SPCH14006 *Speech Pathology Work-Integrated Learning 6*

Term 2 - 2022

Profile information current as at 12/10/2024 05:11 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 and professional skills by engaging in work-integrated learning experiences through a supervised block placement. This placement will provide you with the opportunity to develop and demonstrate entry-level competence across Speech Pathology Australia's professional standards when working with children with communication and/or swallowing difficulties. You will also further develop your understanding of the importance of working within the International Classification of Functioning, Disability and Health (ICF) framework and will gain experience using your reflective practice skills in an authentic workplace setting. Following the completion of your block placement, you will have the opportunity to demonstrate your critical thinking skills and your knowledge of evidence-based and client-centred practice when working with children, by completing a paediatric-based viva. This unit is designed to assist you to develop and demonstrate 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 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 SPCH14009 Speech Pathology Work-Integrated Learning 5SPCH14001 Integrated Practice in 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 2 - 2022

- 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. **Oral Examination**
Weighting: Pass/Fail
3. **Portfolio**
Weighting: Pass/Fail
4. **Learning logs / diaries / Journal / log books**
Weighting: Pass/Fail
5. **On-campus Activity**
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 Staff reflections

Feedback

Students are having difficulties managing unexpected events during placement.

Recommendation

It is recommended that the residential school for this unit including discussion and activities focused on preparing strategies to manage difficult situations that may arise on placement.

Feedback from Student and staff feedback

Feedback

Students find the work integrated learning log complex and onerous to complete; staff experience the same difficulties in grading.

Recommendation

It is recommended that the format used for logging and grading work-integrated learning hours be reviewed and simplified where possible.

Unit Learning Outcomes

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

1. Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, with a paediatric caseload during work-integrated learning experiences
2. Develop appropriate management plans for paediatric clients by evaluating and synthesising case information and applying evidence-based practice within the International Classification of Functioning, Disability and Health (ICF) framework
3. Reflect on clinical practice and identify future professional development needs related to paediatric practice to ensure competency as a Speech Pathologist
4. Document and track the work-integrated learning experiences gained across Speech Pathology Australia's professional standards and range of practice areas.

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes

N/A Level | Introductory Level | Intermediate Level | Graduate Level | Professional Level | Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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 - Oral Examination - 0%	•	•	•	•			•	•	•	
3 - Portfolio - 0%	•	•	•	•			•	•	•	
4 - Learning logs / diaries / Journal / log books - 0%				•		•				
5 - On-campus Activity - 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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Susan Walker Unit Coordinator
s.walker3@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
You will need to attend a clinical block placement as part of this unit. This block placement is typically five days per week across six weeks, but in some instances, this timing may vary depending on the placement site. The start and finish dates of placements will vary across students. Information regarding these dates, as well as the duration and nature of the placement, will be provided to you by your Clinical Education Coordinator and/or Unit Coordinator either prior to or during the term.		

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled.		

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This unit includes a compulsory 2-day residential school scheduled for **22-23 June**, **2022** in Rockhampton. You have no other face-to-face classes for this unit but you will need to attend a full-time paediatric clinical block placement as part of the unit requirements. Details regarding the start and finish dates of your paediatric clinical block placement will be provided to you by your clinical education coordinator or your unit coordinator. This placement may take place before or after your adult clinical block placement which is a requirement of SPCH14007 Speech Pathology Work Integrated Learning 7. However, you are required to attend the residential school as scheduled regardless of the timing of your paediatric placement in the term. Placements will be scheduled at different times in Term 2. For this reason individual student due dates for assessments will vary. Assessment 3 (Reflective Practice Portfolio) and Assessment 4 (Record of WIL hours and experience) will be due two weeks after the completion of Assessment 1 (Paediatric Clinical Placement). Assessment 2 (Paediatric Viva) due date will be determined on an individual basis.

Assessment Tasks

1 Paediatric Clinical Placement

Assessment Type
Professional Practice Placement

Task Description
You will be required to attend and participate in a block placement. This block placement is typically five days per week across six weeks, but in some instances, this timing may vary depending on the placement site. The start and finish dates of placements will vary across students. Information regarding these dates, as well as the duration and nature of the placement, will be provided to you by your Clinical Education Coordinator and/or Unit Coordinator either prior to or during the term.

In order to complete this placement, you may be required to travel and participate in a placement that is outside of the Central Queensland region or even outside of Queensland. 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.

