SPCH14009 *Speech Pathology Work-Integrated Learning 5*
Term 1 - 2020

Profile information current as at 05/05/2024 03:58 pm

All details in this unit profile for SPCH14009 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 have the opportunity to work with children and/or adults with a wide range of communication and/or swallowing difficulties in sessional placements. A focus will be placed on the application of your clinical skills within the International Classification of Functioning, Disability and Health (ICF) framework, through a combination of tutorials and sessional clinical placements. During tutorials you will further develop your reflective practice skills through group discussions and share your knowledge and experiences with peers. You will also compile a collection of reflections in the form of a portfolio that provides evidence of your professional growth, knowledge, skills and competence. This unit also requires you to complete learning plans for your placements. Your sessional placements will provide you with work-integrated learning experiences, which will enable you to develop and demonstrate approaching-entry-level skills across Speech Pathology Australia's competency standards. 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: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites:SPCH12005 Voice and Fluency OR SPCH13011 Fluency Disorders and Clinical Practice and SPCH13012 Voice Disorders and Clinical PracticeSPCH13006 Speech Pathology Work-Integrated Learning 4SPCH13008 Neurogenic Communication Disorders 2
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 1 - 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 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 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 Plans (learning plans)**
Weighting: 40%
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Learning logs / diaries / Journal / log books**
Weighting: Pass/Fail
4. **Portfolio**
Weighting: 60%

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 Have Your Say student satisfaction survey and informal discussions between the students and unit coordinator

Feedback
Students enjoyed the variety of placements they attended during the term.

Recommendation
Students will continue to be offered a variety of placement experiences as part of this unit, to allow them to further develop their clinical and professional skills, confidence and flexibility when working with different caseloads in a variety of settings.

Feedback from Have Your Say student satisfaction survey and informal discussions between the students and unit coordinator

Feedback
Students felt that the tutorials were relevant and informative and that they provided a safe and supportive space for students to openly discuss their WIL experiences.

Recommendation
Tutorials will continue to be provided to students where they can learn a range of professional skills and are encouraged to engage in peer learning and share and reflect upon their WIL experiences.

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, during work-integrated learning experiences
2. Apply theory to practice when assessing, treating and managing clients across different practice areas and in different settings
3. Demonstrate the ability to use critical reflective practice skills to develop professional reasoning and engage in lifelong learning
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, Fluency (the range of practice areas covered within this unit will depend largely on the nature of each student's sessional placements, however, each student will have the opportunity to demonstrate an appropriate level of competence (approaching entry-level) with an adult and/or paediatric 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 Plans (learning plans) - 40%	●	●	●	●				●	●	
2 - Professional Practice Placement - 0%	●	●	●	●	●	●	●	●	●	
3 - Portfolio - 60%	●	●	●	●				●	●	
4 - Learning logs / diaries / Journal / log books - 0%				●		●				

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
For this unit, whilst there is no specific prescribed textbook, it is expected that you will utilise many of the texts that have been prescribed for previous units.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Leisa Skinner Unit Coordinator
l.skinner@cqu.edu.au

Schedule

WEEK 1 - Orientation to WIL 5 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week you will have the expectations and structure for the term explained to you. This will include discussions regarding: • assessment tasks and pass criteria • placement details • textbooks • pre-clinical requirements (mandatory checks) and SONIA database • recording clinical hours and experiences • WIL policy • reflections in 4th year • the Clinical Education Handbook • how to get the most out of your placements this term • a review of the debriefing process You will also be required to attend a CQU Health Clinic orientation session on Monday the 9th of March (first day of Term 1) at 9am (unless otherwise informed by your Unit Coordinator). Please ensure that you arrive promptly and that you dress professionally. *In addition, clinical placements will commence this week (details will be confirmed by your Unit Coordinator and/or Clinical Educator (CE)).*	**Resources:** • Burrus, A. & Willis, L. (2017). Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician (3rd ed.). San Diego, CA, USA: Plural Publishing. • ClinEdAus website - http://www.clinedaus.org.au/topics/8?tsearch=student+resources • CQUniversity Speech Pathology Clinical Education Handbook • La Trobe University (2017). Reflective Practice in Health. Retrieved from: https://latrobe.libguides.com/reflectivepractice/example • Lewis, A. V. (2013). Reflective practice: what is it and how do I do it. Journal of Clinical Practice in Speech-Language Pathology, 15(2), 70-74. • O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier. • Roth, F.P. & Worthington, C.K. (2018). Treatment Resource Manual for Speech-Language Pathology (6th ed.). Clifton Park, NY: Cengage Learning. • Shipley, K. & McAfee, J. (2016). Assessment in Speech-Language Pathology: A Resource Manual (5th ed.). Boston, MA, USA: Cengage Learning. • Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning. *Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.*	

