SPCH14009 *Speech Pathology Work-Integrated Learning 5*
Term 1 - 2021

Profile information current as at 10/04/2024 10:10 am

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 - 2021

- 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. **Portfolio**
Weighting: 60%
4. **Learning logs / diaries / Journal / log books**
Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

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

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

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 Survey

Feedback

Students felt that the tutorials were relevant and allowed them the opportunity to reflect on their work integrated learning experiences which helped their learning.

Recommendation

It is recommended that regular tutorials continue to be provided to students so they will have the opportunity to learn a range of professional skills, engage in peer learning, and share and reflect upon their work integrated learning 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.

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

Clancy Conlon Unit Coordinator
c.conlon@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • CBOS - entry level • Recording clinical hours and experiences **Face to face tutorial:** • Reflection frameworks • Developing learning plans and setting personal goals	Readings will be outlined on Moodle.	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Professional Standards: An overview *There is no face to face tutorial this week	Readings will be outlined on Moodle.	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Face to face tutorial: • Reflections • Case conference • Giving and receiving feedback	Readings will be outlined on Moodle.	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic

Online lectures/activities:
• Professional Standards: Health promotion and prevention in speech pathology

*There is no face to face tutorial this week

Readings will be outlined on Moodle.

Learning Plan Due: Week 4 Monday (29 Mar 2021) 9:00 am AEST

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Face to face tutorial: • Reflections • Case conference • Time, workload and organisational skills	Readings will be outlined on Moodle.	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/tutorials: • Professional standards: The dynamics of providing group intervention *There is no face to face tutorial this week	Readings will be outlined on Moodle.	

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Face to face tutorial: • Reflections • Case conference • Managing conflict	Readings will be outlined on Moodle.	

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Professional standards: Training the communication partner	Readings will be outlined on Moodle.	

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Face to face tutorial: • Reflections • Case conference • Resilience and managing stress	Readings will be outlined on Moodle.	

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: • Professional standards: Advocacy at the clinical, systematic and policy level *There is no face to face tutorial this week	Readings will be outlined on Moodle.	

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

Face to face tutorial:
• Reflections
• Case conference

Readings will be outlined on Moodle.

Week 12 - 31 May 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Review/Exam Week - 07 Jun 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Reflective Portfolio Due: Review/Exam Week Friday (11 June 2021) 9:00 am AEST

Exam Week - 14 Jun 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

In this unit you will continue to develop your clinical skills under the supervision of a clinical educator across a range of sessional placements focusing on:

- Multi-Modal Communication
- Accent Modification
- Fluency
- Voice Care

Further details regarding the dates, times and expectations of sessional placement, will be provided on Moodle. The content of this unit is delivered in a mixed format whereby you will have fortnightly face to face tutorials and recorded lectures/online activities on the alternate weeks.

Assessment Tasks

1 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. For this assessment task, you are expected to:

1. Identify three key areas for improvement or future learning. These should be related to professional and/or occupational skills or knowledge required when completing your Term 1 sessional placement/s as part of SPCH14009. They must also be written as learning objectives based on the SMART goal setting criteria – that is, they must be specific, measurable, attainable/achievable, relevant/realistic and timely/time.
2. Provide a clear, comprehensive, yet succinct rationale for each objective.
3. Provide a clear and specific explanation of the strategies and methods that you will use to help you achieve each of your learning objectives.
4. Explain how you will determine whether you have achieved your learning objectives.

Assessment Due Date
Week 4 Monday (29 Mar 2021) 9:00 am AEST
Assessment must be submitted through Moodle

Return Date to Students
Vacation Week Monday (12 Apr 2021)
Feedback will be provided through Moodle

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

1. Criteria one will assess your ability to develop and rationalise clear and appropriate learning objectives using the SMART goal format.
2. Criteria two will assess your ability to outline a method or plan for reaching your goal including a way to measure your objectives/goals.
3. Criteria three will assess those ability to produce an assessment task using appropriate grammar, punctuation, word choice and referencing.

Referencing Style

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

Submission
Online

Submission Instructions
Assessments 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 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.
At the end of each placement you are expected to demonstrate competence that is approaching entry-level across, as described by CBOS, based on the Professional Standards.
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 and will be stipulated on Moodle.

Return Date to Students

No documents are required to be returned to students.

Weighting
Pass/Fail

Minimum mark or grade
By the end of each placement, students must demonstrate approaching entry-level competence in Domains 1-3 of the Professional Standards. 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 three domains of the Professional Standards. By the end of each placement, you are required to demonstrate competence that is approaching entry-level across the following domains:

1. Professional Conduct
2. Reflective Practice and Life-Long Learning
3. Speech Pathology Practice

As outlined by CBOS, the entry level student displays the following attributes:

- performs the majority of his or her work independently and competently
- seeks support if the situation is new or a number of features about the client or workplace setting combine to create complexity
- identifies the meaningful aspects of problems and integrates these to generate a number of logically possible conclusions. Conclusions/actions will be modified with new information
- prioritises appropriately
- maintains a focus on the client or situation
- carries out his or her work in an efficient and timely manner.

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 and the Professional Standards. This rubric can be found on the SPCH14009 Moodle page.

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

Submission
Offline

Submission Instructions
Students much provide their CE will all required documents for each placement (e.g. reports, progress notes and reflections within one week of the placement's completion.

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 Reflective Portfolio

Assessment Type
Portfolio

Task Description
This assessment task is titled a 'Reflective Portfolio' as it is designed to be a collection of evidence of the knowledge, skills and competence you gained and/or demonstrated during the Term 1 sessional placements that you undertook as part of this unit. The evidence you provide will be in the form of a series of reflections which are supported by tangible evidence where possible (for example, evidence might include de-identified reports, therapy plans and progress notes, resources, learning plans, supervisor's feedback, etc.). To complete this assessment you must complete the following:

1. A reflection on two of the learning objectives set in the learning plan at the beginning of term 1
2. Identify and reflect upon one area of strength and one area for improvement
3. Formulate and reflect upon two strategies that will support your learning and development for clinical practice in term 2

Assessment Due Date
Review/Exam Week Friday (11 June 2021) 9:00 am AEST
This assessment task must be submitted through Moodle.

Return Date to Students
Exam Week Friday (18 June 2021)
Assessment feedback will be provided through Moodle.

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 and/or Professional Standards
- 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 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
This assessment task 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

4 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. 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. 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.

Assessment Due Date

A Record of WIL Experiences form must be completed for each sessional placement you attend, 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 by the due date 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 7th Edition (APA 7th 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

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