SPCH14007 *Speech Pathology Work-Integrated Learning 7*
Term 2 - 2019

Profile information current as at 17/05/2024 09:31 pm

All details in this unit profile for SPCH14007 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 attending on-campus tutorials and 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 competency standards when working with adults 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 adults, by completing an adult-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 SPCH14003 Speech Pathology Work-Integrated Learning 5 OR SPCH14009 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 - 2019
- 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: 40%
3. **Portfolio**
Weighting: 60%
4. **Learning logs / diaries / Journal / log books**
Weighting: Pass/Fail

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

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 an adult caseload during work-integrated learning experiences
2. Develop appropriate management plans for adult 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 adult practice to ensure competency as a Speech Pathologist
4. Document and track the work-integrated learning experiences gained across Speech Pathology Australia's competency standards and range of practice areas.

The following information describes the range of practice areas and competencies that are linked to this unit's learning outcomes, content and/or assessments:

- **Speech Pathology Range of Practice Areas:** Voice, Swallowing, Speech, Language, Multi-Modal Communication, and Fluency (the range of practice areas covered within this unit will depend largely on the nature of each student's block placement, however, each student will have the opportunity to demonstrate an appropriate level of competence (entry-level) with an adult population across one or more of these range of practice areas)

- **Competencies:** The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.

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 - 40%	•	•	•	•			•	•	•	
3 - Portfolio - 60%	•	•	•	•			•	•	•	
4 - Learning logs / diaries / Journal / log books - 0%				•		•				

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
There are no prescribed or supplementary textbooks for this unit. Whilst on placement, students should instead refer to any textbooks that have been prescribed as part of previous units throughout the Speech Pathology course as required and if relevant to their particular placement.

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 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	Block placements may commence for some students this week.

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic

This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.

There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	Mid-placement COMPASS assessments may take place this week, depending on the start date of each student's placement.

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	Mid-placement COMPASS assessments may take place this week, depending on the start date of each student's placement.

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.

There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.

Final-placement COMPASS assessments may take place this week, depending on the start date of each student's placement.

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	This will typically be a break week for students who commenced their placement in Week 1, unless an extension of the placement is needed.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you will not be participating in your block placement. You will instead be required to attend on-campus classes, the details of which are to be confirmed by the Unit Coordinator during the term.	This week your Unit Coordinator will give you set reading tasks to complete. Details will be provided either prior to or during Week 7.	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	Block placements may commence for some students this week.

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.

There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	Mid-placement COMPASS assessments may take place this week, depending on the start date of each student's placement.

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	Mid-placement COMPASS assessments may take place this week, depending on the start date of each student's placement.

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.

There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.

Final-placement COMPASS assessments may take place this week, depending on the start date of each student's placement.

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week you may be required to attend your SPCH14007 block placement. This however depends on the timing of your adult-focussed placement within the term. Details regarding the start and finish dates for this placement will be provided to you by your Unit Coordinator.	There are no specific reading tasks prescribed by your Unit Coordinator this week. You may however be required to complete reading tasks that are set by your Clinical Educator. You should also continue to engage in self-directed professional and personal development by taking any possible opportunity to extend your knowledge and skills through exploring reading material that is relevant to your particular placement setting or caseload.	Final-placement COMPASS assessments may take place this week, depending on the start date of each student's placement.

Term Specific Information

Welcome to Term 2 and the SPCH14007 Speech Pathology Work-Integrated Learning 7 unit. This unit requires you to complete an off-campus block placement, as well as assessment tasks that are related to your work-integrated learning experiences (see Assessment section for specific details). In addition to completing a block placement, you will also be required to attend on-campus classes during Week 7 of Term 2. It is expected that your attendance will be in-person, unless alternative arrangements have been made with the Unit Coordinator and are considered necessary due to exceptional circumstances.

During your block placement you will be supervised and supported by one or more qualified and experienced Clinical Educators (CEs). Your Unit Coordinator, Leisa Skinner, will also be available to support you during your placement as required and can be contacted either via email (l.skinner@cqu.edu.au) or by mobile phone (0428 375 964).

