SPCH14009 *Speech Pathology Work-Integrated Learning 4*
Term 1 - 2024

Profile information current as at 29/04/2024 07:26 am

General Information

Overview

In this unit you will have the opportunity to work with children and/or 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. 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 3 SPCH13008 Management of Neurogenic Communication Conditions 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 - 2024

- 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. **Portfolio**
Weighting: 50%
3. **Professional Practice Placement**
Weighting: Pass/Fail
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 Unit Coordinator self reflection.

Feedback

Content in SPCH14009 needs to be refined so that there is no repetition of topics taught in previous WIL units

Recommendation

It is recommended that the the 2024 Unit Coordinator reviews topics taught in previous units and amends content to ensure that there is limited repetition of topics.

Feedback from Unit Coordinator self reflection.

Feedback

Content taught on topic of Community Centred Practice need to be enhanced to provide more real-life examples to enhance student understanding.

Recommendation

It is recommended that the the 2024 Unit Coordinator integrates more examples of Community Centred Practice into the content to further develop the students' understanding of the topic.

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

Legend:
- — N/A Level
- ○ Introductory Level
- • Intermediate Level
- • Graduate Level
- ○ Professional Level
- ○ Advanced Level

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 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: • What is community centred practice? • Community centred practice frameworks **Face to face tutorial:** • What is community centred practice? Community centred practice frameworks • Assessment task Q&A	Readings to be outlined on Moodle	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: • Community centred practice principles **Face to face tutorial:** • Community centred practice in action	Readings to be outlined on Moodle	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Online lecture:
• Health promotion and prevention in speech pathology

Face to face tutorial:
• Health promotion and prevention in speech pathology

Readings to be outlined on Moodle.

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
No online lectures or face-to-face tutorials this week.		

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
No online lectures or face-to-face tutorials this week-Public Holiday		

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
No online lectures or face-to-face tutorials this week.		

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
There are no online lectures this week, you will complete your complex case presentations in the tutorial.		**Complex Case Presentation** Due: Week 7 Monday (22 Apr 2024) 9:00 am AEST

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: • Advocacy at the clinical, systematic and policy level **Face to face tutorial:** • Advocacy	Readings to be outlined on Moodle	

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
No online lectures or face-to-face tutorials this week- Public Holiday		

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lecture: • Communication partner training • Counselling **Face to face tutorial:** • Communication partner training • Counselling	Readings to be outlined on Moodle.	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
No online lectures or face-to-face tutorials this week.		

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
No online lectures or face-to-face tutorials this week. Optional assessment Q&A session		

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Community Centred Practice Due: Review/Exam Week Wednesday (5 June 2024) 9:00 am AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

In this term, all classes will be delivered by Zoom. If you wish to attend on the CQU Rockhampton North campus a room has been booked for your use, the location is listed in the CQU Handbook.

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 for a complex client while on your work integrated learning experience. This oral presentation will focus on one client only.
As part of this assessment, you must present:

1. A short introduction about your client and their background information. This may include (but is not limited to) their educational or clinical context, diagnoses, therapy history, developmental profile, and current educational/therapy goals.
2. The assessments (formal or informal or both) you completed with the client including your reasoning for choosing these assessments and/or approach. Your reasoning should refer to the client's profile, the service delivery 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/swallowing 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 7 Monday (22 Apr 2024) 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 9 Monday (6 May 2024)
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
You are expected to be at "Approaching Proficiency" level to pass this assessment task. These criteria are informed by Speech Pathology Australia's Professional Standards.

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 needs
- Demonstrate the use of clinical reasoning in the assessment and management of clients with complex needs
- Engage the audience by clearly demonstrating and explaining a therapy activity used for a client with complex 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 Community Centred Practice

Assessment Type
Portfolio

Task Description
For this assessment task, you will demonstrate your ability to engage with a community to understand the needs of that community and create a resource to support their identified requirements.
A brief description of the assessment task is outlined below, full details are on the Assessment tile on Moodle.
This assessment task comprises two parts, Part A is a group task and is worth 60% of the final mark. Part B is an individual task and is worth 40% of the final mark.

Part A
As part of this assessment, you must:
1. **Identify** an online community with speech pathology needs.
This could be:
a. Carers or families of people with speech pathology needs
b. People with personal speech pathology needs

2. **Describe** the online community (this should include the actors /facilitators/barriers).
3. **Engage** (passively) with the content on that community site to determine the main speech pathology needs of that

community.
4. **Create** a resource that could support that community's needs.

Part B
For part B you must:
1. Discuss the needs of that community and justify it according to the evidence base.
2. Write a critical reflection (using the D-I-O format) that addresses **one** of the following topics:

- Your predictions of what the community might need compared to what they actually needed
- Why the community members sought an online community for support
- The process by which you researched the needs of a community and how that process could be used in the future as a practicing clinician.

Assessment Due Date
Review/Exam Week Wednesday (5 June 2024) 9:00 am AEST
Students must upload the Part A and Part B to Moodle by the due date.

Return Date to Students
Exam Week Thursday (13 June 2024)
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
You will be marked against two criteria.

Criteria one (Part A) will be converted to a grade out of 60. It will assess your ability to:
•   Identify an appropriate online community
•   Provide an accurate, succinct description of the community and their needs
•   Identify the goals of the community and the barriers/facilitators to engaging with that community
•   Create a resource (appropriate, accurate and effective) that will meet the needs of the community.
•   Demonstrate high-level, error-free, written expression, and organisation of content that is appropriate for the assessment task/audience.

Criteria two (Part B) will be converted to a grade out of 40. It will assess your ability to:

•   Justify the resource in relation to the literature and evidence base.
•   Demonstrate the use of critical written reflective practice.
•   Demonstrate high-level, error-free, written expression, and organisation of content.
•   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
Each student must upload a copy of the group's 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

3 Sessional Placements

Assessment Type
Professional Practice Placement

Task Description
This term you will complete clinical work-integrated learning experiences. Students will attend either one or two sites, for a total of 14 days or equivalent . 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 work-integrated learning experience, you are expected to demonstrate competence that is "Approaching proficiency" level as informed by CBOS and the Professional Standards.

Further information regarding the expectations when participating in work integrated learning experiences, such as dress code, attendance requirements and mandatory checks (pre-clinical requirements) can be found in the Speech Pathology Practice 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 Practice 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 wil-hmas@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
This is a must pass assessment task, students must demonstrate "approaching proficiency" level competence as described by the SPCH14009 WIL Rubric for each placement they complete.

Assessment Criteria
This assessment task requires you to complete 14 days or equivalent of sessional clinical placements, this may be completed across one or more placement sites with multiple practice educators. 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 elements and behavioural descriptors that have been extracted from CBOS 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 proficiency", are described in detail in the Speech Pathology Practice 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 Practice Education Handbook, the Practice 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 PE with 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

4 Work Integrated Learning (WIL) Log

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
During the sessional placements that occur as part of this unit, you must complete a Work Integrated Learning Experience Log form (WIL Log) showing the clinical experiences/hours you accumulated across your placement/s. After each placement, this form must be signed by both you and your practice educator. You must then submit these forms via Moodle **no later than one week following the completion of your final sessional placement**. The specific record form that is to be used, and the instructions for completion will be available on the SPCH14009 Moodle site.

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 PE/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