



SPCH14009 *Speech Pathology Work-Integrated Learning 5*

Term 1 - 2023

Profile information current as at 30/04/2024 08:28 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 adults through work-integrated learning experiences with a wide range of communication and/or swallowing goals and needs. These experiences will provide you the opportunity to further develop the knowledge, skills, and attributes required in speech pathology practice. You will continue to develop competencies related to professional conduct including managing conflict and responding respectfully to differences in perspectives. A focus will also be placed on applying reflective practice to inform life-long learning. You will also advocate for the profession through health promotion and prevention activities with communities and professionals. 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: SPCH13006 Speech Pathology Work-Integrated Learning 4 SPCH13008 Neurogenic Communication Disorders 2 SPCH13009 Multi-Modal Communication

Co-requisites: 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 1 - 2023

- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

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. **Case Study**

Weighting: 50%

2. **Professional Practice Placement**

Weighting: Pass/Fail

3. **Portfolio**

Weighting: 50%

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 SUTE data

Feedback

Students commented that more time was required in the assessment 2 reflective presentation to ensure all content could be included.

Recommendation

It is recommended that the unit coordinator extends the presentation time allowed for assessment 2.

Feedback from In-class feedback

Feedback

Students commented positively on the option to complete their sessional placement in term 3.

Recommendation

It is recommended that the clinical education coordinator continues to provide the option for students to complete their clinical placement in term 3.

Unit Learning Outcomes

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

1. Demonstrate clinical and professional competence, as outlined in Speech Pathology Australia's Professional Standards, through application of theory to practice in work-integrated learning experiences
2. Create evidence-based resources within the scope of speech pathology practice to support health promotion and prevention in the community
3. Apply critical reflection to evaluate personal and professional abilities and limitations across different contexts
4. Document and track the work-integrated learning experiences gained across Speech Pathology Australia's competency standards and range of practice areas

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	4			
1 - Case Study - 50%	•		•	
2 - Professional Practice Placement - 0%	•		•	
3 - Portfolio - 50%		•		
4 - Learning logs / diaries / Journal / log books - 0%				•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	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				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Susan Walker Unit Coordinator
s.walker3@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none">• What is community centred practice?• Community centred practice frameworks Face to face tutorial: <ul style="list-style-type: none">• Learning plans and setting personal goals• Clinical reasoning• Assessment task Q&A	Readings to be outlined on Moodle	

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none">• Community centred practice principles No face to face tutorial: <ul style="list-style-type: none">• Assessment 3 planning time		

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none">• Community centred practice in action Face to face tutorial: <ul style="list-style-type: none">• Feedback- giving and receiving• Community centred practice in action• Critical thinking	Readings will be outlined on Moodle.	

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none"> No online content Face to face tutorial: <ul style="list-style-type: none"> Case presentation 	Readings will be outlined on Moodle.	Complex Case Presentation Due: Week 4 Monday (27 Mar 2023) 9:00 am AEST

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none"> Professional Standards: The dynamics of providing group intervention Face to face tutorial: <ul style="list-style-type: none"> Group intervention The role of group intervention in community centred practice Time management 	Readings will be outlined on Moodle.	

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
No tutorial or online lectures		

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none"> Professional Standards: Health promotion and prevention in speech pathology Health promotion and prevention in the community No face to face tutorial:	Readings will be outlined on Moodle.	

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none"> Professional standards: Advocacy at the clinical, systematic and policy level Face to face tutorial: <ul style="list-style-type: none"> Advocacy Advocacy at the community level 	Readings will be outlined on Moodle.	

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
No classes- public holiday		

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none"> Professional Standards: Training the communication partner Face to face tutorial: <ul style="list-style-type: none"> Communication partner training 	Readings will be outlined on Moodle.	

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none"> Resilience and managing stress Face to face tutorial: <ul style="list-style-type: none"> Resilience and managing stress 	Readings will be outlined on Moodle.	

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: <ul style="list-style-type: none">• Managing conflict Face to face tutorial: <ul style="list-style-type: none">• Managing conflict	Readings will be outlined on Moodle.	

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
No tutorial or online lectures	Readings will be outlined on Moodle.	

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Community Centred Practice Due: Exam Week Monday (12 June 2023) 9:00 am AEST

Term Specific Information

For each topic covered this term, you will have a series of short recorded lectures and interactive online activities that provide you with the foundation information on that topic. You will need to engage with this content and complete the learning activities before attending your face-to-face tutorial.

Assessment Cupboard Access

Students will require access to the CQU Speech Pathology assessment cupboard. Students will be provided with scheduled weekly access to the Speech Pathology assessment cupboard, the available dates and times will be outlined on Moodle.

Office Hours

If you wish to arrange a meeting with the Unit Coordinator (Susan Walker) please send her an email (s.walker3@cqu.edu.au) and a mutually agreeable time can be arranged to meet via Zoom.

If you wish to arrange a meeting with the Clinical education coordinator (Tina Janes) please send her an email (t.janes@cqu.edu.au) and a mutually agreeable time can be arranged to meet.

Assessment Tasks

1 Complex Case Presentation

Assessment Type

Case Study

Task Description

For this assessment task, you will demonstrate your ability to apply theory to practice with an emphasis on clinical reasoning in complex cases. You will complete an oral presentation about your clinical decision making while on your Multi-Modal Communication placement. This oral presentation will focus on one client. Therefore, if you had more than one focus client while on this placement, you must choose one client for the presentation.