WEEK 2 - Understanding and Developing Self as a Clinician 1 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week you will focus on further developing insight into your learning style, strengths and areas for improvement, and reflective skills. This will assist you to develop individual goals and learning plans for the term. You will also explore professional reasoning and decision making. *This is in addition to your clinical placements that will continue for the duration of the term.*	**Resources:** • Burrus, A. & Willis, L. (2017). Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician (3rd ed.). San Diego, CA, USA: Plural Publishing. • ClinEdAus website - http://www.clinedaus.org.au/topics/8?tsearch=student+resources • La Trobe University (2017). Reflective Practice in Health. Retrieved from: https://latrobe.libguides.com/reflectivepractice/example • Lewis, A. V. (2013). Reflective practice: what is it and how do I do it. Journal of Clinical Practice in Speech-Language Pathology, 15(2), 70-74. • National Rural Health Student Network (NRHSN) (n.d.). When the cowpat hits the windmill - A guide to staying mentally fit. Melbourne: NRHSN. • O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier. • Schumann, J.H. & Alfandre, D. (2008) Clinical Ethical Decision Making: The Four Topics Approach. Seminars in Medical Practice, 11¸ 36-42. • Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning. • Vinson, B. P. Workplace Skills and Professional Issues in Speech-Language Pathology. San Diego, CA: Plural Publishing. *Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.*	

WEEK 3 - Understanding and Developing Self as a Clinician 2 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week you will further explore a range of skills that are needed to be an effective clinician, such as those relating to time management, organisation and resilience. *This is in addition to your clinical placements that will continue for the duration of the term.*	**Resources:** • Burrus, A. & Willis, L. (2017). Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician (3rd ed.). San Diego, CA, USA: Plural Publishing. • ClinEdAus website - http://www.clinedaus.org.au/topics/8?tsearch=student+resources • National Rural Health Student Network (NRHSN) (n.d.). When the cowpat hits the windmill - A guide to staying mentally fit. Melbourne: NRHSN. • O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier. • Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning. *Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.*	**(40%) Learning Plan** Due: Week 3 Friday (27 Mar 2020) 9:00 pm AEST

WEEK 4 - Relationships in the Workplace - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week you will discuss a range of relationships that exist in the workplace, such as those between supervisors and supervisees, and colleagues/peers. You will also explore ways to manage conflict and other potential workplace issues. *This is in addition to your clinical placements that will continue for the duration of the term.*	**Resources:** • Burrus, A. & Willis, L. (2017). Professional Communication in Speech-Language Pathology: How to Write, Talk and Act Like a Clinician (3rd ed.). San Diego, CA, USA: Plural Publishing. • ClinEdAus website - http://www.clinedaus.org.au/topics/8?tsearch=student+resources • Molyneux, J. (2001). Interprofessional teamworking: what makes teams work well. Journal of Interprofessional Care, 15(1), 29-35. • National Rural Health Student Network (NRHSN) (n.d.). When the cowpat hits the windmill - A guide to staying mentally fit. Melbourne: NRHSN. • O'Toole, G. (2016). Communication: Core Interpersonal Skills for Health Professionals (3rd ed.). Chatswood, NSW, Australia: Elsevier. • Tellis, C. & Barone, O. (2018). Counselling and Interviewing in Speech-Language Pathology and Audiology. Burlington, MA, USA: Jones & Bartlett Learning. *Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.*	

