



CAUD8017

Clinical Practicum IV

Session 1, In person-scheduled-weekday, North Ryde 2024

Department of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Changes from Previous Offering</u>	7
<u>Inclusion and Diversity</u>	8
<u>Professionalism</u>	8

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Yee-Foong Stone

yee-foong.stone@mq.edu.au

Chevelle Krumins

chevelle.krumins@mq.edu.au

Lecturer

Juan Pablo Faundez Astudillo

juanpablo.faundez@mq.edu.au

by Appointment

Credit points

10

Prerequisites

CAUD813 or CAUD8013

Corequisites

Co-badged status

Unit description

This unit is offered on a pass/fail basis. This unit is a continuation of students' development of clinical skills and aims to consolidate knowledge and practical skills in audiological assessment and audiological rehabilitation. Emphasis is placed upon students using problem-solving and critical analysis skills to apply the information they have gained throughout the unit in a clinical setting.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

ULO1: Extend and consolidate audiological assessment and rehabilitative skills.

ULO2: Demonstrate independence and participation in clinical settings in line with expectations for final year students; particularly with standard caseloads

ULO3: Apply problem solving and critical analysis skills to the information gained

throughout the course in a clinical setting.

ULO4: Exemplify a professional approach to audiological clinical casework.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Cinical placement documents</u>	20%	Yes	midnight Wed following last day of placement
<u>Clinical Examination</u>	20%	Yes	within formal exam period
<u>Viva examination</u>	20%	Yes	within formal exam period
<u>Quiz</u>	20%	Yes	1pm Fri 22nd March to 1pm Sun 24th March
<u>Mock viva assessment</u>	20%	Yes	midnight Monday 22nd April

Cinical placement documents

Assessment Type ¹: Field work task

Indicative Time on Task ²: 7 hours

Due: **midnight Wed following last day of placement**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

students to submit documents related to clinical placements

On successful completion you will be able to:

- Extend and consolidate audiological assessment and rehabilitative skills.
- Demonstrate independence and participation in clinical settings in line with expectations for final year students; particularly with standard caseloads
- Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.
- Exemplify a professional approach to audiological clinical casework.

Clinical Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 14 hours

Due: **within formal exam period**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Written examination

On successful completion you will be able to:

- Extend and consolidate audiological assessment and rehabilitative skills.
- Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.
- Exemplify a professional approach to audiological clinical casework.

Viva examination

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 14 hours

Due: **within formal exam period**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Oral exam with two cases provided to student.

On successful completion you will be able to:

- Extend and consolidate audiological assessment and rehabilitative skills.
- Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.
- Exemplify a professional approach to audiological clinical casework.

Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 8 hours

Due: **1pm Fri 22nd March to 1pm Sun 24th March**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Questions focus on applying theory to practice

On successful completion you will be able to:

- Extend and consolidate audiological assessment and rehabilitative skills.
- Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.

Mock viva assessment

Assessment Type ¹: Non-academic writing

Indicative Time on Task ²: 10 hours

Due: **midnight Monday 22nd April**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

develop a case and marking guide for a mock viva exam

On successful completion you will be able to:

- Extend and consolidate audiological assessment and rehabilitative skills.
- Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Classes may be a mix of online and face to face tutorials.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Changes from Previous Offering

Session 1 unit runs out of session. Classes tailored to student according to areas of weakness.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Edit

Unit information based on version 2024.01R of the [Handbook](#)