SPCH13006 *Speech Pathology Work-Integrated Learning 3*
Term 2 - 2024

Profile information current as at 03/07/2025 02:41 pm

All details in this unit profile for SPCH13006 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 adults and/or children with a wide range of communication and/or swallowing goals and needs through the completion of work integrated learning experiences. You will learn how to adapt your practice in response to individual, family, and community input, strengths, goals, and needs. The domains of professional conduct, and reflection and lifelong learning will be embedded throughout the unit. 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 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites: SPCH13001 - Speech Pathology Work-Integrated Learning 2 SPCH13010 - Swallowing and Feeding Across the Lifespan SPCH13003 - Assessment of Neurogenic Communication Conditions SPCH13012 - Voice Across the Lifespan

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 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. **Presentation**
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

Feedback

Students reported that the audio on some of the video lectures was difficult to hear.

Recommendation

It is recommended that the lecturer check all video recordings for quality and if necessary make adjustments such as purchasing a different microphone.

Feedback from SUTE

Feedback

Students reported positively on the global context and clinical yarning assessment tasks.

Recommendation

It is recommended that the global context and clinical yarning assessment tasks continue to be a feature of this unit.

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. Demonstrate emerging proficiency in the knowledge, skills, and attributes associated with the professional standards outlined by Speech Pathology Australia
3. Apply person-centred, family-centred, and community-centred approaches in optimising communication and swallowing
4. Document and track the work-integrated learning experiences gained across areas of communication and swallowing

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 - Presentation - 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			
	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	●			

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

Justine Hamilton Unit Coordinator
j.l.hamilton@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
• Global perspectives on speech pathology practice, including Speech Pathology Australia standards in relation to global perspectives • Comparing models of reflection • Using reflection to implement feedback	Readings will be posted on the eReading List in Moodle	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
• SMART goals and Goal Attainment Scaling (GAS) • Intermediate competencies for all CBOS elements • Ethical considerations on placement, in class, and in the community • Reflection from placement - D-I-O Model	Readings will be posted on the eReading List in Moodle	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
• Measuring outcomes • Preparing clients for discharge from speech pathology services • Community-centred practice • Reflection from placement - Driscoll Model	Readings will be posted on the eReading List in Moodle	

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
• Communicating effectively • Professionalism • Responding to and implementing feedback • Reflection from placement - Gibb Model	Readings will be posted on the eReading List in Moodle	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no recorded content this week. You will use the tutorial session to prepare the ISBAR for your IPE case study.		

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Global Perspectives Presentations will occur during the usual but extended tutorial time on Wednesday 21st August between 9am and 12pm. Slides must be uploaded by Tuesday 20th August at 8am. You will be required to meet with your IPE team this week. Times will be posted in Moodle.		**Global Perspectives in Speech Pathology** Due: Week 6 Tuesday (20 Aug 2024) 8:00 am AEST

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no recorded content this week. You will use the tutorial session to prepare the ISBAR for your IPE case study.		

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no tutorial or recorded content this week. You will be required to meet with your IPE team this week. Times will be posted in Moodle.		

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

• Clinical Yarning 1
• Reflect on Clinical Yarning content
• Communicating with Aboriginal and Torres Strait Islander clients, families and communities
• The impact of our own identity on how we communicate with people from culturally and linguistically diverse backgrounds
• Reflection from placement - your choice of model

Readings will be posted on the eReading List in Moodle

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

There is no tutorial or recorded content this week.

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

• Compassion fatigue
• Counselling in speech pathology
• Placement pathway - how far have you come
• Reflection from placement - your choice of model

Readings will be posted on the eReading List in Moodle

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

There is no tutorial or recorded content this week.

Reflective Practice Portfolio Due: Week 12 Wednesday (2 Oct 2024) 6:00 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Students should visit the CB87 Speech Pathology Course site in Moodle for information that is relevant across all units, including information that will support completion of assessments:
https://moodle.cqu.edu.au/course/view.php?id=2612
The IPE module that began in Term 1 continues in Term 2, this time with an adult client. Most of your IPE learning occurs outside of scheduled class time, but the Week 5 and 7 tutorials are also provided to you to work on your IPE tasks with your peers. You will need to meet with your IPE team in Week 6 to prepare your assessment plan and again in Week 8 to prepare your intervention plan; schedules will be posted in the IPE Moodle. The completed assessment and intervention plans must be submitted as part of Task 4 in your Reflection Portfolio assessment.