WEEK 5 - Self-directed Learning Plus Placement - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week you do not have a class due to Easter Friday. You will however still be required to attend your clinical placements as usual, unless otherwise indicated by your CE/s.	There are no specific reading recommendations for Week 5.	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
There are no classes scheduled for Recess/Vacation Week. You may be required to attend placement/s this week, depending on a range of factors. This is to be negotiated with individual CEs and/or the Unit Coordinator.	There are no specific reading recommendations for Recess/Vacation Week	

WEEK 6 - Self-Care - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week you will have a guest speaker facilitate a session that is designed to assist you to take care of yourself and others whilst working as a clinician. *This is in addition to your clinical placements that will continue for the duration of the term.*	Reading tasks may be set by your guest speaker.	

WEEK 7 - Culturally Safe and Responsive Practice - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic

This week you will reflect on and further develop your ability to practise in a culturally safe and responsive manner.

This is in addition to your clinical placements that will continue for the duration of the term.

Resources:
• Hersh, D., Armstrong, E., Panak, V. & Coombes, J. (2015). Speech-language pathology practices with Indigenous Australians with acquired communication disorders. International Journal of Speech-Language Pathology, 17(1), 74-85).
• Indigenous Allied Health Australia (IAHA). (n.d.). Indigenous Allied Health Australia (IAHA) Submission to the Senate inquiry into the prevalence of different types of speech, language and communication disorders and speech pathology services in Australia. Deakin West, ACT: IAHA.
• Marrone, S. (2007). Understanding barriers to health care: a review of disparities in health care services among indigenous populations. International Journal of Circumpolar Health, 66(3), 188-198.
• Speech Pathology Australia (2016). Working in a Culturally and Linguistically Diverse Society – Position Statement.

Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.

WEEK 8 - Rural and Remote Practice - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

This week you will look closely at the differences between working in rural/remote versus regional and metropolitan areas.

This is in addition to your clinical placements that will continue for the duration of the term.

Resources:
• SARRAH website - https://sarrah.org.au/

Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.

WEEK 9 - Australian Healthcare - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

This week you will explore the Australian health care system and a range of contexts in which Speech Pathologists work.

This is in addition to your clinical placements that will continue for the duration of the term.

Resources:
• The Australian Health System website: https://beta.health.gov.au/about-us/the-australian-health-system

Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.

WEEK 10 - Clinical Reasoning in Practice - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

There is no tutorial this week. You should instead invest your time in your placement and/or completing any required assessment tasks.

Note that your clinical placements will still occur this week.

Specific reading recommendations and/or tasks may be provided by your Unit Coordinator during the term.

WEEK 11 - Speech Pathology Australia - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week you will explore the website of your professional association, Speech Pathology Australia, and the range of policies, procedures, position statements, and resources they have in place and on offer. *This is in addition to your clinical placements that will continue for the duration of the term.*	**Resources:** • Speech Pathology Australia website - https://www.speechpathologyaustralia.org.au/ *Note: Specific details regarding chapters / pages to be read from the resources listed above, as well as additional recommended readings from alternative sources, will be provided through Moodle and/or during classes throughout the term.*	

WEEK 12 - Preparation for Block Placements - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week you will prepare for your upcoming block placements and the WIL 6 and WIL 7 units. This will include practice applying your clinical reasoning skills in structured activities with your peers. *This is in addition to your clinical placements, most of which will conclude this week (unless otherwise negotiated with your CE and/or Unit Coordinator).*	Recommended readings will be provided through Moodle and/or during class.	