As part of this assessment, you must present:

1. A short introduction about your student and their background information. This may include (but is not limited to) their educational context, diagnoses, therapy history, developmental profile and current educational/therapy goals.
2. The holistic assessment you completed with the student including your reasoning for choosing this assessment and/or approach. Your reasoning should refer to the client's profile, the workplace context, and the literature.
3. A summary of the assessment results including your analysis and interpretation. In this part you should demonstrate your ability to integrate multiple sources of information to form an initial conclusion or hypothesis about the client's communication profile.
4. A summary of your intervention plan for the client including your reasoning for choosing the therapy targets/goals and approaches. You may make reference to the clinical context (including priorities of the

context), assessment results, client profile, clinical educator feedback, the literature, theory and/or other relevant factors.

5. As part of your intervention plan, you must explain and demonstrate one therapy activity in detail. You may choose to do this 'live' in class or record the demonstration in advance to include as part of your presentation.

At the end of your presentation, you must answer questions about the decisions made in your case from your lecturer. Your answers to these questions should demonstrate your knowledge of the case including theory/evidence, and clinical reasoning. The time limit for this presentation is 15 minutes. Therefore, at 15 minutes you will be stopped, and the content previously presented will be graded. Students will not be penalised for presenting under the time limit. Your presentation must be accompanied by a PowerPoint presentation.

Assessment Due Date

Week 4 Monday (27 Mar 2023) 9:00 am AEST

Students must upload a copy of their PowerPoint presentation to Moodle by the due date and time.

Return Date to Students

Week 8 Monday (1 May 2023)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

This is a must pass assessment task. Students must receive a minimum mark of 50% to pass this assessment task.

Assessment Criteria

Criteria one will assess your ability to:

- Provide accurate, succinct and relevant information regarding your client
- Demonstrate an understanding of the theory underlying the assessment and management of clients with complex communication needs
- Demonstrate the use of clinical reasoning in the assessment and management of clients with complex communication needs
- Engage the audience by clearly demonstrating and explaining a therapy activity used for a client with complex communication needs

Criteria two will assess your ability to:

- Utilise an engaging and professional PowerPoint presentation that demonstrates appropriate grammar, punctuation and word choice
- Communicate clearly and coherently throughout the presentation without the use of notes
- Demonstrate professional behaviour throughout the presentation including dressing appropriately
- Adhere to the APA 7th edition referencing guidelines

Referencing Style

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

Submission

Online

Submission Instructions

Students must upload a copy of their PowerPoint presentation to Moodle by the due date.

Learning Outcomes Assessed

- Demonstrate clinical and professional competence, as outlined in Speech Pathology Australia's Professional Standards, through application of theory to practice in work-integrated learning experiences
- Apply critical reflection to evaluate personal and professional abilities and limitations across different contexts

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 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. 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

No submission method provided.

Submission Instructions

Students must 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 outlined in Speech Pathology Australia's Professional Standards, through application of theory to practice in work-integrated learning experiences
- Apply critical reflection to evaluate personal and professional abilities and limitations across different contexts

3 Community Centred Practice

Assessment Type

Portfolio

Task Description

For this assessment task, you will demonstrate your ability to collaborate with a community to understand the needs of that community and devise hypothetical approaches to support ongoing partnerships and methods to support that community's needs.

As part of this assessment, you must write:

1. A **short description** about the community identity, this should include the social actors, place and contextual setting and the needs/goals of that specific community and, how you determined which community to work with.
2. The **process** you engaged in to determine the needs/goals of the community, this should describe the methods by which you engaged with the community and the rationales for that method of engagement as well as any barriers/facilitator to this engagement and how you overcame them. Your rationales should refer to the community's identity, the service context, and the literature.
3. A **summary of the outcome** of this process including your analysis and interpretation of the results from your engagement. Your analysis should describe what the needs of the community are based on information obtained.
4. A **description** of a possible participation enablement process that could be used to support the community needs and rationales for that approach. Your rationales should refer to the community's identity, the service context, and the literature.
5. A **reflection**, using the Description-Interpretation-Outcome (D-I-O) structure, on your learning regarding the actual needs of the community versus what you predicted would be the needs of the community and how that learning change your approach to community engagement in the future.

Assessment Due Date

Exam Week Monday (12 June 2023) 9:00 am AEST

Students must upload the assessment PDF to Moodle by the due date.

Return Date to Students

Exam Week Friday (16 June 2023)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

This is a must pass assessment task. Students must receive a minimum mark of 50% to pass this assessment task.

Assessment Criteria

Criteria one will assess your ability to:

- Provide an accurate, succinct description of the community identity its goals and barriers/facilitators to engaging with that community
- Demonstrate the use of thorough clinical reasoning to explain and justify decisions and hypotheses
- Clearly summarise data obtained through the consultation process
- Demonstrate the use of critical written reflective practice

Criteria two will assess your ability to:

- Demonstrate high level, error-free, written expression, and organisation of content that is appropriate for the assessment task
- Demonstrate the use of appropriate referencing and APA-7th formatting through the assessment task

Referencing Style

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

Submission

Online

Submission Instructions

Students must upload their assessment task to Moodle by the due date.

Learning Outcomes Assessed

- Create evidence-based resources within the scope of speech pathology practice to support health promotion and prevention in the community

4 Work Integrated Learning (WIL) Log

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

During your sessional placements that occur as part of this unit, you must complete a WIL Log form showing the clinical experiences/hours you accumulated across your placements. At the completion of each placement, this form 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 WIL Log form must be completed including the hours for all sessional placements 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 WIL Log form 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 WIL Log form provided to you by your Unit Coordinator, within one week of completing each placement. 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

The WIL Log form must be uploaded to Moodle within one week of the placement being completed.

Learning Outcomes Assessed

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

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