

Half of the fourth year students were provided with the opportunity to mentor second year students as a means of helping both groups to consolidate their learning and boost their confidence in a clinical setting. The students who did not have the opportunity to mentor other students during their sessional placement will be able to do so as part of SPCH14006 Speech Pathology Skills and Practice 6.

Feedback from Course evaluation 'Have Your Say' survey

Feedback

Students were complimentary of the tutorials that were provided in the lead-up to the commencement of their block placements.

Recommendation

Continue to provide weekly tutorials in the lead-up to the commencement of the students' block placements, to ensure that they are as prepared as possible for these placements.

Action

Weekly tutorials were provided to students from Week 1 to Week 5, prior to them commencing their block placements in Week 6. The aim of these tutorials was to assist students to be as prepared as possible for their block placements.

Feedback from Informal discussions between students and the Clinical Education Coordinator

Feedback

Some students reported difficulties maintaining positive relationships with their Clinical Educator (CE) and felt that they were not provided with appropriate support and encouragement from this CE.

Recommendation

Continue to encourage students to report to the Clinical Education Coordinator any difficulties they are experiencing with their Clinical Educator, and address these on a needs basis. Also keep in close contact with each Clinical Educator to ensure that they are provided with as much support as possible when supervising students on placement.

Action

Throughout each of the students' placements, the Clinical Education Coordinator kept in close contact with the students and the Clinical Educators and provided support and advice where needed. When preparing for the students' block placements, time was spent during tutorials discussing effective supervisory relationships, problem solving, and conflict resolution skills.

Unit Learning Outcomes

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

1. Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
2. Present a portfolio that provides evidence of entry-level competence across different range of practice areas as well as the four generic professional competencies and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

The range of practice areas covered within this unit will depend largely on the nature of each student's block placement. However, the two practical assessment items will allow each student to have the opportunity to demonstrate entry-level competence with both adult and paediatric populations across one or more of the following range of practice areas:

- Voice, Swallowing, Speech, Language, Multi-Modal Communication, Fluency

Students will be required to demonstrate entry-level competence across each of the seven Competency-based Occupational Standards (CBOS 2011) Units, as well as the four generic professional competencies described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

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
1 - On-campus Activity - 0%	•	
2 - Practical and Written Assessment - 0%	•	
3 - Professional Practice Placement - 0%	•	
4 - Portfolio - 0%	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
1 - Communication	•	•
2 - Problem Solving	•	•
3 - Critical Thinking	•	•
4 - Information Literacy	•	•
5 - Team Work	•	•

Graduate Attributes	Learning Outcomes	
	1	**2**
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 - On-campus Activity - 0%	•	•	•	•	•	•	•	•		
2 - Practical and Written Assessment - 0%	•	•	•	•	•	•	•	•		
3 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•		
4 - Portfolio - 0%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Leisa Skinner Unit Coordinator
l.skinner@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Introduction and Orientation to the Skills and Practice 5 unit and its structure 2. Explanation of assessment tasks, including clinical placements, portfolios, learning plans, and placement pass/fail criteria 3. Student, Supervisor and University Expectations - Before, During and After Placements 4. Explanation of the supervisory process 5. Discussion regarding 'How to get the most out of your placements' 6. Commencement of 5 week sessional placement	Resources: • Clinical Education Handbook • COMPASS Assessment Resource Manual • Vinson, B.P. (2009). Workplace Skills and Professional Issues in Speech-Language Pathology - Chapter 11. • Burrus & Willis (2013). Professional Communication in Speech-Language Pathology - Chapter 12. Links and specific readings will be available on Moodle website and/or in class.	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Review of COMPASS online 2. Professionalism and communication (oral and written) 3. Ethics and confidentiality 4. Reflective practice 5. Explanation of and preparation for 'A Word to the Third Years' class (Week 4) 6. Continuation of sessional placement	Resources: • Vinson, B.P. (2009). Workplace Skills and Professional Issues in Speech-Language Pathology. • Burrus & Willis (2013). Professional Communication in Speech-Language Pathology. Links and specific readings will be available on Moodle website and/or in class.	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Guest lecturer - mental preparation for block placement 2. Continuation of sessional placement	No specific reading this week	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. 'A Word to the Third Years' - this week your class will occur at a different time, to overlap with the SPCH13001 tutorial. You will have the opportunity to talk to the third year students who have just commenced their sessional placement, to offer advice and support and to reflect upon your own experiences as a third year student. 2. Learning styles 3. Time and workload management and organisation 4. Continuation of sessional placement	Resources: • Vinson, B.P. (2009). Workplace Skills and Professional Issues in Speech-Language Pathology. • Tipton, D. (2017). Personal and Professional Growth for Health Care Professionals. Links and specific readings will be available on Moodle website and/or in class.	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