Your paediatric block placement will provide you with an opportunity to further develop your competence as a Speech Pathologist under the supervision of one or more Clinical Educators (CEs), in a clinical setting (e.g., community health facility, a hospital, private practice, or an educational setting). This particular placement will be focused on paediatric clinical practice, but you may also gain some additional experience working with adults, depending on the nature of 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 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 CQU 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 seven 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 pass criteria for entry-level block placements are also described in the 2022 Speech Pathology Clinical Education Handbook.
- You are required to complete a learning agreement 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 agreement 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 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 learning agreements and COMPASS can all be found in the 2022 Speech Pathology Clinical Education Handbook, which is 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. You should ensure that you 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 (i.e.,

mandatory checks) and these must remain current for the duration of your placement. Information regarding pre-clinical requirements can be obtained from the Work-Integrated Learning Office via email: smas-clinicalplacements@cqu.edu.au. Different workplaces may also have additional pre-clinical requirements that relate to their particular workplace/facility/organisation, such as training related to the use of telepractice or infection control, or specific vaccinations such as the influenza vaccination (this is particularly the case when working with vulnerable populations, such as the elderly and immuno-compromised individuals). It is up to you as the student to ensure that you have met all of these requirements, otherwise you may not be able to attend a placement and complete this assessment task.

Assessment Due Date

The completion date of the placement is dependent on the start date and timing of the clinical placement. The details are to be decided upon and confirmed by the Clinical Education Coordinator.

Return Date to Students

You will be informed of whether you have met the pass criteria for your placement within fourteen days of the placement's completion date. This notification will occur via Moodle.

Weighting
Pass/Fail

Minimum mark or grade
In order to pass this assessment item, you must demonstrate entry-level competence across each of the seven CBOS units and the four generic professional competencies described in COMPASS. You must also pass this assessment task in order to pass the unit.

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. This manual will also be available on the SPCH14006 Moodle website.

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.

A range of important policies, procedures and additional information regarding work-integrated learning (placements) can be found in the 2022 Speech Pathology Clinical Education Handbook. Students should ensure that they are highly familiar with the content of the handbook and that they abide by the rules and guidelines included in this document.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Submission Instructions
At the mid and final points of the placement, COMPASS must be completed online by both the student and Clinical Educator (CE). There are no other documents required to be submitted for this assessment item.

assessmentOutcome

- Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, with a paediatric caseload during work-integrated learning experiences
- Develop appropriate management plans for paediatric clients by evaluating and synthesising case information and applying evidence-based practice within the International Classification of Functioning, Disability and Health (ICF) framework

assessmentGradAttribute

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

2 Paediatric Viva

Assessment Type
Oral Examination

Task Description
For this assessment task, you will be required to complete a viva (an oral assessment in the form of a dynamic interview) based on a paediatric clinical scenario, this viva will be conducted face to face or via videoconferencing. At the start of your viva, you will be provided with basic written case information about a child who is presenting with communication and/or swallowing difficulties. You will then have 5 minutes to review and consider this written information prior to commencing your viva.
After the 5 minutes of review time has passed, you will sit down with your assessor/s (this may involve a panel of up to three people) in an interview-type scenario that will require you to respond to a range of questions related to assessment and intervention for the client described in the case. Throughout this viva, you will be provided with additional information and asked to indicate if/how that information affects your decision-making process and recommendations.
Each section of your viva is timed but not all sections are assessed. A brief outline is provided below, with additional details provided on Moodle.

- Section 1A (No assessed). Review background information (5 minutes)
- Section 1B (Assessed). Assessment planning (10 minutes)
- Section 2A (Not assessed). Review assessment results (10 minutes)
- Section 2B (Assessed). Interpret, diagnose, and report on assessments (10 minutes)
- Section 3A (Not assessed). Plan speech pathology intervention or service response (10 minutes)
- Section 3B (Assessed). Plan speech pathology intervention or service response (10 minutes)
- Section 4A (Not assessed). Professional conduct (Domain 1) and Reflective Practice and Lifelong Learning (Domain 2) (5 minutes)
- Section 4B (Assessed). Professional conduct (Domain 1) and Reflective Practice and Lifelong Learning (Domain 2) (5 minutes)

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

This is a **must-pass assessment** task. To pass this assessment, **you must demonstrate entry-level competency for EACH criterion** in each assessed section of the viva.

