



# SPCH14006 *Speech Pathology Work-Integrated Learning 6*

## Term 2 - 2023

Profile information current as at 20/04/2024 07:00 am

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

This unit is designed to assist you to develop and demonstrate the knowledge, skills, and attributes required to meet the minimal standards of the profession. In this unit you complete a paediatric-focused work integrated learning experience where you will provide safe, ethical, and evidence-based practice. You will apply person-centred, family-centred and community-centred approaches and engage in interprofessional collaborative practice as relevant to your workplace setting. You will further develop your ability to adapt your practice to respond to the needs of individuals and communities and gain experience using critical reflection in an authentic workplace setting. Following the completion of your paediatric placement, you are required to demonstrate holistic thinking, clinical reasoning, and application of evidence-based practice within the context of a paediatric case-based viva. Prior to the commencement of the unit, you must complete all pre-clinical requirements and maintain these requirements throughout the unit to engage in your work integrated learning.

### 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 - 2023

- 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit coordinator reflection, student formal and informal feedback, and Speech team consultation.

#### **Feedback**

Scheduling of Residential Schools needs to occur in a more streamlined manner to accommodate for: student 'downtime' after Term 1 and increasing variability in start dates for work integrated learning experiences.

#### **Recommendation**

It is recommended that the speech team consider that the residential school for SPCH14006 be combined with the residential school for SPCH14007, to be combined into a three day residential school immediately before the start of Term 2.

Feedback from Student formal and informal feedback, Unit coordinator observations during viva performance

#### **Feedback**

Assessment videos that more thoroughly outline requirements for the oral exam (viva) will be created this will include resources for preparation. An optional Q & A session will be scheduled for students at the end of term 1.

#### **Recommendation**

It is recommended that assessment videos provided on Moodle clearly explain the marking criteria and what is expected to attain a "pass" and that a "Q and A" session also be scheduled prior to the first viva.

## Unit Learning Outcomes

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

1. Demonstrate the minimal standards required to enter the profession, as outlined by Speech Pathology Australia, in the context of a paediatric caseload
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. Demonstrate independent judgment consistent with the profession's knowledge base, scope of practice and Code of Ethics in the context of paediatric clinical practice
4. Reflect on your experience within paediatric clinical practice and describe opportunities for future personal and professional growth
5. Critically evaluate the application of reciprocal learning and mentorship in advancing the speech pathology workforce
6. Document and track the work-integrated learning experiences gained across areas of communication and swallowing

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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
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	•	•	•			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Susan Walker** Unit Coordinator  
[s.walker3@cqu.edu.au](mailto:s.walker3@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 2 - 17 Jul 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 3 - 24 Jul 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 4 - 31 Jul 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 5 - 07 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Vacation Week - 14 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

### Week 6 - 21 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 7 - 28 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 8 - 04 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 9 - 11 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 10 - 18 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 11 - 25 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Week 12 - 02 Oct 2023

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled.

### Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 16 Oct 2023

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

### Residential school

This unit requires attendance at the joint SPCH14006 and SPCH14007 residential schools scheduled for 5th, 6th, 7th and 28th July and 15th September via Zoom. You will be required to submit learning tasks from these residential schools as a part of your reflective portfolio (Assessment 3). You are required to attend all of the scheduled residential schools.

### Work integrated learning experience

You have no 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. 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.

### Assessment due dates

Placements will be scheduled at different times in Term 2. For this reason, due dates for assessments will vary for individual students. 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 (Work Integrated Learning Experience).

Assessment 2 (viva) will be scheduled at a time that is mutually agreed upon by the student, assessor and Clinical Education Coordinator.

## 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 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 Online. 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 Online) 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 Coordinator (CEC).

- You and your CE/s must complete a final-placement assessment using COMPASS Online. This will be completed at the end of your placement. Again, you will be required to complete a self-assessment using COMPASS Online 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 Online and will also be posted on Moodle. The pass criteria for entry-level block placements are also described in the 2023 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 2023 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: WIL - HMAS <wil-hmas@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 Online.

