SPCH14006 *Speech Pathology Work-Integrated Learning 6*

Term 2 - 2018

Profile information current as at 12/10/2024 03:02 pm

All details in this unit profile for SPCH14006 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 strengthen your clinical skills by participating in clinical placements and engaging in a variety of work-integrated learning experiences. These experiences will provide you with the opportunity to work with children and/or adults with a wide range of communication and/or swallowing difficulties, and to further develop your understanding of the importance of working within the International Classification of Functioning, Disability and Health (ICF) framework. You will develop and demonstrate entry-level competence across all of the Competency-based Occupational Standards (CBOS, 2011) and the generic professional competencies described in the Competency Assessment in Speech Pathology (COMPASS®). Your clinical portfolio will be completed through the inclusion of direct and/or indirect evidence of entry-level competence across all range of practice areas and you will further enhance your reflective practice skills. A combination of tutorials, a sessional clinical placement, and a block clinical placement will be designed to assist you to develop the entry-level skills, knowledge and competence required for entry into the workforce. Prior to the commencement of the unit, you must complete all pre-clinical requirements, as outlined in the Speech Pathology Clinical Education 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-Requisite: SPCH14003 Speech Pathology Work-Integrated Learning 5
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 2 - 2018

- 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. **Professional Practice Placement**
Weighting: Pass/Fail
2. **Reflective Practice Assignment**
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 Student feedback through 'Have Your Say' unit evaluations and through informal discussions between the students and unit coordinator

Feedback

Students indicated that they felt supported by the unit coordinator throughout the duration of the unit, including while they were away completing block placements. They reported that regular email and/or phone contact was useful while they were on placement and that the unit coordinator was responsive to students' needs during the tutorials.

Recommendation

In the future, the unit coordinator will continue to support students throughout the duration of the unit, by closely monitoring students' needs and making regular email and/or phone contact with students while they are completing their placements.

Feedback from Students' written reflections and student feedback through 'Have Your Say' unit evaluations

Feedback

Students reported that they enjoyed mentoring third year students during their sessional placements.

Recommendation

Students will continue to be provided with opportunities to mentor other students and to develop their mentoring skills when completing on-campus sessional placements.

Feedback from Student feedback through 'Have Your Say' unit evaluations and informal discussions with the unit coordinator

Feedback

Students would like to be able to maintain and submit an electronic portfolio rather than a hard copy.

Recommendation

Students will be introduced to a number of software programs that will allow them to compile and submit an electronic version of their portfolio.

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 in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool
2. Present a completed portfolio that provides evidence of entry-level competence across all range of practice areas as well as the four generic professional competencies and all seven Competency-based Occupational Standards (CBOS, 2011), as described in the Competency Assessment in Speech Pathology (COMPASS®) assessment tool
3. Reflect on clinical practice and identify future professional development needs to ensure competency as a Speech Pathologist.

The range of practice areas covered within this unit will depend largely on the nature of each student's clinical placements. Each placement, however, will allow students to have the opportunity to demonstrate entry-level competence with an adult and/or paediatric population across one or more of the following range of practice areas:

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

Students will be assessed across each of the following four generic professional competencies (GPCs) described by the Competency Assessment in Speech Pathology (COMPASS®) assessment tool:

- GPC Unit 1: Reasoning
- GPC Unit 2: Communication
- GPC Unit 3: Learning
- GPC Unit 4: Professionalism

Students will also be assessed across each of the following seven Competency-Based Occupational standards (CBOS) units:

- 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

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 - Professional Practice Placement - 0%	•		
2 - Reflective Practice Assignment - 0%			•
3 - Professional Practice Placement - 0%	•		
4 - Portfolio - 0%		•	

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•	•	
2 - Reflective Practice Assignment - 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 - Orientation to Work Integrated Learning 6 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to Week 1 of WIL 6. This week we will be covering the following in class: • an orientation to the unit content • an explanation of each assessment task • a discussion regarding specific work-integrated learning requirements, including the mentoring of other students • reflections on previous WIL experiences This week you will also commence a five week sessional placement.	Resources: • Clinical Education Handbook • COMPASS Assessment Resource Manual Links and specific readings will be available on Moodle website and/or in class.	Check Moodle and/or with your Unit Coordinator for details regarding your 5 week sessional placement. You should have made email and/or phone contact with your Clinical Educator (CE) in the week prior to the commencement of your sessional placement.