Assessment Tasks

1 Global Perspectives in Speech Pathology

Assessment Type
Presentation

Task Description
For this assessment task, you will be required to prepare and deliver a live oral presentation that explains the global perspective of speech pathology in relation to a specific area of practice (e.g., literacy, stuttering). You are required to

present on how your selected country and area of practice compares to the Australian perspective. Your presentation must address the following questions:

1. What is similar and different in the scope for this area of practice in the two countries? Is the Australian scope broader or narrower?
2. What is similar and different in the expectations of graduates for this area of practice in the two countries?
3. What is the public perception (attitudes, beliefs, awareness, support) of speech pathologists and this area of practice in the two countries? For example:
   - Do consumer-oriented guidelines/resources (e.g., hearing loss support network) direct consumers to speech pathologists?
   - Do cultural or linguistic differences impact service availability or approach to service provision?
4. How are other professions involved in the delivery of services for this area of practice in the two countries? For example:
   - Is there a clearly defined scope of practice for speech pathologists vs other health and education professionals?
   - What areas of overlap exist between professions? Are any areas of overlap positive (i.e., contribute to improved collaboration) or negative (i.e., contribute to tension and disagreement)?

Your presentation slides must also include a reference list at the end.

You will select one of the following country/area of practice combinations on Moodle:

- Augmentative and Alternative Communication (AAC) - Australia versus South Africa
- Augmentative and Alternative Communication (AAC) - Australia versus the USA
- Dysphagia - Australia versus the United Kingdom
- Dysphagia - Australia versus Canada
- Hearing - Australia versus Canada
- Hearing - Australia versus South Africa
- Stuttering - Australia versus the Netherlands
- Stuttering - Australia versus the United Kingdom
- Literacy - Australia versus the USA
- Literacy - Australia versus the United Kingdom

Each of the above options will have two articles provided (one for Australia and one for the other country) to help you initiate your research and planning for this assessment. The topic options will be posted for review on Moodle at 12:00pm (noon) on Wednesday 10th July 2024. Topic selection sign up will open on Moodle on Monday 15th July 2024 at 6:00am and close on Monday 15th July 2024 at 6:00pm. Only 1 student may select any given topic. Any students who do not sign up will be assigned an available topic.

Presentations must be at least 8 minutes and no more than 9 minutes in length. You will be alerted when there are 2 minutes remaining. There will be a Q&A period lasting approximately 3 minutes at the completion of your presentation, during which time your classmates and/or the instructor will ask questions about your presentation. All presentations and Q&A periods will be recorded for marking purposes.

The full Task Description will be provided in Moodle.

Assessment Due Date
Week 6 Tuesday (20 Aug 2024) 8:00 am AEST

PowerPoint presentation to be uploaded to Moodle by the above date/time. Presentations will be done in the usual but extended tutorial time on Wednesday 21st August 2024 from 9am to 12pm.

Return Date to Students
Week 8 Tuesday (3 Sept 2024)

Grades and feedback will be uploaded to Moodle

Weighting
50%

Minimum mark or grade
This is a MUST PASS assessment task. You must achieve a grade of at least 50% to pass this assessment task.

Assessment Criteria
There are 3 marking criteria that will be used to assess Assessment 1 for SPCH13006:

1. The first criterion focuses on how clearly and comprehensively your presentation addresses the four required

components described above. This criterion is worth 70% of this assessment grade.

2. The second criterion focuses on presentation style, including speech rate, verbal/vocal/nonverbal engagement with audience, effectiveness of spoken content, effectiveness of written (PowerPoint) content including referencing, and overall time management. This criterion is worth 20% of this assessment grade, however reduced clarity and inadequate referencing may additionally impact marks for criterion #1 above.

3. The third criterion focuses on how fluently, clearly, and accurately you respond to questions from your peers and/or instructor. This criterion is worth 10% of this assessment grade.

Referencing Style

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

Submission
Online

Submission Instructions
PowerPoint must be uploaded to Moodle by the due date/time.

Learning Outcomes Assessed

- Demonstrate emerging proficiency in the knowledge, skills, and attributes associated with the professional standards outlined by Speech Pathology Australia
- Apply person-centred, family-centred, and community-centred approaches in optimising communication and swallowing

2 Sessional placement

Assessment Type
Professional Practice Placement

Task Description
For this placement, you will be required to attend one full day per week of clinic at your assigned placement site for 12 weeks (or equivalent). Your PE will assess your competence across the seven CBOS units and each of the four generic professional competencies at both the mid and final points of the placement through the use of the COMPASS Online assessment tool. In addition, you will be required to complete a self-assessment at each of these placement points through COMPASS Online.