1. Final preparation for block placement
2. Clinical decision making and goal setting - for clients as well as yourself
3. Counselling clients and caregivers
4. Conflict resolution and workplace issues
5. Self-care
6. Completion of sessional placement

Resources:
• Vinson, B.P. (2009). Workplace Skills and Professional Issues in Speech-Language Pathology.
• Burrus & Willis (2013). Professional Communication in Speech-Language Pathology.
Links and specific readings will be available on Moodle website and/or in class.

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Recess - no classes		**(P/F) Sessional Placement** Due: Vacation Week Friday (14 Apr 2017) 5:00 pm AEST

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes. Students to commence block clinical placement (Week 1 of 8).		

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes. Students to continue block clinical placement (Week 2 of 8).		

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes. Students to continue block clinical placement (Week 3 of 8).		

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes. Students to continue block clinical placement (Week 4 of 8).		Mid-placement assessment using COMPASS online.

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes. Students to continue block clinical placement (Week 5 of 8).		

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes. Students to continue block clinical placement (Week 6 of 8).		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes. Students to continue block clinical placement (Week 7 of 8).		

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes. Students to continue block clinical placement (Week 8 of 8).		**(P/F) Block Placement Final Assessment** Due: Review/Exam Week Friday (9 June 2017) 5:00 pm AEST

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

No classes.	**(P/F) Clinical Portfolio** Due: Exam Week Friday (16 June 2017) 5:00 pm AEST

Assessment Tasks

1 (P/F) On-campus Activity

Assessment Type
On-campus Activity

Task Description
As this course is designed to be highly practical in nature, you will be required to complete your allocated clinical placements, including a sessional placement during Weeks 1-5 and an eight-week block placement from Week 6 onwards. You will also be expected to attend scheduled weekly classes, contribute to class discussions and participate in other interactive exercises that occur as part of these classes. These on-campus activities will assist you to meet the learning outcomes for this course and to further develop your skills as a Speech Pathologist.

Assessment Due Date

There is no due date for this assessment requirement, as it refers to regular class attendance and participation as required.

Return Date to Students

There are no items for return, as this assessment task refers to regular class attendance and participation as required.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
You will be required to attend a minimum of 80% of your scheduled classes. The Unit Coordinator must be informed as early as possible of any expected absences and a medical certificate may be requested by the Unit Coordinator. This is a pass/fail assessment task, as a high level of class attendance and participation is considered to be a key requirement of this unit.

Referencing Style

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

Submission
Offline

Submission Instructions
No specific documents need to be submitted for this assessment piece, although students will be required to complete a sign-in sheet for each class they attend.

Learning Outcomes Assessed

- Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Graduate Attributes

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

2 (P/F) Sessional Placement

Assessment Type
Practical and Written Assessment

Task Description
You will be required to attend and participate in a 5 week sessional placement, for half a day per week for the first five weeks of term. The nature of this placement, including the clientele and the range of practice area you will be required to work with, may vary for each student, however the expected outcome will be the same - that is, entry-level skills across all relevant CBOS elements and units as well as the four generic professional competencies. This sessional placement may also require you to mentor fellow Speech Pathology students from the second and/or third year of the Speech Pathology course, who will assist you during the weekly sessions.
You will also be required to provide a 1500 - 2000 word written reflection based on your role as a student clinician in this setting, including any challenges you faced, benefits you gained, and experiences you learnt from. This reflection should specifically address each of the four generic professional competencies: reasoning, communication, lifelong learning and professionalism.