Week 2 - Developing and Maintaining Relationships in the Workplace - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 2 we will cover the following: • Further discussions regarding the clinical experience and the transition between placements in fourth year and entry into the workforce • Working with others in a workplace context, including colleagues, employers and supervisors, mentees and mentors, and allied health assistants. You will also continue your sessional placement.	Links and specific readings will be available on Moodle website and/or in class.	

Week 3 - Counselling in Speech-Language Pathology - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
In Week 3 we will focus on: • Counselling clients and caregivers • Developing and maintaining professional client-clinician relationships You will also continue your sessional placement.	Links and specific readings will be available on Moodle website and/or in class.	

Week 4 - Self-Care - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic

In Week 4 we will focus on self-care. In doing so, we will discuss: • caring for others versus caring for self • mindfulness • resilience • burnout and compassion fatigue You will also continue your sessional placement.	• Skovholt, T., Trotter-Mathison, M. (2016). The Resilient Practitioner. New York: Routledge. Links and specific readings will be available on Moodle website and/or in class.	

Week 5 - Preparation for block placement - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week 5 will involve preparation for your upcoming block placement, including the following: • reflections on your sessional placement • development of your learning plan • writing a letter to your future self - the how and the why • getting the most out of your placement This week will be the final week of your sessional placement, unless alternative arrangements have been made with your CE and/or the CEC.	Links and specific readings will be available on Moodle website and/or in class.	Arrangements must be made with your CE in regards to the finalisation of any requirements for your sessional placement, such as the completion and submission of progress notes and reports. These arrangements should include due dates, as well as your CE's expectations regarding the standard of any documents to be submitted.

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
There are no scheduled classes for SPCH14006 during Vacation/Recess Week.	There are no specific readings during Vacation/Recess Week.	All documents and tasks required as part of your sessional placements must be finalised this week (for example, reports, progress notes, handover procedures, and so on). **(P/F) Written Reflection** Due: Vacation Week Friday (17 Aug 2018) 5:00 pm AEST

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
There are no scheduled classes for the remainder of the term. This week you will commence Week 1 of your block placement.	There are no specific readings whilst you are on placement, aside from requirements set by your Clinical Educator (CE).	Week 1 of block placement. Discuss your learning plan with your CE and finalise this at a date agreed upon by you and your CE.

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
This is Week 2 of your 8 week block placement. There are therefore no scheduled classes.	There are no specific readings whilst you are on placement, aside from requirements set by your Clinical Educator (CE).	Week 2 of block placement.

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
This is Week 3 of your 8 week block placement. There are therefore no scheduled classes.	There are no specific readings whilst you are on placement, aside from requirements set by your Clinical Educator (CE).	Week 3 of block placement.

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

This is Week 4 of your 8 week block placement. There are therefore no scheduled classes.	There are no specific readings whilst you are on placement, aside from requirements set by your Clinical Educator (CE).	Week 4 of block placement.

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
This is Week 5 of your 8 week block placement. There are therefore no scheduled classes.	There are no specific readings whilst you are on placement, aside from requirements set by your Clinical Educator (CE).	Week 5 of block placement.

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
This is Week 6 of your 8 week block placement. There are therefore no scheduled classes.	There are no specific readings whilst you are on placement, aside from requirements set by your Clinical Educator (CE).	Week 6 of block placement.

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
This is Week 7 of your 8 week block placement. There are therefore no scheduled classes.	There are no specific readings whilst you are on placement, aside from requirements set by your Clinical Educator (CE).	Week 7 of block placement. This week you must submit the written case study that forms part of the EBP and Clinical Reasoning Task in your portfolio. This case study must be submitted via Moodle by 5:00pm on Friday October 5th.