At the commencement of your placement you will need to complete a learning contract, which is to be reviewed by you and your PE as part of the mid-placement and final-placement assessments. By the end of your placement, you are expected to demonstrate intermediate level competence across each of the CBOS Units 1-7 and in each generic professional competency unit. Your placement this term will involve either a paediatric or an adult caseload. You do not need to submit any documentation to Moodle for your COMPASS-assessed placement. 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 2024 Speech Pathology Practice Education Handbook. An electronic copy of this document is available through the [CB87 Speech Pathology Course Moodle](#) page. Note that all pre-clinical requirements mentioned in the 2024 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 not be permitted to commence their placement, which will 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

The final COMPASS assessment must be completed by the final day of placement

Return Date to Students

Results will be made available to students within fourteen days of the completion of their final COMPASS assessment. 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 your placement you are expected to demonstrate intermediate level competence across each of the CBOS Units 1-7 and in each generic professional competency unit.

Assessment Criteria
You will be assessed on the following four generic professional competencies through the use of COMPASS Online:

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

You will also be assessed on the following seven CBOS Units:

- 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
- CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services
- CBOS Unit 6: Professional and Supervisory Practice
- CBOS Unit 7: Lifelong Learning and Reflective Practice

Further information regarding each of these units can be found in the COMPASS Assessment Resource Manual, available through COMPASS online: https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp

In order to complete all of the requirements and pass this assessment task, you must:

- Complete a learning agreement in the first three weeks of the placement and have this reviewed by you and your PE as part of the mid-placement and final-placement assessments.
- Complete a self-assessment through COMPASS online a minimum of two days prior to meeting with your PE at both the mid-placement and final-placement assessment points.
- Be assessed by your PE across all seven CBOS units and each of the four generic professional competency (GPC) units at the mid-placement and final-placement points.
- By the end of your placement, demonstrate **intermediate** level competence across each of the CBOS units 1-7, according to COMPASS Online results that are determined by your PE.
- By the end of your placement, demonstrate **intermediate** level competence across each of the four generic professional competency (GPC) units, according to COMPASS Online results that are determined by your PE.

Both the pass and failure criteria that apply to clinical placements are described in detail in the 2024 Speech Pathology Practice Education Handbook. Both PEs and students should familiarise themselves with these criteria. 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 the placement.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Learning Outcomes Assessed

- Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences

3 Reflective Practice Portfolio

Assessment Type
Portfolio

Task Description
This assessment item constitutes 50% of the unit grade, is a must pass assessment, and relates directly to the following unit learning outcomes:

- Demonstrate emerging proficiency in the knowledge, skills, and attributes associated with the Professional Standards outlined by Speech Pathology Australia
- Apply person-centred, family-centred, and community-centred approaches in optimising communication and swallowing

This assessment task is comprised of five individual tasks. Each task is associated with academic content covered at specific points in the term, either in the recorded lectures and online activities or during in-person tutorials (e.g., Task 1 relates to content taught in Week 2). Each task requires applying your academic knowledge to your current and/or previous placement experiences in order to make actionable recommendations for your "future clinical self." While the assessment task is not due until Week 12, you are encouraged to begin each reflective task in the week following when that content was covered (e.g., for Task 1, begin writing the reflection by the end of Week 3) so that the academic content is fresh in your mind.

Each of the first three tasks requires use of a specific reflection model initially learned in Week 1 and then practised during the week where the academic content forms the basis for the reflection. For example, the Driscoll model is first taught in Week 1, then practised in Week 3 when learning about community-centred practice, and then used for Task 2 of this assessment (reflection on community-centred practice). The depth of analysis required for the first three tasks is Surface or Surface-to-Critical (see Hill, 2018 handout). For the final two reflections, you may choose whichever model you prefer (D-I-O, Driscoll, or Gibb), noting that the Gibb model will be adapted into a 3-stage model to ensure consistency of length with the other models. The depth of analysis required for the final two tasks is Surface-to-Critical or Critical (Hill, 2018).

Task 1
Topic: Ethical considerations
Model: D-I-O
Analysis depth: Surface, Surface-to-Critical
Content taught: Week 2
Word limit: 400 words

Ethical practice is a key attribute of all health care workers. Speech pathology students and speech pathologists should adhere to The Speech Pathology Australia Code of Ethics (2020). For this task, you are required to consider the content learned in Week 2, together with the SPA Professional Standards and prior learning in the course, and reflect upon how one of the ethical values or principles outlined in the SPA Code of Ethics has informed your practice as a speech pathology student thus far and how it will be utilised by your future clinical self.

Task 2
Topic: Community-centred practice
Model: Driscoll
Analysis depth: Surface, Surface-to-Critical
Content taught: Week 3
Word limit: 400 words

Regardless of our work setting, speech pathologists must be aware of the importance of community-centred practice and the role of speech pathologists in enabling community-centred practice. For this task, you are required to consider the content learned in Week 3, together with the SPA Professional Standards and prior learning in the course, and reflect upon how the community-centred practice philosophy has informed your practice as a speech pathology student thus far and how it will be utilised by your future clinical self.