Assessment Tasks

1 (P/F) Block Placement

Assessment Type
Professional Practice Placement

Task Description
You will be required to attend and participate in a block placement, typically five days per week across six weeks. Placements typically begin at either the beginning or the midway point of Term 2. Information regarding the start and finish dates will be provided to you by your Unit Coordinator. This 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 setting that is external to the university, such as a community health facility, a hospital, private practice, or an aged care or disability facility. This particular placement will be adult-focussed, whereby the majority of your caseload is expected to include adults. You may however also gain additional experiences working with children. 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. 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 selfassessment (also using COMPASS On-line) prior to meeting with your CE/s for this assessment. The midplacement 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 pass criteria for entry-level block placements are also described in the 2019 Speech Pathology Clinical Education Handbook.

- 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 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 contracts and COMPASS can all be found in the 2019 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. 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 and these must remain current for the duration of your placement.

Assessment Due Date

The completion date of the placement is dependent upon the start date. These details are to be confirmed by the Unit Coordinator for each individual student at least four weeks prior to the commencement of the placement. Typically the placement will finish six weeks after the start date, however in some instances placements may need to occur across a longer period of time. These 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 email and/or 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 SPCH14007 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 2019 Speech Pathology Clinical Edcuation 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 6th Edition (APA 6th 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 supervisor. There are no other documents required to be submitted for this assessment item.

Learning Outcomes Assessed

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

Graduate Attributes

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

2 (40%) Adult Viva

Assessment Type
Oral Examination

Task Description
For this assessment task you will be required to complete a viva (an oral assessment) based on an adult clinical scenario. You will be provided with written case information about an adult who is presenting with communication and/or swallowing difficulties, as well as a number of social/psychosocial issues. You will be given a short amount of time to consider this written information prior to commencing an oral assessment in the form of an interview. During this interview you must independently demonstrate your skills, knowledge and competence in the practice areas of adult speech, language and multimodal communication. You will be required to respond to a range of questions about the

case and to consider and discuss the information you have been provided with. You will also be presented with additional information during the interview that may influence your professional decision making, such as complications relating to the client's personal circumstances or challenges to service delivery.

Throughout the interview you are expected to demonstrate your ability to independently integrate information, to problem-solve in real-time, to make decisions regarding assessment and intervention and the overall management of a client (with reference to the ICF and within the ethical guidelines of the speech pathology profession), to use effective thinking and reasoning skills, and to provide clear and appropriate rationales for decisions that carefully consider evidence-based practice.

Your responses will be verbal only and will be video-recorded. This viva will take place following the completion of your adult-focussed block placement, at a time that will be set by your Unit Coordinator during the term.

Assessment Due Date

The viva will take place within one to two weeks of the completion of your adult-focussed 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. A specific date and time will be provided to you at least two weeks prior to the due date.

Return Date to Students

Marks will be provided within ten working days of the completion of the viva.

Weighting
40%

Minimum mark or grade
A minimum mark of 50% is required to pass this assessment task. You must also demonstrate entry-level competence across each assessment criterion. This assessment task must be passed in order to pass the unit.

Assessment Criteria
This assessment task is worth 40% of your final grade for the SPCH14007 unit. For this assessment task you will be assessed against entry-level requirements outlined in Speech Pathology Australia's Competency Based Occupational Standards (CBOS). The assessment criteria relate specifically to:

- creating an assessment plan that demonstrates critical evaluation and synthesis of information sources and factors affecting communication performance, that is individually tailored to the client, and that uses best available evidence to determine the most suitable assessment procedure/s.
- using and integrating knowledge, clinical reasoning, decision making skills and evidence-based practice in order to analyse and interpret assessment data, to identify gaps in information, and to discuss management of and likely outcomes for the client.
- using and integrating knowledge, clinical reasoning and current evidence-based practice to inform the development of a holistic intervention plan that demonstrates careful consideration of client abilities, priorities and needs.
- being flexible and using problem-solving skills as needed, when presented with unexpected challenges and/or when clients require additional assistance to achieve their goals.
- communicating clearly and effectively, engaging in professional conduct at all times, providing reasoning and decision-making processes involved in the approach to case management, applying principles of client-centred practice, incorporating relevant aspects of the ICF to guide decision-making regarding the client, and engaging in reflective thinking to critically appraise your professional competencies within speech pathology practice.