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
This is the final week (Week 8) of your 8 week block placement. There are therefore no scheduled classes.	There are no specific readings whilst you are on placement, aside from requirements set by your Clinical Educator (CE),	Week 8 of block placement. This will be the final week of your placement, unless prior, alternative arrangements have been made with your CE and the CEC.

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
There are no scheduled classes.	There are no specific readings.	This week you will participate in the interview component of the EBP and Clinical Reasoning Task, which forms part of your portfolio. Dates and times will be negotiated between the unit coordinator and students. Your completed portfolio will be due for submission following the completion of all other requirements across the course.

Term Specific Information

Welcome to Term 2 and your study in SPCH14006 Work-Integrated Learning 6 (previously known as Speech Pathology Skills and Practice 6).
Similarly to SPCH14003 Speech Pathology Work-Integrated Learning 5, there is no specific, required text for this unit. However, please be aware that you will most likely need to use a range of textbooks that you have purchased in previous years, for other units, when completing your clinical placements and reviewing information that is pertinent to your particular caseload.
The unit coordinator for this term is Leisa Skinner, and she can be contacted via email: l.skinner@cqu.edu.au or mobile: 0428 375 964.

Assessment Tasks

1 (P/F) Sessional Placement

Assessment Type
Professional Practice Placement

Task Description
You will be required to attend and participate in a 5 week sessional placement, for up to one full day per week for the first five weeks of term. The nature of this placement, including the clientele and the range of practice areas you will be required to work with, may vary for each student, however the expected outcome will be the same - that is, the demonstration of entry-level skills across all applicable 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 other year levels within the Speech Pathology course.
Further information regarding expectations of students who are completing placements can be found in the Speech Pathology Clinical Education Handbook, which is available on the SPCH14006 Moodle page. This information includes (but is not limited to) details regarding dress code, professional conduct, tracking and recording clinical hours, confidentiality, and managing a range of issues during placements. Students should ensure that they are familiar with the content of the Clinical Education Handbook prior to commencing any placement.
This assessment item has pass/fail criteria and must be passed in order to achieve a pass grade for this unit.

Assessment Due Date

Placements are due to finish by Friday the 10th of August. However, in the case of exceptional circumstances, the extension or early completion of a placement may be required. These details are to be negotiated between the CE, the CEC and, in some instances, the student. Students must submit a copy of their completed (and signed) Speech Pathology Clinical Hours Summary form through Moodle within one week of the completion of their placement. Students must also complete and submit all documents required by their clinical supervisor, such as reports and progress notes, within a week of the final date of the placement. However, these are not to be submitted via Moodle (submission details must be negotiated between students and supervisors).

Return Date to Students

Students will be informed of whether they have met the pass criteria for their placement within fourteen days of the placement’s completion date. This notification will occur via email and/or Moodle and will include a copy of the CE's feedback. Students should ensure that they keep the original copies of their Speech Pathology Clinical Hours Summary forms.

Weighting
Pass/Fail

Minimum mark or grade
Students must demonstrate entry-level competence across all assessed elements within each of the seven CBOS units and the four generic professional competencies, provided that they have had the opportunity to do so.

Assessment Criteria
This sessional placement is considered preparation for your upcoming eight week block placement. As such, you are required to pass this sessional placement in order to commence your block placement. You will be assessed according to the Competency-Based Occupational Standards (CBOS) as well as the Generic Professional Competencies (GPCs). By the end of Week 5, you must demonstrate entry-level competence in each of these competency units, provided that you have been given the opportunity to do so:

- GPC Unit 1: Reasoning
- GPC Unit 2: Communication
- GPC Unit 3: Learning
- GPC 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. This manual will also be available on the SPCH14006 Moodle website. In addition, a marking rubric listing each of the relevant elements within the units listed above will be on Moodle.
100% attendance is a requirement of this sessional placement. If any sessions are missed, these absences must be explained by supporting documentation (e.g. a medical certificate) and alternative arrangements will need to be made between you and the CE, with the approval of the Clinical Education Coordinator (CEC). If satisfactory supporting documentation is not provided and/or missed sessions are not made up, you will be required to attend and pass an additional sessional placement before you are permitted to commence the block placement that is a requirement of this unit.
* Note that failure of this assessment task will preclude students from commencing their block placement.