Assessment Due Date
Vacation Week Friday (14 Apr 2017) 5:00 pm AEST
The written component of this assessment task will require students to submit a reflection by Friday the 14th of April at 05:00pm. The practical component will involve the completion of a hard copy assessment in a face-to-face session between the student and CE. It is expected that this will be completed within one week of the completion of the placement, however the date is to be negotiated between the CE and student.

Return Date to Students
Week 7 Friday (28 Apr 2017)
The written component of this assessment task will be returned to students within 10 working days of the due date. There are no items relating to the practical component of this assessment task that need to be returned to the student.

Weighting
Pass/Fail

Minimum mark or grade
Students must pass both the practical and written components of this task, by demonstrating entry-level competence across all assessed competencies at the placement's completion plus achieving a Pass for the written component.

Assessment Criteria
Your participation in the sessional placement will be assessed through the use of a modified hard-copy COMPASS assessment. By the end of Week 5, you will be required to demonstrate entry-level competence in each of the following competency units, provided that you have been given the opportunity to do so:

- Professional Competency Unit 1: Reasoning
- Professional Competency Unit 2: Communication
- Professional Competency Unit 3: Learning
- Professional Competency Unit 4: Professionalism

- CBOS Unit 1: Assessment
- CBOS Unit 2: Analysis and Interpretation
- CBOS Unit 3: Planning Evidence-Based Speech Pathology Practice
- CBOS Unit 4: Implementation of Speech Pathology Practice
- CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services
- CBOS Unit 6: Professional and Supervisory Practice
- CBOS Unit 7: Lifelong Learning and Reflective Practice

Further information regarding each of these units can be found in the COMPASS Assessment Resource Manual, available through COMPASS online: https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp
In addition, your written submission must also address each of the following generic professional competency units:

- Professional Competency Unit 1: Reasoning
- Professional Competency Unit 2: Communication
- Professional Competency Unit 3: Learning
- Professional Competency Unit 4: Professionalism

You will be assessed on your ability to demonstrate deep reflective skills whilst addressing each of the above competency units, as well as your writing style and the professional presentation of your work. Marking rubrics for both the practical and the written components of this assessment task will be provided to students via Moodle.

Referencing Style

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

Submission
Online

Submission Instructions
The practical component of this assessment task will not require students to submit any specific documents, as it is their performance whilst on placement that will be assessed by the CE in a face-to-face session. The written component however will need to be submitted online through Moodle.

Learning Outcomes Assessed

- Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Graduate Attributes

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

3 (P/F) Block Placement Final Assessment

Assessment Type
Professional Practice Placement

Task Description
You will be attending an eight week block placement (typically four days per week) as part of this unit, that is expected to commence in Week 6 and finish in the first exam week. This placement will provide you with an opportunity to further develop your skills as a Speech Pathologist under the supervision of a Clinical Educator (CE), in a setting that is external to the university, such as a community health facility, a hospital or an educational setting. Your CE, a qualified Speech Pathologist, will assess your competence across the seven CBOS units and each of the four generic professional competencies at both the mid and final points of the placement, through the use of the COMPASS online assessment tool. You will also be required to complete a self-assessment at each of these placement points, also through COMPASS online. In addition, at the commencement of your placement you will need to complete a learning contract which is is to be reviewed by you and your CE as part of the mid-placement and final-placement assessments. By the end of your placement you are expected to demonstrate entry-level competence across the majority of the CBOS and generic professional competency units.

Assessment Due Date
Review/Exam Week Friday (9 June 2017) 5:00 pm AEST
Block placements are due to finish on Friday the 9th of June. However, in the case of exceptional circumstances, the extension or early completion of a block placement may be required . These details are to be negotiated between the CE and CEC, and in some instances the student.

Return Date to Students

A return date does not apply, as the COMPASS assessments are completed online with both the student and CE present in a face-to-face session. Learning contracts are also completed during each of these sessions and records are to be kept by the CEC, CE and student.