In order to pass this item you must achieve a minimum mark of 50% and demonstrate entry-level competence related to each of the above assessment criteria.

Referencing Style

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

Submission
No submission method provided.

Submission Instructions
There are no documents required to be submitted for this assessment item. You will instead be required to attend your oral assessment according to the schedule that will be provided to you via email during the term.

Learning Outcomes Assessed

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

Graduate Attributes

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

3 (60%) Reflective Portfolio

Assessment Type
Portfolio

Task Description
A strong ability and willingness to engage in reflective practice is a key ingredient to becoming a competent speech pathology clinician. It is a vital part of implementing evidence-based practice, developing professional reasoning skills, and engaging in the process of lifelong learning (Lewis, 2013). Throughout the CB87 Bachelor of Speech Pathology (Honours) course, you have had many opportunities to reflect on your skills, knowledge and experiences as a student clinician. This specific assessment task will provide you with further opportunities to demonstrate and develop your reflective skills, as you near the conclusion of your degree.

This reflective portfolio assessment item requires you to provide a collection of evidence, including a series of written reflections and supporting documentation, that demonstrates the knowledge, skills and competence that you have gained and/or demonstrated during your entry-level, adult-focussed block placement. In doing so, you should reflect on your learning journey throughout the course and explain how it has culminated in this most recent placement. As part of this portfolio, you also need to identify your ongoing learning needs and strategies that may assist you to continue your lifelong learning journey after graduation. Your reflections are required to demonstrate deep and critical thinking and must relate specifically to evidence-based practice, client-centred care, the ICF, inter-professional practice, and both CBOS and the generic professional competencies. Specific, structured tasks will be set by the Unit Coordinator and described in the task instructions that will be available through Moodle.

Assessment Due Date

The reflective portfolio will be due within two weeks of the completion of your adult-focussed 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 upon the completion of your placement.

Return Date to Students

Results will be returned within ten working days of the set due date or the date of submission (whichever occurs later).

Weighting
60%

Minimum mark or grade
A minimum mark of 50% is required to pass this assessment task. You must also pass this assessment task in order to pass the unit. A specific date and time will be provided at least two weeks prior to the due date.

Assessment Criteria
This assessment task is worth 60% of your final grade for the SPCH14007 unit. A marking rubric containing specific task instructions and assessment criteria for this task will be made available on the unit Moodle site during term. The assessment criteria will be based on your ability to:

- identify, reflect on and discuss your experiences, skills, knowledge, competence and learning needs in light of the adult-focussed block placement you completed this term;
- reflect deeply upon your experiences and make clear links between these experiences and the relevant CBOS and/or generic professional competency units;
- demonstrate your understanding of the importance and application of evidence-based practice, client-centred care, the ICF framework and inter-professional practice;
- use appropriate writing conventions, including accurate spelling, grammar, punctuation, cohesion, clarity, and organisation;
- present a portfolio that has a professional appearance, contains de-identified information, and accurate use of APA referencing.

In order to pass this item you must achieve a minimum mark of 50%.

Referencing Style

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

Submission
Online

Submission Instructions
Portfolios must be submitted online via Moodle.

Learning Outcomes Assessed

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

Graduate Attributes

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

4 (P/F) Speech Pathology Work-Integrated Learning Record

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 leanring experiences by logging your hours on the electronic spreadsheet provided to you by the Unit Coordinator at the beginning of Term 2. The instructions required to complete this process can be found in the 2019 Speech Pathology Clinical Education Handbook. 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

The Record Form will be due within one week of the completion of your adult-focussed 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 upon the completion of your placement.

Return Date to Students

There are no items to be returned. A Pass/Fail mark will be awarded within ten working days of the submission of the record form.

Weighting
Pass/Fail

Minimum mark or grade
This is a Must Pass assessment requirement. A completed record form must be submitted via Moodle in order to pass this assessment task and the overall unit.

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 provided to you by your Unit Coordinator, within one week of completing your paediatricfocussed block placement. Instructions for completion can be found in the 2019 Speech Pathology Clinical Education Handbook.

Referencing Style

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

Submission
Online

Submission Instructions
An electronic copy of the SP WIL Record form must be submitted online via Moodle.

Learning Outcomes Assessed

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

Graduate Attributes

- Information Literacy
- Information Technology Competence

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