Referencing Style

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

Submission
Online

Submission Instructions
Students are to submit copies of their completed (and signed) Speech Pathology Clinical Hours Summary forms via Moodle. Any other documents required by clinical supervisors (e.g. reports, progress notes) must be submitted via a mode that has been negotiated between the student and supervisor (not Moodle).

assessmentOutcome

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

assessmentGradAttribute

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

2 (P/F) Written Reflection

Assessment Type
Reflective Practice Assignment

Task Description
This assessment task will provide you with the opportunity to demonstrate how you can use your reflective skills to learn from your clinical experiences - more specifically, the experiences you were involved in whilst participating in your Term 2 sessional placement. Reflective practice is an important skill that you are required to demonstrate during each placement you attend and that you should continue to practise after you graduate from the Speech Pathology program. It assists you to learn from your experiences by prompting you to think about what you did and what happened, and to then decide what you would do differently next time. Reflective practice requires a conscious effort to think about events and to develop insights into them, and it is a skill that can be honed with practice. Please note that a detailed and in-depth reflection is not just a description of what happened whilst on prac – it goes well beyond this by explaining WHY and HOW things went well or not so well. It demonstrates that you understand what you actually learned from these experiences and what this means for the future. This is based on the premise that every experience can be a positive one, as long as you understand what you have learnt from it. You are therefore required to complete a written reflection based upon your clinical experiences and role as a student clinician whilst participating in the sessional placement during the first five weeks of Term 2. You are expected to reflect deeply upon your experiences, to identify and describe the learning that took place, as well as any challenges that you faced and benefits you gained, and explain how this might affect your plans for your upcoming block placement and beyond (i.e. how this learning experience is likely to shape you as a clinician in the future). Your reflection should be presented in a logical, succinct and well-structured written format and should address any two of the four generic professional competencies (GPCs) described in COMPASS (reasoning, communication, lifelong learning and professionalism). That is, you will need to describe your experiences in terms of what you have learnt across any two of the GPC units (not all four).
Your written reflection should be between 2000-2500 words and is due to be submitted via Moodle by Friday August

17th at 5:00pm. This assessment item has pass/fail criteria and must be passed in order to achieve a pass grade for this unit. You will be provided with a marking rubric at the beginning of Term 2 that will clearly describe the pass/fail criteria for this written assessment task.

Assessment Due Date
Vacation Week Friday (17 Aug 2018) 5:00 pm AEST

Return Date to Students
Week 10 Friday (21 Sept 2018)

Weighting
Pass/Fail

Minimum mark or grade
This is a pass/fail assessment item. Students must meet ALL pass criteria described on the marking rubric in order to pass this assessment task and the overall unit.

Assessment Criteria
Your written reflection will be assessed on your ability to reflect deeply upon two of the four generic professional competencies described in COMPASS (reasoning, communication, lifelong learning and professionalism), in relation to the following:

- the learning that took place during your most recent sessional placement
- any challenges that you faced and how you overcame, managed or learnt from them during your sessional placement
- the experiences you had during the sessional placement which will/may affect your plans or practice during your block placement and/or as a clinician in the future

You should go well beyond simply describing what happened whilst on placement and instead demonstrate an in-depth understanding of why and how certain experiences occurred.
You will also be assessed on your writing style, your use of syntax, spelling and punctuation, the professional presentation of your work, your use of APA referencing where applicable, and the overall readability of the written piece.
A marking rubric which describes the pass and fail criteria for this assessment task will be available via the SPCH14006 Moodle page.

