



SPCH14007 *Speech Pathology Work-Integrated Learning 7*

Term 2 - 2020

Profile information current as at 26/04/2024 06:32 am

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 SPCH14009 Speech Pathology Work-Integrated Learning 5 OR SPCH14003 Speech Pathology Work-Integrated Learning 5 SPCH14001 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 - 2020

- 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. **Learning logs / diaries / Journal / log books**

Weighting: Pass/Fail

3. **Portfolio**

Weighting: 60%

4. **Oral Examination**

Weighting: 40%

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](#).

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 Personal communication between students and unit coordinator

Feedback

Students enjoyed the three day residential school that was provided as part of this unit, as it gave them the opportunity to debrief regarding their first block placement and to prepare for their subsequent block placement. It also assisted them to better understand a range of workplace issues, and to gain information regarding potential future employment opportunities.

Recommendation

The unit coordinator should continue to provide students with a residential school that is scheduled between their two final year block placements and that assists students to prepare for their upcoming placement as well as entry into the workforce.

Feedback from Personal communication between students and unit coordinator

Feedback

Students reported that whilst their block placements were often stressful, they were also extremely valuable learning experiences that allowed them to apply their skills and knowledge and further develop their competence and confidence in a real-life clinical setting. Students also appreciated the support that they received from the unit coordinator during their placements.

Recommendation

The unit coordinator should continue to support students while they complete their placements, encouraging them to make the most of the learning opportunities they are presented with and to also seek additional support as needed.

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



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.

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

Barbra Zupan Unit Coordinator
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Clancy Conlon Unit Coordinator
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Schedule

Week 1 - 13 Jul 2020

Module/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.

Chapter

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.

Events and Submissions/Topic

Block placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 2 - 20 Jul 2020

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.

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Week 3 - 27 Jul 2020

Module/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.

Chapter

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.

Events and Submissions/Topic

Block placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 4 - 03 Aug 2020

Module/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.

Chapter

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.

Events and Submissions/Topic

Block placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 5 - 10 Aug 2020

Module/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.

Chapter

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.

Events and Submissions/Topic

Block placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Vacation Week - 17 Aug 2020

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 placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 6 - 24 Aug 2020

Module/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.

Chapter

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.

Events and Submissions/Topic

Block placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 7 - 31 Aug 2020

Module/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.

Chapter

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.

Events and Submissions/Topic

Block placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 8 - 07 Sep 2020

Module/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.

Chapter

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.

Events and Submissions/Topic

Block placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 9 - 14 Sep 2020

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 placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week it is expected that you will be attending either on-campus (face-to-face) or online (distance) classes, the details of which are to be confirmed by the Unit Coordinator during the term. If you are currently in the middle of completing a placement, this will be paused for the week while you attend these classes. Your placement is then expected to resume next week. Specific details will be provided to you by your Unit Coordinator.	This week your Unit Coordinator will give you set reading tasks to complete. Details will be provided either prior to or during Week 10.	Block placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 11 - 28 Sep 2020

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 placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Week 12 - 05 Oct 2020

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 placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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 placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

EXAM WEEK - 19 Oct 2020

Module/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.

Chapter

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.

Events and Submissions/Topic

Block placement start and end dates and mid/final placement COMPASS assessments will take place at different points throughout (or following) the term. This will be dependent upon the timing of each student's placement.

Term Specific Information

For this unit you will complete a block placement, the specific details of which will be provided to you by your Unit Coordinator. The caseload for this placement is expected to be predominantly (or entirely) adult. Note that the placement may commence at any time during the term and may take place either before or following your adult block placement that occurs as part of SPCH14006 - that is, the sequence in which these two block placements occur does not matter.

As part of this unit you are also expected to attend a series of classes that may be delivered online via Zoom. In order to complete the clinical skills training and practical assessment tasks for this unit, you may also be required to attend some sessions on campus. It is anticipated that these classes will be scheduled for Week 10 of Term 2, however please note that this is subject to change and is dependent upon a variety of factors, including the timing of student placements as well as the COVID-19 situation. You will be notified of the confirmed dates and times of any classes via Moodle at least four weeks prior to the dates. Prior to attending any on-campus classes, you will be required to complete a self-declaration form regarding your current health status and COVID-19 risk factors. During these sessions, provisions for social distancing and use of PPE will be implemented in accordance with health and government guidelines. Please note that the recommencement of these practical and clinical sessions is subject to State and Federal health guidelines and may change if the situation with COVID-19 should deteriorate.

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 (note that in some instances this may vary - for example, you may instead be required to attend a placement for four days per week across eight weeks). The commencement and finish dates will vary for different placements and different individuals. Information regarding these dates, as well as the duration and nature of the placement, will be provided to

you by your Unit Coordinator either prior to or during the term.