Weighting
Pass/Fail

Minimum mark or grade
Entry-level competence across the majority of the eleven CBOS and generic professional competency units. Any ratings below entry-level must fall in the category of high-intermediate competence according to COMPASS. This is to be determined by the CEC .

Assessment Criteria
You will be assessed on the four generic professional competencies and the seven CBOS (Occupational) competencies through the use of COMPASS online.
The generic professional competency units are:

- Professional Competency Unit 1: Reasoning
- Professional Competency Unit 2: Communication
- Professional Competency Unit 3: Learning
- Professional Competency Unit 4: Professionalism

The CBOS units are:

- CBOS Unit 1: Assessment
- CBOS Unit 2: Analysis and Interpretation
- CBOS Unit 3: Planning Evidence-based Speech Pathology Practices
- CBOS Unit 4: Implementation of Speech Pathology Practice
- CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services
- CBOS Unit 6: Professional and Supervisory Practice
- CBOS Unit 7: Lifelong Learning and Reflective Practice

Further information regarding each of these units can be found in the COMPASS Assessment Resource Manual, available through COMPASS online: https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp
Prior to meeting with your CE to complete your mid-placement and final-placement assessments, you must first complete the self-assessment component through COMPASS online. You must also bring the learning contract that was developed at the commencement of the placement, for you and your CE to review, as this will aid the discussion you have about the progress you have made and any objectives you may have achieved.
At the final-placement assessment, your COMPASS results are expected to indicate that you have demonstrated entry-level competence across the majority of the eleven CBOS and generic professional competency units. Any ratings of performance that are below entry-level must fall in the category of high-intermediate competence according to COMPASS, and therefore are reviewed by the Clinical Education Coordinator (CEC) to determine whether they meet the level of competence required to pass this placement.

Referencing Style

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

Submission
Online

Submission Instructions
Students are required to complete online self-assessments at the mid-point and end-point of their clinical placements, however this is to be completed through COMPASS online (ie. not through Moodle). Students and CEs then meet face-to-face at the mid-point and end-point of their clinical placement. Again, this is completed on-line through the COMPASS website. Therefore, students are not required to submit hard copies of any documents as part of this assessment, unless required by their CE, and are not required to submit assessment items through Moodle.

Learning Outcomes Assessed

- Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Graduate Attributes

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

4 (P/F) Clinical Portfolio

Assessment Type
Portfolio

Task Description
At the completion of your placement, you will be required to present a clinical portfolio that includes evidence of entry-level competence across different range of practice areas as well as the four generic professional competencies and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the COMPASS® assessment tool. This evidence may include items such as de-identified assessment reports, therapy plans and progress notes, resources that

have been developed as part of a placement, COMPASS results, and written reflections.

Assessment Due Date
Exam Week Friday (16 June 2017) 5:00 pm AEST
Portfolios are due to be submitted to the Clinical Education Coordinator within one week of students completing their block clinical placement.

Return Date to Students

Portfolios are to be returned to students with feedback within 10 working days of their submission (by Friday June 30th 2017).

Weighting
Pass/Fail

Minimum mark or grade
The portfolio must be sighted by the Clinical Education Coordinator in order for the student to pass this assessment task.

Assessment Criteria
This portfolio is a pass/fail assessment requirement. You will be required to present your portfolio to the Clinical Education Coordinator (CEC) to demonstrate that you have been collecting and compiling evidence of the development of entry-level competence across different range of practice areas, as well as each of the CBOS and professional competency units. The actual content and organisation of the portfolio will not be formally assessed, however feedback will be provided with the aim of giving you further direction regarding how to continue to develop your portfolio prior to graduation.

Referencing Style

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

Submission
Offline

Submission Instructions
A hard copy of the portfolio must be provided to the Clinical Education Coordinator.

Learning Outcomes Assessed

- Demonstrate entry-level competence across each of the four generic professional competency units and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.
- Present a portfolio that provides evidence of entry-level competence across different range of practice areas as well as the four generic professional competencies and the seven Competency-based Occupational Standards (CBOS, 2011), as described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool.

Graduate Attributes

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

Academic Integrity Statement

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

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

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

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

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

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

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

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

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

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

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