Referencing Style

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

Submission
Online

assessmentOutcome

- Reflect on clinical practice and identify future professional development needs to ensure competency as a Speech Pathologist.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice
- Social Innovation

3 (P/F) Block Placement

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. The placement is expected to commence in Week 6 of Term 2 (August 20th, 2018) and finish in the first exam week (October 12th, 2018), although some slight variation in the start and finish dates may be necessary, depending on the availability and requirements of the host organisation and/or supervisor/s.
This block placement will provide you with an opportunity to further develop your skills as a Speech Pathologist under the supervision of one or more Clinical Educators (CEs), in a setting that is external to the university, such as a community health facility, a hospital, private practice, or an educational setting. Block placements may involve either an

adult, paediatric or mixed caseload and may require you to travel and complete your placement outside of the Central Queensland region. You are required to support yourself financially whilst attending your placement, to source and fund your own travel and accommodation, and to cover any other costs associated with attending the placement.
During your placement, your CE, a qualified Speech Pathologist, will assess your competence across the seven Competency-Based Occupational Standards (CBOS) units and each of the four generic professional competencies (GPCs) at both the mid and final points of the placement, through the use of the COMPASS online assessment tool. The specific assessment details and requirements are as follows:

- you and your CE/s must complete a mid-placement assessment using COMPASS On-line. This will be completed with your CE/s at the mid-point of your placement, however you will also be required to complete a self-assessment (also using COMPASS On-line) prior to meeting with your CE/s for this assessment. The mid-placement assessment is formative in nature, which means that although it does not technically count towards your final mark at the end of the placement, it provides you with a formal opportunity to discuss your strengths and areas for improvement - that is, the areas to focus on for the second half of the placement. It also provides your CE/s with an opportunity to formally raise any concerns with the Clinical Education Co-Ordinator (CEC).
- you and your CE/s must complete a final-placement assessment using COMPASS On-line. This will be completed at the end of your placement. Again, you will be required to complete a self-assessment using COMPASS On-line prior to meeting with your CE/s. This final assessment is summative in nature, meaning that it provides the CE/s with the opportunity to give final marks and feedback regarding the entire placement. At this point you are required to be at entry-level across each of the four generic professional competencies as well as all of the CBOS units. The behavioural descriptors for the entry-level student can be found in the COMPASS Assessment Resource Manual which is available on COMPASS On-line and will also be posted on Moodle. The specific pass criteria will also be explained in the SPCH14006 Week 1 tutorial.
- you are required to complete a learning contract at the beginning of your placement - this is a learning agreement that is reached between you and your CE/s, generally in the first week of the placement. It enables both you and your CE/s to identify and discuss any particular areas which need to be focussed on and developed throughout the placement. The contract is to be reviewed at the mid and final points of your placements, in order to determine whether the goals you have set for yourself have been achieved.
- you must complete a Clinical Hours Summary form, by recording your clinical contact hours each week and having your CE/s sign off on this form at the completion of the placement.
- you must also complete and submit any additional documentation that is required by the CE or placement organisation, such as written reports and information for client files.

Further details regarding recording hours, completing learning contracts and using COMPASS, as well as the forms required for these procedures, can all be found in the Speech Pathology Clinical Education Handbook, which will be made available on Moodle. In addition, the handbook describes the expectations of students who are completing placements, including information regarding dress code, professional conduct, confidentiality, and managing a range of issues during placements. Students should ensure that they are familiar with the content of the Clinical Education Handbook prior to commencing any placement.
This assessment item has pass/fail criteria and must be passed in order to achieve a pass grade for this unit.
Also note that in order to commence this block placement, you must have met all pre-clinical requirements and achieved a Pass grade for the sessional placement that is an assessment task for this unit.

Assessment Due Date

Block placements are due to finish on Friday the 12th of October. 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/s and CEC, and in some instances the student. Students are to submit copies of their completed (and signed) Speech Pathology Clinical Hours Summary forms via Moodle, within one week of completing their placement. Any other documents required by clinical supervisors (e.g. reports, progress notes) must be submitted via a mode and by a date that has been negotiated between the student and supervisor (not Moodle).

Return Date to Students

Students will be informed of whether they have met the pass criteria for their placement within fourteen days of the placement’s completion date. This notification will occur via email and/or Moodle. There are no documents that are required to be returned to the students, as all feedback is automatically available to students through COMPASS On-line. Students should ensure that they keep the original copies of their Speech Pathology Clinical Hours Summary forms.