The generic professional competency units are:

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

The CBOS units are:

- CBOS Unit 1: Assessment
- CBOS Unit 2: Analysis and Interpretation
- CBOS Unit 3: Planning Evidence-based Speech Pathology Practices
- CBOS Unit 4: Implementation of Speech Pathology Practice
- CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services

- CBOS Unit 6: Professional and Supervisory Practice
- CBOS Unit 7: Lifelong Learning and Reflective Practice

Further information regarding each of these units can be found in the COMPASS Assessment Resource Manual, available through COMPASS Online: <https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp>. 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 Online. 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 2023 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 CE. There are no other documents required to be submitted for this assessment item.

### Learning Outcomes Assessed

- Demonstrate the minimal standards required to enter the profession, as outlined by Speech Pathology Australia, in the context of a paediatric caseload
- 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
- Demonstrate independent judgment consistent with the profession's knowledge base, scope of practice and Code of Ethics in the context of paediatric clinical practice

## 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 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 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). Review of 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 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 will be video recorded for assessment purposes.

This is a **must-pass assessment** task. To pass this assessment, **you must demonstrate "ready to practice" 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 Professional Standards.

**This is a must pass assessment task. To pass this task, you need to demonstrate "ready to practice" level competency in paediatric clinical practice for EACH of the criteria against which you are assessed.** Each criterion will be assessed as at **"ready to practice" level or not "ready to practice"**. Demonstrating "ready to practice" 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:** You will 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:** You will 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 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.

### Learning Outcomes Assessed

- 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
- Demonstrate independent judgment consistent with the profession's knowledge base, scope of practice and Code of Ethics in the context of paediatric clinical practice
- Reflect on your experience within paediatric clinical practice and describe opportunities for future personal and professional growth

## 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 :

- complete two learning tasks from the Residential Schools (Part A)
- submit two reflections that follow the Description-Interpretation-Outcome framework (Part B)

**Part A** requires you to complete two tasks from SPCH14006 and SPCH14007 Residential Schools (as outlined on the SPCH14006 Assessment 3 rubric on Moodle). These tasks are to be completed in the scheduled residential schools. The Assessment 3 rubric on Moodle will outline the dates required for each task.

**Task 1** Presentation (maximum 10 minutes). You are required to provide an overview, via the form of a presentation in the SPCH14006 and SPCH14007 Residential Schools, to your colleagues on an intervention approach, assessment or resources specific to the paediatric clinical setting.

**Task 2** Short reflection (maximum 400 words). You are required to write a short reflection on the transferability of clinical and professional skills from your SPCH14006 Work Integrated Learning experience into your SPCH14007 Work Integrated Learning experience

**Part B** requires you to submit two critical reflections, using the D-I-O framework based on your Work Integrated Learning experience.

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** Describe the role of professional supervision (on your clinical placement) and critically reflect upon the impact that professional supervision had on your ability to attain the learning goals you set for SPCH14006 and how this experience of professional supervision will impact on you as you move forward into the workplace.
- **Reflection 2** Reflect on your experience within paediatric clinical practice and describe opportunities for future personal and professional growth.

### 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.

## 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 complete all of the tasks that have been outlined in the task description on Moodle.

- **Part A** Completed in the residential school, will assess your presentation style and your use of the Description-Interpretation-Outcome framework in relation to the assigned topic.
- **Part B** Both reflections will assess your use of the Description-Interpretation-Outcome framework in relation to your discussion of your identified area of learning.

Your Part B 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 Part B 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.

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.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Your reflective practice portfolio must be submitted via Moodle.

## Learning Outcomes Assessed

- Reflect on your experience within paediatric clinical practice and describe opportunities for future personal and professional growth
- Critically evaluate the application of reciprocal learning and mentorship in advancing the speech pathology workforce

# 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 recording your hours on the document provided to you on Moodle. The instructions required to complete this process can be found in the 2023 Speech Pathology Clinical Education Handbook as well as on the record form itself.

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 CE and student) record of your WIL 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 WIL log, within two weeks of completing your paediatric clinical block placement. Instructions for completion can be found in the 2023 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.

**Learning Outcomes Assessed**

- Document and track the work-integrated learning experiences gained across areas of communication and swallowing

## 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