Task 3
Topic: Communicating effectively
Model: Gibb (adapted version)
Analysis depth: Surface, Surface-to-Critical
Content taught: Week 4
Word limit: 400 words

While all health professionals must be effective communicators, this is especially important for speech pathologists who support individuals with additional communication needs. For this task, you are required to consider the content learned in Week 4, together with the SPA Professional Standards and prior learning in the course, and reflect upon how effective communication (spoken and/or written) has informed your practice as a speech pathology student thus far and how it will be utilised by your future clinical self.

Task 4
Topic: Interprofessional practice
Model: Your choice (DIO, Driscoll, or adapted Gibb)
Analysis depth: Surface-to-Critical, Critical
Content taught: Weeks 5-8
Word limit: 500 words

Regardless of your practice setting, there is a high likelihood that you will be collaborating with health and education professionals from a range of disciplines. It is known that interprofessional collaboration is important to effectively and efficiently meet the needs of the individuals we serve and also to prevent adverse outcomes. For this task, you are required to consider the content learned in Weeks 5-8 via the IPE modules, together with the SPA Professional Standards and prior learning in the course, and reflect upon how interprofessional collaboration has informed your practice as a speech pathology student thus far and how it will be utilised by your future clinical self. You must attach the assessment plan and intervention plan you completed with your IPE team as an Appendix to this assessment, but the content is not included in the word limit. All sections in both plans must be completed in sufficient detail for another clinician/team to follow. Ensure all acronyms are explained.

Task 5
Topic: Working with Aboriginal and Torres Strait Islander Peoples
Model: Your choice (DIO, Driscoll, or adapted Gibb)
Analysis depth: Surface-to-Critical, Critical
Content taught: Week 9
Word limit: 500 words

This task requires you to have completed the Clinical Yarning modules (https://lms.wacrh.uwa.edu.au/course/view.php?id=7), which takes approximately two hours to complete. For this task, you are required to consider the content learned in Week 9, together with the SPA Professional Standards and prior learning in the course, and reflect upon how your learning about Aboriginal and Torres Strait Islander Peoples has informed your practice as a speech pathology student thus far and how it will be utilised by your future clinical self.

The full Task Description will be provided in Moodle.

Assessment Due Date
Week 12 Wednesday (2 Oct 2024) 6:00 pm AEST

The assignment is to be uploaded to Moodle

Return Date to Students
Exam Week Wednesday (16 Oct 2024)

Grades and feedback will be uploaded to Moodle

Weighting
50%
Minimum mark or grade
This is a MUST PASS assessment task. You must achieve a grade of at least 50% to pass this assessment task.
Assessment Criteria
There are 3 marking criteria that will be used to assess Assessment 3 for SPCH13006:

1. The first criterion focuses on how accurately you have applied the components of the required (tasks 1-3) and chosen (tasks 4-5) reflection models (DIO, Driscoll, and adapted Gibbs). This criterion is worth 25% of this assessment grade.
2. The second criterion focuses on how effectively you have applied the required depth of analysis (Hill, 2018) for each task (e.g., Surface/Surface-to-Critical for Tasks 1-3; Surface-to-Critical/Critical for Tasks 4-5), including the specificity of your analysis and recommendations. This criterion is worth 60% of this assessment grade.
3. The third criterion focuses on the accuracy of your referencing and the clarity of your writing style, including vocabulary choice, sentence formulation, within-paragraph cohesion, and across-paragraph coherence. This criterion is worth 15% of this assessment grade, however reduced clarity and inadequate referencing may additionally impact marks for the other three criteria above.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
This assessment must be uploaded to Moodle by the due date/time.

Learning Outcomes Assessed

- Demonstrate emerging proficiency in the knowledge, skills, and attributes associated with the professional standards outlined by Speech Pathology Australia
- Apply person-centred, family-centred, and community-centred approaches in optimising communication and swallowing

4 Record of WIL Experiences

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
You must complete a Work Integrated Learning Log showing the clinical experiences/hours you accumulated at your sessional placement. At the completion of the placement, this form must be signed by both you and your PE. You must then submit the form via Moodle within one week of the completion of your sessional placements. The specific record form that is to be used and the instructions for completion is available on the CB87 Speech Pathology Course Moodle.

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

The WIL log is to be uploaded to Moodle within one week of completion of your sessional placement

Return Date to Students

There are no items to return for this task

Weighting
Pass/Fail

Minimum mark or grade
This is a must pass assessment requirement. A completed and signed Work Integrated Learning Log 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 Work Integrated Learning Log provided to you by the Practice Education Coordinator within one week of completing your placement. Instructions for completion are available on the record form that has been provided to you on the CB87 Speech Pathology Course Moodle.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Students will upload completion of the WIL log to Moodle within one week of completion of the sessional placement

Learning Outcomes Assessed

- Document and track the work-integrated learning experiences gained across areas of communication and swallowing

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