Weighting
Pass/Fail

Minimum mark or grade
CEs must indicate through COMPASS On-line that the student has demonstrated entry-level competence across each of the eleven CBOS and generic professional competency units. Further details can be found in the Speech Pathology Clinical Education Handbook.

Assessment Criteria
You will be assessed on the four generic professional competencies and the seven CBOS (Occupational) competencies through the use of COMPASS On-line.
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 On-line: https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp.
Prior to meeting with your CE/s to complete your mid-placement and final-placement assessments, you must first complete the self-assessment component through COMPASS On-line. You must also bring the learning contract that was developed at the commencement of the placement, for you and your CE/s 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 must indicate that you have demonstrated entry-level competence across each of the eleven CBOS and generic professional competency units.

Referencing Style

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

Submission
Online

Submission Instructions
Students are to submit copies of their completed (and signed) Speech Pathology Clinical Hours Summary forms via Moodle. Any other documents required by clinical supervisors (e.g. reports, progress notes) must be submitted via a mode and by a date that has been negotiated between the student and supervisor (not Moodle).

assessmentOutcome

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

assessmentGradAttribute

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

4 (P/F) Portfolio

Assessment Type
Portfolio

Task Description
During your eight week block placement you will be required to continue to gather evidence (direct and indirect) that you have entry-level competence in all generic professional and occupational (CBOS) competencies across the Range of Practice areas, with both adult and child caseloads. Following the completion of all other assessment items required for this unit, including your block placement, you must compile and present a completed portfolio of this supporting evidence. Note that for the purposes of this portfolio, direct evidence refers to that which was gathered as a result of working directly with clients and/or in a clinical setting (i.e., whilst you were on placement). Indirect evidence refers to that which was gathered via other means, such as through assignments completed at university, information sessions you have attended, and so on. Portfolios may be submitted as either an electronic document or a hard copy portfolio and will be marked either Pass or Fail. If it does not initially meet the pass criteria, you will be provided with feedback by the Clinical Education Co-ordinator (CEC) and you will have an opportunity to re-submit this assessment piece. Examples of documents that you may wish to include in your portfolio are:

- evidence of assessment planning, administration and analysis/interpretation, such as de-identified assessment reports, progress notes, letters relating to assessment, etc.
- evidence of goal setting and intervention planning, such as de-identified session plans, management plans, assessment reports, case conference minutes, progress notes, etc.
- evidence of the provision of intervention, such as de-identified session plans, progress notes, therapy summary/progress reports, etc.
- evidence of other clinical experiences, such as the evaluation of speech pathology services, the training and education of others, participation in research and/or resource development, etc.
- written self-reflections and CE and peer feedback
- COMPASS results
- unit profiles
- relevant assessment pieces
- certificates of participation in professional development events
- letters of reference

In addition to providing the types of evidence listed above, you are required to complete a specific evidence-based practice (EBP) and clinical reasoning task (described below), evidence of which should also be included in your final portfolio submission. This task will enable you to demonstrate your ability to engage in evidence-based practice and to use the critical thinking and clinical reasoning skills necessary to be considered an entry-level student clinician. There are two parts to this task, which are as follows:

- Part 1 - You must prepare a written case of a child with speech and language difficulties. This case should be based on a real-life client you have worked with or seen whilst on placement during the fourth year of your study. However, if this is not possible due to the nature of the caseload you have worked with as part of your fourth year placements, you may instead describe a paediatric speech and language case that you encountered in the third year of the program. Your case study description should be thorough and complete, and include the child's presenting difficulties, any gaps in case history information collected, the assessments conducted, the assessment findings, an intervention plan, and a description of your first therapy session. You are required to demonstrate your critical thinking and clinical reasoning skills, by providing clear rationales and explanations of each step you took. Your writing should explicitly describe the factors that you considered when drawing conclusions and making decisions regarding appropriate theoretical frameworks and approaches, as well as the thinking processes that took place when integrating and analysing information. When completing this task, you should consider the Range of Practice Principle 1 (CBOS, 2011, p.9), and your use of evidence-based practice and problem-solving abilities should be clearly evident.