EXAM WEEK 1 - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
There are no classes scheduled this week. You may however be required to attend placement/s if an extension is required by your CE and/or the Unit Coordinator.	There are no specific reading tasks set for this week.	**(60%) Reflective Portfolio** Due: Review/Exam Week Wednesday (10 June 2020) 9:00 pm AEST

EXAM WEEK 2 - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
There are no classes scheduled this week. You may however be required to attend placement/s if an extension is required by your CE and/or the Unit Coordinator.	There are no specific reading tasks set for this week.	

Assessment Tasks

1 (40%) Learning Plan

Assessment Type
Professional Practice Plans (learning plans)

Task Description
Setting personal learning goals is an important step in the process of improving the way in which we learn and achieve, building our capacity to learn, and developing our ability to be independent learners. By being active participants in the

learning process, we are more likely to feel empowered and motivated to reach our full potential.

"Previous research into the motivation and efficiency of students has indicated that students who set their own working goals tend to achieve more than when working on goals set for them by the teacher. Students who set their own learning goals have more confidence to take on more challenging tasks, regardless of their ability. Their motivation to improve and master a task is improved and their self-esteem remains strong, even in the case of failure. When students are assisted to delve into their own thinking and learning processes, they are drawn to think about the effectiveness of the strategies they used to achieve the learning goals they set. Planning what to do, monitoring progress towards achieving it and evaluating the outcome can help students take more control over their thinking and learning processes and equip them with learning to learn skills." (Department of Education and Early Childhood Development, 2006, p.3).

For this assessment task you will therefore be required to develop an individualised learning plan that relates directly to your work-integrated learning experiences (sessional placements) which take place as part of this unit. This learning plan should demonstrate your ability to identify key areas for improvement or future learning, to present these as SMART goals, and to provide clear rationales for your objectives. Goals should be directly linked to at least one CBOS and/or generic professional competency unit. You are also required to identify and explain appropriate strategies and methods designed to assist you to achieve your goals, as well as an evaluation plan that will enable you to determine whether or not you have achieved your goals at the end of the term.

Reference
Department of Education and Early Childhood Development. (2006). Developing, monitoring and reporting on personal learning goals. Melbourne, Victoria: State Government Victoria. Retrieved from
http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/personal/devperslearngoal.pdf

Assessment Due Date
Week 3 Friday (27 Mar 2020) 9:00 pm AEST

Return Date to Students
Week 5 Friday (10 Apr 2020)
Results and feedback will be provided to students within ten working days of the due date

Weighting
40%

Minimum mark or grade
In order to pass this assessment task, you must obtain a minimum mark of 50%. You must also pass this assessment task in order to pass the unit.

Assessment Criteria
A marking rubric which details the specific criteria for this assessment task will be provided to you through the SPCH14009 Moodle page. These criteria will be based upon your ability to:

- clearly and succinctly identify and write 4 key areas for improvement or future learning;
- write clear rationales for each objective;
- demonstrate your reflective and reasoning skills;
- apply an evidence-based practice approach;
- identify a range of appropriate and specific strategies and methods that will help you to achieve your goals;
- describe how you will determine and evaluate the achievement of your objectives;
- use appropriate conventions, including spelling, syntax, and punctuation, and present your written document in a professional manner;
- use APA referencing accurately.

Referencing Style

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

Submission
Online

Submission Instructions
Learning plans must be submitted online via Moodle

Learning Outcomes Assessed

- Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences
- Demonstrate the ability to use critical reflective practice skills to develop professional reasoning and engage in lifelong learning