Assessment Due Date

Your viva will take place following completion of your paediatric clinical block placement, at a date and time set by your Unit Coordinator. As block placements may start and finish at different times across the term, this due date will be determined on an individual basis.

Return Date to Students

You will be informed of whether you have met the pass criteria for your viva within fourteen days completing the viva. This notification will occur via Moodle.

Weighting
Pass/Fail

Minimum mark or grade
This is a must-pass assessment task, In order to pass this assessment task, you must demonstrate entry-level competency for EACH criterion in the rubric.

Assessment Criteria
You will be assessed using criteria outlined in CBOS Units 1 to 3 and the new Professional Standards.
This is a must pass assessment task. To pass this task, you need to demonstrate entry-level competency in paediatric clinical practice for EACH of the criteria against which you are assessed. Each criterion will be assessed as at entry-level or not. Demonstrating entry level competency requires that you independently complete each part of the task, without prior knowledge of the case information and without the need for specific prompts (either prior to or during the viva) in order to complete the task. You will be provided with a detailed list of each criterion against which you will be assessed. This rubric is available on Moodle, a summary of each of the assessed sections is provided below:
Section 1: After independently reviewing background information of a case, you will need to develop an assessment plan and justify that plan as it relates to the case information, the particular circumstances of the client, and evidence based practice. In this section you will be assessed on 4 criteria related to identification of the client's needs, description and justification of your assessment plan, and problem-solving.
Section 2: You will need to analyse and interpret assessment data, identify gaps in information, and discuss likely outcomes for the client. In this section, you will be assessed on 4 criteria related to your synthesis of information, use of evidence, identification of gaps and discussion of likely client outcomes.
Section 3: Review a summary of the child's diagnosis and develop a holistic intervention plan which you will need to describe and justify with the assessor. In this section you will be assessed on 4 criteria related to your use of assessment results and client needs in planning, selection of appropriate intervention supported by evidence, and your clinical reasoning.
Section 4: Reflect on the case and the decisions you made, respond to feedback from the assessor, and discuss learning goals. This section also includes criteria related to overall communication and professionalism shown throughout the viva. In this section, you will be assessed against 4 criteria related to reflective practice, identification of goals, communication and professionalism.

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

Late arrivals: You should aim to arrive/log in at least 15 minutes prior to the assessment commencement time. In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up to 10 minutes after the assessment commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving/logging in beyond the permitted late entry period), you should make an online application for a deferred assessment (which may or may not be granted in line with CQUniversity policy). If your application for deferred assessment is denied, you will receive a "fail" for your assessment item and you may be eligible for a supplementary assessment in line with CQUniversity policy.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Submission Instructions
There are no documents required to be submitted for this assessment task. You will instead be required to attend your viva at the day and time assigned to you by your unit coordinator. This information will be provided to you via Moodle.

assessmentOutcome

- Develop appropriate management plans for paediatric clients by evaluating and synthesising case information and applying evidence-based practice within the International Classification of Functioning, Disability and Health (ICF) framework

assessmentGradAttribute

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

3 Reflective Practice Portfolio

Assessment Type
Portfolio

Task Description
This portfolio task is focused on reflective practice and life-long learning within the context of paediatric clinical practice. To complete this portfolio, you will need to write two reflections that follow the Description-Interpretation-Outcome framework as outlined below:

Description - Explains what happened and it provides the reader with information that specifies the focus of the reflection (or what is being examined). Descriptions should be comprehensive enough to provide the reader the with content necessary to understand the context of the reflection, but still succinct.

Interpretation – Analyses what is most important or relevant about the topic/area that is being reflected upon. This analysis may focus on interpreting the importance/value/significance relevance of something, clarifying the nature of learning, reviewing a past event to analyse learning over time, expressing a personal viewpoint, highlighting similarities or differences between events/learning, etc. You may need to provide support/evidence for your reasoning.

Outcome – Outlines what was learned and how that experience/learning may influence/change your perspective, outlook, or actions in the future.

Your written reflections need to demonstrate deep and critical thinking, that is, you need to show that your experience has changed you and/or your view/clinical practice. To do this, you need to move beyond the incident or experience you are focusing on and consider multiple perspectives. You need to show insight into how the learning that occurred may impact on other contexts/situations.
For both reflections, you will need to include tangible evidence to support your reflections where appropriate (e.g., copies of prior reflections, feedback from your CE, de-identified session plans, templates for resources, etc.). This evidence can be provided in an appendix and should be organised and labelled such that it can be easily linked to your reflection.
The word limit for this assessment task is 1500 words. That is, the assessor will not read or mark past 1500 words. This includes in-text referencing but does not include your reference list or evidence provided in appendices.