- Part 2 - You will participate in a twenty minute interview with an assessor. During this interview, you will be presented with a range of questions which are based on the case that you described in Part 1. These questions will be designed to assess your ability to integrate information and to problem-solve in real-time. They will challenge you to consider alternative scenarios to those which you have described in your case study. For example, you may be asked to describe what you would do if a particular assessment task or therapy activity was either too complex or too easy for your client, and to provide a rationale for your decision. You will be provided with the opportunity to clearly describe the clinical reasoning skills that you apply when problem solving and decision making, and to demonstrate your ability to engage in evidence-based practice. Your responses will be verbal only, and the interview will be recorded to allow for moderation to occur at a later date.

* Please note that the case study you present for this task must be different to the scenario that you use for any SPCH14001 assessment tasks.

It is also important to note that whilst there is no prescribed format for, or presentation of the portfolio, it does need to be complete, well-organised and professionally presented in order to meet the pass criteria. Additionally, in the case

where there is a 'gap' in direct clinical experience, you may provide a reflective statement where you claim transferability of skills from other areas. For example, if you are missing direct entry-level evidence of having experience working with children in the area of fluency, but you have evidence that you have demonstrated entry-level competence when working with an adult caseload in this particular Range of Practice as well as when working with children in other areas such as speech and language, you may claim that these skills are transferrable. Essentially however, this is a decision that rests with the CEC, as the nature of the gap is critical.

Assessment Due Date

The written case study component of the 'EBP and Clinical Reasoning task' that forms part of the portfolio (described in the marking rubric) is to be submitted via Moodle by 5:00pm on Friday of Week 12 (October 5th). The interview component of this task will then be conducted in the second exam week (week beginning October 15th), after students have returned from their block placements. The completed portfolio should then be submitted within a week of a student completing their other assessment requirements as part of the Speech Pathology course and receiving feedback/results for the portfolio 'EBP and Clinical Reasoning task'. Therefore, the due date for the completed portfolio is dependent upon the completion of other assessment requirements across the course and will consequently be negotiated between the CEC and student/s.

Return Date to Students

Portfolios will be returned within ten working days of their submission.

Weighting
Pass/Fail

Minimum mark or grade
This is a Must Pass assessment requirement. The Pass criteria (see marking rubric) must be achieved in order to pass the SPCH14006 unit.

Assessment Criteria
A copy of the marking rubric will be posted on the unit Moodle site. The rubric will detail the following criteria:

- information included and the manner in which it is organised and presented
- evidence of meeting generic professional competencies
- use and completion of summary spreadsheet
- inclusion of reflective statements to claim transferability of competence
- evidence of meeting CBOS Units 1-4 with a paediatric caseload
- evidence of meeting CBOS Units 1-4 with an adult caseload
- evidence of meeting CBOS Units 5-7
- evidence of the use of evidence-based practice and clinical reasoning

In order to meet the overall pass criteria for this assessment task, all individual portfolio marking areas included in the rubric (available on Moodle) must meet pass criteria. A fail in one or more marking areas will result in an overall fail mark. Should a fail grade be given, the CEC will provide you with specific feedback and request that any necessary amendments be made before re-submitting the portfolio for re-examination. You will typically be required to do this within one week of receiving your portfolio and feedback. If the portfolio still does not meet pass criteria, it is marked as a fail and no further re-submissions are permitted. Therefore, you are strongly encouraged to seek assistance from the CEC before re-submitting your portfolio.

Referencing Style

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

Submission
Offline Online

Submission Instructions
Written case studies which form part of the ‘EBP and Clinical Reasoning Task’ must be submitted via Moodle by 5:00pm on Friday October 5th (Week 12). Completed portfolios however may be submitted either electronically (via Moodle) OR as a hard copy (to be handed directly to the CEC, Leisa Skinner). If providing a hard copy, students should make arrangements with the CEC regarding a suitable delivery date/time.

assessmentOutcome

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

assessmentGradAttribute

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