Graduate Attributes

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

2 (P/F) Sessional Placements

Assessment Type
Professional Practice Placement

Task Description
This term you will complete a range of sessional clinical placements across the term. These placements will provide you with the opportunity to develop your practical, clinical and professional skills across a range of practice areas, in a variety of settings and with different caseloads, in preparation for your final block placements in Term 2. The practice areas will include adult speech, adult voice, paediatric and adult fluency and multi-modal communication.
At the end of each placement you are expected to demonstrate competence that is approaching entry-level across each of the CBOS Units 1-4 and the four generic professional competency units.
Further information regarding the expectations when participating in clinical placements, such as dress code, attendance requirements and mandatory checks (pre-clinical requirements) can be found in the Speech Pathology Clinical Education Handbook, an electronic copy of which will be made available through the SPCH14009 Moodle page. Note that all pre-clinical requirements, as mentioned in the Speech Pathology Clinical Education Handbook (and also stipulated on the online SONIA database), must be completed prior to commencing a placement and must remain current for the duration of the placement. Any student who fails to comply will risk not being permitted to commence their placement, which may therefore affect their ability to complete this assessment task. Further information and instructions regarding all mandatory checks (pre-clinical requirements) can be found on the SONIA database or obtained by contacting the Work-Integrated Learning (WIL) team via email: smas-clinicalplacements@cqu.edu.au.

Assessment Due Date

End dates will vary for each placement (for example, some are due to finish in the final week of term, whilst others may finish in Week 6). In the case of exceptional circumstances, the extension or early completion of a placement may be required and these details are to be negotiated between the CE, the CEC and, in some instances, the student. Within one week of the completion of each placement, students must provide their CE with all required documents for each placement, such as reports, progress notes and reflections. These documents are to be submitted directly to their CE, not via Moodle.

Return Date to Students

Results will be made available to each student within fourteen days of the completion of all final placement assessments conducted by the CEs. This notification will occur via email and/or Moodle. There are no documents that are required to be returned to the students.

Weighting
Pass/Fail

Minimum mark or grade
By the end of each placement, students must demonstrate approaching entry-level competence in CBOS units 1-4 and the GPC units 1-4. If the student fails any one placement, they will not pass this assessment task.

Assessment Criteria
This assessment task requires you to complete and pass a range of sessional clinical placements across the term. For each placement you attend, you will be assessed against specific elements included in each of the four generic professional competencies (GPCs), as well as CBOS units 1-4 described by Speech Pathology Australia. By the end of each placement, you are required to demonstrate competence that is approaching entry-level across the following competency units:

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

- CBOS Unit 1: Assessment
- CBOS Unit 2: Analysis and Interpretation
- CBOS Unit 3: Planning Evidence-Based Speech Pathology Practice
- CBOS Unit 4: Implementation of Speech Pathology Practice

Note that these placements are not assessed via COMPASS Online. For each individual placement you will instead be assessed using a separate, paper-based marking rubric which includes some elements and behavioural descriptors which have been extracted from COMPASS. This rubric can be found on the SPCH14009 Moodle page. You can also find further information regarding each of the competency units in the COMPASS Assessment Resource Manual, available through COMPASS Online: https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp

Both the pass and failure criteria that apply to clinical placements, including descriptors of terms such as 'approaching entry-level', are described in detail in the Speech Pathology Clinical Education Handbook. Both CEs and students should familiarise themselves with these criteria, as they will form the basis of the determination as to whether a student has passed or failed this assessment task. As stated in the Clinical Education Handbook, the Clinical Education Coordinator will make the final decision regarding a student's results, based on all available evidence relating to the student's performance whilst completing each placement.

In order to pass this assessment task, students must pass each individual placement they complete as part of this unit.

Referencing Style

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

Submission
Offline

Submission Instructions
Students must provide their CE with all required documents for each placement, such as reports, progress notes and reflections, within one week of the placement's completion. These documents are to be submitted directly to each students' CE, via a mode that has been negotiated between the student and CE, but not via Moodle.

Learning Outcomes Assessed

- Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences
- Apply theory to practice when assessing, treating and managing clients across different practice areas and in different settings

Graduate Attributes

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

3 (P/F) Record of Work Integrated Learning (WIL) Hours and Experiences

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
During each of your sessional placements that occur as part of this unit, you must complete a separate Record of WIL Experiences form, showing the clinical experiences/hours you accumulated during each individual placement. At the completion of each placement, these forms must be signed by both you and your CE. You must then submit these forms via Moodle within one week of the completion of your final sessional placement (typically this will be during the first Term 1 exam week). The specific record form that is to be used, and the instructions for completion, will be provided to you by your Unit Coordinator at the beginning of the term.