REFLECTION 1 - Reflect on the strategies identified in your reflective practice portfolio in SPCH14009 in Term 1 to progress your learning and clinical practice in an area of focus/improvement.
For this section, you are required to Identify one specific area where significant learning occurred during your paediatric-focused block placement (e.g., skills related to assessment administration; the role of other health professionals in a multidisciplinary team; the implementation of an evidence-based therapy approach you were previously unfamiliar with). The learning may have taken place during a specific event/incident or it may have been part of an ongoing learning experience across the duration of the placement. Using the Description-Interpretation-Outcome framework, you need to write a reflection that is focused on paediatric clinical practice. (NOTE: You will be required to reflect on the use of the second of these strategies in your portfolio in SPCH14007). This reflection requires you to:
Briefly describe the area you identified as needing improvement and why you had selected it as an area of focus.s
Describe your implementation of one of the strategies you identified as part of your SPCH14009 reflective portfolio including a discussion of how it was implemented. Within your discussion, critique the degree to which it was

implemented (i.e., interpretation).
Demonstrate your critical thinking, reasoning, and deep reflective skills through your interpretation regarding whether or not the use of this strategies was effective/successful.
Discuss if/how you would alter this strategy for further improvement in this area (i.e., outcome). Explain your rationale.

REFLECTION 2 - Identify and reflect on one key area of learning.
For this section, you are required to Identify one specific area where significant learning occurred during your paediatric-focused block placement (e.g., skills related to assessment administration; the role of other health professionals in a multidisciplinary team; the implementation of an evidence-based therapy approach you were previously unfamiliar with). The learning may have taken place during a specific event/incident or it may have been part of an ongoing learning experience across the duration of the placement. Using the Description-Interpretation-Outcome framework, you need to write a reflection that is focused on paediatric clinical practice. This reflection requires you to:
Describe what you learned and how you learned it.
Analyse what your experience was as the learning took place (i.e., Interpretation). For example, how were you feeling? Were there aspects you found particularly interesting or challenging? Did the experience affirm something you already knew in a different context or extend your knowledge/thinking?
Reflect on the impact this learning experience has had (or might have in future) on you as a clinician (i.e., the outcome) working in paediatric clinical practice. Be sure to specifically relate your reflection to paediatric clinical practice.

Assessment Due Date

Your reflective practice assignment is due within two weeks of completing your clinical block placement. As block placements may commence and finish at different times throughout the term, this due date will be determined on an individual basis and confirmed by the Unit Coordinator.

Return Date to Students

Your reflective practice assignment will be graded and returned via Moodle within 14 days of the due date.

Weighting
Pass/Fail

Minimum mark or grade
This is a must-pass assessment task. There are 11 criteria listed on the rubric, each graded as Yes/No for achieving the criterion. To pass this task, you must attain a minimum of 8 'Yes' marks.

Assessment Criteria
This portfolio task is focused on reflective practice and life-long learning within the context of paediatric clinical practice. To complete this portfolio, you will need to write two reflections that follow the Description-Interpretation-Outcome framework that is outlined in the task description on Moodle.

REFLECTION 1 - Reflect on the strategies identified in your reflective practice portfolio in SPCH14009 in Term 1 to progress your learning and clinical practice in an area of focus/improvement. You will be assessed on your description, interpretation and analysis, and discussion of outcomes related to the implementation of the strategy discussed.

REFLECTION 2 - Identify and reflect on one key area of learning relating to your SPCH14006 placement.

Both reflections will assess your use of the Description-Interpretation-Outcome framework in relation to your discussion of your identified area of learning.

In addition, you will be assessed for your inclusion of evidence where expected, your organisation and presentation of the portfolio, your writing style, and use of APA-7 referencing. A detailed rubric is provided on Moodle.
Your written reflections need to demonstrate deep and critical thinking, that is, you need to show that your experience has changed you and/or your view/clinical practice. To do this, you need to move beyond the incident or experience you are focusing on and consider multiple perspectives. You need to show insight into how the learning that occurred may impact on other contexts/situations.

For both reflections, you will need to include tangible evidence to support your reflections where appropriate (e.g., copies of prior reflections, feedback from your CE, de-identified session plans, templates for resources, etc.). This evidence can be provided in an Appendix and should be organised and labelled such that it can be easily linked to your reflection.