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 clinical setting 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 self-assessment (also using COMPASS On-line) prior to meeting with your CE/s for this assessment. The mid-placement assessment is formative in nature, which means that although it does not technically count towards your final mark at the end of the placement, it provides you with a formal opportunity to discuss your strengths and areas for improvement - that is, the areas to focus on for the second half of the placement. It also provides your CE/s with an opportunity to formally raise any concerns with the Clinical Education Co-Ordinator (CEC).
- you and your CE/s must complete a final-placement assessment using COMPASS On-line. This will be completed at the end of your placement. Again, you will be required to complete a self-assessment using COMPASS On-line prior to meeting with your CE/s. This final assessment is summative in nature, meaning that it provides the CE/s with the opportunity to give final marks and feedback regarding the entire placement. At this point you are required to be at entry-level across each of the four generic professional competencies as well as all of the CBOS units. The behavioural descriptors for the entry-level student can be found in the COMPASS Assessment Resource Manual which is available on COMPASS On-line and will also be posted on Moodle. The pass criteria for entry-level block placements are also described in the 2020 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 2020 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 (a.k.a. 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 upon the start date. These details are to be confirmed by the Unit Coordinator for each individual student. 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 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.

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 (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 learning 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 2020 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

The WIL 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 (or following the end of 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 and signed (by both the student and the CE/s) 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 adult-focussed block placement. Instructions for completion can be found in the 2020 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

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

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 (or following the end of 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.

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 7th Edition \(APA 7th edition\)](#)

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 (40%) Adult Objective Structured Clinical Examination (OSCE)

Assessment Type

Oral Examination

Task Description

This assessment task will require you to demonstrate a range of behaviours/skills/knowledge specific to adult clinical practice when working through a series of tasks included in a modified OSCE. The modified OSCE will include multiple stations whereby you will be required to demonstrate that you are able to integrate information in order to make decisions regarding assessment and intervention and the overall management of a standardised client. You will be assessed on your ability to integrate the ICF and evidence-based practice in your clinical reasoning and provide rationales. You will also need to identify and discuss an ethical issue within the case.

You will be graded based on criteria that relate specifically to CBOS. These criteria will refer directly to your ability to conduct a case history interview, to plan and conduct an assessment, to analyse and interpret assessment results, to plan and implement evidence-based intervention, and to demonstrate ethical reasoning and reflective practice.

In order to pass this assessment task, you must demonstrate overall entry-level competency for each CBOS unit. Thus, you must achieve a mark equivalent to 50% in EACH SECTION of the rubric. A mark below 50% in any section of the rubric will indicate that you have not met entry-level for that competency, which will equate to a fail grade on the assessment task.

This OSCE will take place following the completion of your adult-focussed block placement, at a date and time that will be set by your Unit Coordinator during the term.

Assessment Due Date

The OSCE will take place following the completion of your adult-focussed block placement, at a date and time set by the Unit Coordinator. As block placements may commence and finish at different times throughout the term, this due date will be determined on an individual basis.

Return Date to Students

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

Weighting

40%

Minimum mark or grade

In order to pass this item you must demonstrate overall entry-level competency in each section of the rubric. This assessment task must also be passed in order to pass this 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:

- conducting a case history interview
- assessment planning
- conducting assessment
- analysis and interpretation of assessment information
- planning evidence-based speech pathology practices
- implementing speech pathology practices
- ethical reasoning and reflective practice

For each criterion on the rubric, you will receive a score from 0 to 3. A description of these scores is provided below:

3 marks - Demonstrates proficiency in the learning outcomes of the task and performance at an exceptional standard; demonstrates awareness and understanding of deeper and less obvious aspects of the case; shows ability to easily

adapt, apply and evaluate ideas as new information about the case is revealed; meeting entry-level as per behavioural descriptors of student competency according to COMPASS®.

2 marks - Demonstrates proficiency in the learning outcomes of the task and performance at an acceptable standard; demonstrates the ability to use and apply fundamental concepts and skills, going beyond mere replication of content knowledge or skills to show understanding of key concepts, awareness of their relevance to the specific case given, use of analytical skills, and some originality or insight; meeting entry-level as per behavioural descriptors of student competency according to COMPASS®.

1 mark - Demonstrates some knowledge of fundamental concepts and performance of some required skills but lacks sufficient understanding of key concepts, awareness of their relevance to the specific case given, use of analytical skills, and insight. Quality of performance is emerging in relation to the learning outcomes of the task, but is not yet adequate or competent at entry-level standard.

0 marks - Quality of performance is at intermediate level or below.

NOTE: You should aim to arrive at least 15 minutes prior to the official 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 official 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 beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item but may be eligible for a supplementary assessment in line with CQU policy.

In order to pass this item you must demonstrate overall entry-level competency for each CBOS unit. Thus, you must achieve a mark equivalent to 50% in EACH SECTION of the rubric. A mark below 50% in any section of the rubric indicates that you have not met entry level for that competency, which equates to a fail grade on the assessment task.

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 item. You will instead be required to attend your OSCE according to the schedule that will be provided to you via email during the term. It is anticipated that you may need to be present for up to 90 minutes in order to complete the OSCE.

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

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