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 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.

Reference
The Speech Pathology Association of Australia Limited. (2005). Clinical Education - The importance and value for the

speech pathology profession. Retrieved from
https://www.speechpathologyaustralia.org.au/SPAweb/Members/Position_Statements/SPAweb/Members/Position_Stateme
nts/Position_Statements.aspx?hkey=b1a46941-246c-4609-bacc-1c1b5c52d19d

Assessment Due Date

A Record of WIL Experiences form must be completed for each sessional placement you attend and then signed by both
you and your CE/s. The forms are due to be submitted within one week of the completion of your final sessional
placement (i.e. your last day of clinic).

Return Date to Students

There are no items to return for this assessment task.

Weighting
Pass/Fail

Minimum mark or grade
This is a Must Pass assessment requirement. A completed and signed Record of WIL Experiences form for each
placement 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 a copy of the Record of WIL Experiences form
provided to you by your Unit Coordinator, within one week of completing your final placement. Each placement will
require a separate form to be completed and signed by your CE/s. Instructions for completion will be available on the
record form that will be provided to you at the beginning of term.

Referencing Style

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

Submission
Online

Submission Instructions
A separate Record of WIL Experiences form must be submitted for each individual placement. Forms are to be submitted
at the same time (i.e. as one submission) via the SPCH14009 Moodle site. If a CE has signed a form by hand, rather than
electronically, you must submit both the completed electronic version of the form (i.e. an unsigned excel spreadsheet)
and a scanned copy of the signed form (i.e. this will typically be a pdf or jpeg document showing the CE's hand-written
signature, as well as your own). Students should ensure that they keep the original copies of the forms for their own
records.

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

4 (60%) Reflective Portfolio

Assessment Type
Portfolio

Task Description
At the end of term, you will present a portfolio containing a collection of items. These items should effectively
communicate the learning that took place whilst completing your sessional placements. This portfolio will comprise of
evidence of the knowledge, skills and experience that you gained and/or demonstrated during these placements. This
evidence should be in the form of a series of reflections which are supported by tangible evidence where possible (for
example, de-identified reports, therapy plans and progress notes, resources that have been developed as part of a
placement, learning plans and/or assessment feedback or results). Evidence items should also be clearly linked to one or
more of the CBOS and/or generic professional competency units.
The overarching purpose of the reflective portfolio is to encourage professional development and reflective learning,
thinking and reasoning. Reflective practice requires a conscious effort to think about events and to develop insights into
them, and it is a skill that can be honed with practice. The reflective portfolio will therefore provide you with the
opportunity to demonstrate how you can use your reflective skills to learn from your experiences.

Assessment Due Date
Review/Exam Week Wednesday (10 June 2020) 9:00 pm AEST
Reflective portfolios must be submitted via Moodle on Wednesday the 10th of June 2020, following the completion of all placements. In any case where a placement has been extended beyond Week 12 of the term, the due date for this assessment task may be negotiated with the Unit Coordinator.

Return Date to Students

Reflective portfolios are to be returned to students within ten working days of their submission.

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
A marking rubric containing specific assessment criteria for this task will be made available on the unit Moodle site at the beginning of term. These criteria will be based on your ability to:

- identify, reflect on and discuss your learning needs, experiences, skills, knowledge and competence in the range of practice areas you work in during your placements this term;
- reflect deeply upon your experiences and make clear links between these experiences and the relevant CBOS and/or generic professional competency units;
- 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.

Referencing Style

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

Submission
Online

Submission Instructions
Portfolios must be submitted online via Moodle.

Learning Outcomes Assessed

- Demonstrate the ability to use critical reflective practice skills to develop professional reasoning and engage in lifelong learning

Graduate Attributes

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