The word limit for this assessment task is 1500 words. That is, the assessor will not read or mark past 1500 words. This includes in-text referencing but does not include your reference list or evidence provided in appendices.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Your reflective practice portfolio must be submitted via Moodle.

assessmentOutcome

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

assessmentGradAttribute

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

4 Record of WIL Hours and Experience

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
As you complete your block placement as part of this unit, you are required to track and record your work-integrated learning experiences by logging your hours on the electronic spreadsheet provided to you on Moodle. The instructions required to complete this process can be found in the 2022 Speech Pathology Clinical Education Handbook as well as on the record form itself. To help ensure the accuracy of this hours record, it is strongly recommended that you enter your hours into the spreadsheet on a daily basis.

It should be noted that Speech Pathology Australia (SPA) does not specify the number of clinical hours that students must complete during the course of any Australian university's Speech Pathology program. SPA instead places the focus on the minimum level of competence, skills and knowledge required for entry into the workforce as a qualified and competent speech pathologist (The Speech Pathology Association of Australia Limited, 2005). CQUniversity's approach is consistent with SPA's philosophy and therefore does not have a specific requirement regarding the minimum number of clinical hours each student must complete by the end of the Speech Pathology course. Submission of the record form for this unit is therefore a pass/fail assessment requirement. You should be aware however that you are also expected to track this data and keep copies for your own records, as evidence of clinical hours may be required if you are requested to provide evidence of clinical experience when applying for work as a speech pathologist overseas.

Assessment Due Date

Your record of WIL experiences is due within two weeks of completion of your placement. As block placements may commence and finish at different times throughout the term, this due date will be determined on an individual basis and confirmed by the Unit Coordinator.

Return Date to Students

You will be informed of whether you have met the pass criteria for this assessment within fourteen days of the due date.

Weighting
Pass/Fail

Minimum mark or grade
This is a must-pass assessment task. To pass, you must submit a completed and signed (by both the the CE and student) record of hours within two weeks of completing your paediatric clinical placement.

Assessment Criteria
In order to pass this assessment task, you must complete and submit an electronic copy of the Speech Pathology Work-Integrated Learning Record, within two weeks of completing your paediatric clinical block placement. Instructions for completion can be found in the 2022 Speech Pathology Clinical Education Handbook as well as on the record form itself.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
You must submit a record of your WIL hours, signed by your clinical educator and self, via Moodle.

assessmentOutcome

- Document and track the work-integrated learning experiences gained across Speech Pathology Australia's professional standards and range of practice areas.

assessmentGradAttribute

- Information Literacy
- Information Technology Competence

5 Residential School

Assessment Type
On-campus Activity

Task Description
As part of this unit, you will be required to attend a 2-day residential school scheduled for **22-23 June, 2022**. These two days have been designed to further prepare you for the first of your two clinical block placements this terms. Attendance at this residential school onsite at the ROK campus is mandatory. Throughout each day of the residential school, you will be required to complete a number of small tasks. These tasks may take various forms (the full details of which will be emailed by the Unit Coordinator) and will include, but not be limited to:

- Summarising key take-home messages
- Identifying examples of documents, templates, and evidence
- Comments, questions, feedback (oral and/or written)
- Written reflections

Assessment Due Date

The residential school is scheduled for 22-23 June, 2022.

Return Date to Students

You will be informed of whether you have met the pass criteria for this assessment within fourteen days of the completion of the residential school.

Weighting
Pass/Fail

Minimum mark or grade
You must complete ALL assigned tasks associated with the Residential School.

Assessment Criteria
Throughout each day of the residential school, you will be required to complete a number of small tasks. These tasks may take various forms (the full details of which will be outlined by the Unit Coordinator by email) and will include, but not be limited to:

- Summarising key take-home messages
- Identifying examples of documents, templates, and evidence
- Comments, questions, feedback (oral and/or written)
- Written reflections

You must complete ALL assigned tasks during the residential school to meet the pass requirements of this task.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Submission Instructions
Your required tasks will be provided to you during the residential school or via email to the Unit Coordinator (i.e., preparatory tasks). The majority of tasks will be assigned and completed during your residential school, but you may additionally be required to complete a brief task or two in preparation for the residential school, or independently for submission on Day 2 of the residential school.

assessmentOutcome

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

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- 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