



# CAUD810

## Community Audiology

S2 Day 2014

*Linguistics*

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## General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

CAUD814 and CAUD818

Corequisites

Co-badged status

Unit description

This unit explores the role of audiology in the public health domain. It identifies the need for and role of remote delivery of hearing health services as well as service delivery models for different populations (such as Indigenous communities). Models of community programs and their effectiveness in targeting the needs of the community are discussed.

## 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:

1. Knowledge • Evaluate the key current theories and research concerning delivery of audiological services to diverse populations in Australian and internationally. • Re-frame existing knowledge of audiological practice to suit the perspective of a diverse population group.
2. Skills • Synthesise existing professional knowledge and apply creatively to diverse populations. • Critique current methods of health service delivery to diverse populations.
3. Application of Knowledge • Develop health communication project/s applicable to a low socio-economic group • Develop health interventions applicable to a low socio-economic group

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Community Group Presentation</u></a>	10%	11/8/14
<a href="#"><u>Developing World Assignment</u></a>	25%	15/09/14
<a href="#"><u>Indigenous Ear Health</u></a>	25%	3/11/14
<a href="#"><u>Final Exam</u></a>	40%	Week 14 (TBA exam period)

### Community Group Presentation

Due: **11/8/14**

Weighting: **10%**

See handbook (ilearn)

On successful completion you will be able to:

- 1. Knowledge • Evaluate the key current theories and research concerning delivery of audiological services to diverse populations in Australian and internationally. • Re-frame existing knowledge of audiological practice to suit the perspective of a diverse population group.

### Developing World Assignment

Due: **15/09/14**

Weighting: **25%**

See handbook (ilearn)

On successful completion you will be able to:

- 1. Knowledge • Evaluate the key current theories and research concerning delivery of audiological services to diverse populations in Australian and internationally. • Re-frame existing knowledge of audiological practice to suit the perspective of a diverse population group.
- 2. Skills • Synthesise existing professional knowledge and apply creatively to diverse populations. • Critique current methods of health service delivery to diverse populations.
- 3. Application of Knowledge • Develop health communication project/s applicable to a low socio-economic group • Develop health interventions applicable to a low socio-economic group

## Indigenous Ear Health

Due: **3/11/14**

Weighting: **25%**

See handbook (iLearn)

On successful completion you will be able to:

- 1. Knowledge • Evaluate the key current theories and research concerning delivery of audiological services to diverse populations in Australian and internationally. • Re-frame existing knowledge of audiological practice to suit the perspective of a diverse population group.
- 2. Skills • Synthesise existing professional knowledge and apply creatively to diverse populations. • Critique current methods of health service delivery to diverse populations.

## Final Exam

Due: **Week 14 (TBA exam period)**

Weighting: **40%**

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On successful completion you will be able to:

- 1. Knowledge • Evaluate the key current theories and research concerning delivery of audiological services to diverse populations in Australian and internationally. • Re-frame existing knowledge of audiological practice to suit the perspective of a diverse population group.
- 2. Skills • Synthesise existing professional knowledge and apply creatively to diverse populations. • Critique current methods of health service delivery to diverse populations.
- 3. Application of Knowledge • Develop health communication project/s applicable to a low socio-economic group • Develop health interventions applicable to a low socio-economic group

## Delivery and Resources

Lectures will be delivered in class and online. See timetable and iLearn for details.

## Policies and Procedures

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

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- 1. Knowledge • Evaluate the key current theories and research concerning delivery of audiological services to diverse populations in Australian and internationally. • Re-frame existing knowledge of audiological practice to suit the perspective of a diverse population group.
- 2. Skills • Synthesise existing professional knowledge and apply creatively to diverse populations. • Critique current methods of health service delivery to diverse populations.

#### Assessment tasks

- Community Group Presentation
- Developing World Assignment
- Indigenous Ear Health
- Final Exam

### PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

#### Learning outcomes

- 1. Knowledge • Evaluate the key current theories and research concerning delivery of audiological services to diverse populations in Australian and internationally. • Re-frame existing knowledge of audiological practice to suit the perspective of a diverse population group.
- 2. Skills • Synthesise existing professional knowledge and apply creatively to diverse populations. • Critique current methods of health service delivery to diverse populations.

## Assessment tasks

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- Final Exam

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- 2. Skills • Synthesise existing professional knowledge and apply creatively to diverse populations. • Critique current methods of health service delivery to diverse populations.
- 3. Application of Knowledge • Develop health communication project/s applicable to a low socio-economic group • Develop health interventions applicable to a low socio-economic group

## Assessment tasks

- Developing World Assignment
- Indigenous Ear Health
- Final Exam

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcome

- 3. Application of Knowledge • Develop health communication project/s applicable to a low socio-economic group • Develop health interventions applicable to a low socio-economic group

## Assessment tasks

- Developing World Assignment

- Final Exam

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcome

- 3. Application of Knowledge • Develop health communication project/s applicable to a low socio-economic group • Develop health interventions applicable to a low socio-economic group

### Assessment tasks

- Developing World Assignment
- Final Exam

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcome

- 3. Application of Knowledge • Develop health communication project/s applicable to a low socio-economic group • Develop health interventions applicable to a low socio-economic group

### Assessment tasks

- Developing World Assignment
- Final Exam