



CAUD813

Clinical Practicum III

S2 Day 2018

Dept of Linguistics

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General Information

Unit convenor and teaching staff

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Chevelle Krumins

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Credit points

4

Prerequisites

CAUD808

Corequisites

Co-badged status

Unit description

This unit aims to further develop knowledge and practical skills in audiological assessment and management of adults and children over the age of five years. Students will also develop skills in assessment of younger children and those which are more difficult to assess. Skills will be further developed in the area of aural rehabilitation including the fitting of hearing devices to adults and outcome assessments. Emphasis is placed upon students using problem solving and critical analysis skills to apply the information they have gained throughout the course 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:

1. To extend and consolidate audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management
2. To build on skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations
3. To advance students' knowledge on hearing aids, their features, styles and apply this in a clinical context

4. To further develop skills in written and verbal correspondence with clients, their significant others and other professionals
5. To master a professional approach to audiological casework

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Clinical Reorientation</u>	20%	Yes	week 2 sem 1
<u>Clinical Placement Portfolio</u>	20%	Yes	after placement
<u>Online Quiz</u>	20%	Yes	week 6
<u>Student presentations</u>	20%	Yes	Week 12
<u>Clinical Examination</u>	20%	No	exam period

Clinical Reorientation

Due: **week 2 sem 1**

Weighting: **20%**

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

This has been completed in Sem 1 due to the nature of the task.

Clinical Re-orientation

Due: week 2

Weighting: 20% T

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

PART A

Conduct an initial audiological assessment for an adult. You will adopt the role of “student clinician” and the First Year student will be your “client”. You have a one-hour and 15 minute appointment to carry out an initial assessment on your client. Students are expected to make clinical decisions in regards to the procedures performed in accordance with the client’s needs, the time allocated and the equipment available. Students will be expected to also accurately document the notes of the assessment in a Microsoft Word document. Students are required to consider and reflect on their own clinical practice. The following is a guideline of what students should address: “What assumptions did I make which may have affected my decisions and/or appointment outcomes? What do I need to improve on and how and when am I going to achieve this? What have I learned about myself as a student clinician and my ability to deal with clients independently?”

This Assessment Task relates to the following Learning Outcomes:

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- To master a professional approach to audiological casework

On successful completion you will be able to:

1. To extend and consolidate audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management
2. To build on skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations

Clinical Placement Portfolio

Due: **after placement**

Weighting: **20%**

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

Due: after placement

Weighting: 20%

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

This includes:

- Clinical Educators' evaluations on student progress on clinical placements;
- Submission of clinical placement documents from each student for each clinical placement Due by 5pm on Wednesday following the last day of placement within one location/ single CE. This Assessment Task relates to the following Learning Outcomes:
 - To extend and consolidate audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management
 - To build on skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations
 - To advance students' knowledge on hearing aids, their features, styles and apply this in a clinical context
 - To further develop skills in written and verbal correspondence with clients, their significant

others and other professionals

- To master a professional approach to audiological casework

On successful completion you will be able to:

- 1. To extend and consolidate audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management
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Online Quiz

Due: **week 6**

Weighting: **20%**

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

Due: week 6

Weighting: 20%

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

An online quiz will be held on the dates below assessing knowledge from the current and preceding clinical units. This will also incorporate content from first year theoretical units. Students are advised to review results interpretation, test battery, rehabilitation, paediatrics and foundation sciences of audiology.

This Assessment Task relates to the following Learning Outcomes:

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Student presentations

Due: **Week 12**

Weighting: **20%**

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

Due: week 8

Weighting: 20%

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

Students are required to prepare a presentation based on their clinical experiences. The format/content of the presentation is at the discretion of the student; however, professionalism must be maintained. Students can be creative in their choice of topic or style of presentation. The aim is to share and educate classmates on an aspect of clinical practice. An interactive component is required within the presentation to engage the class.

Some examples are:

1. A presentation of case history information only and a discussion raised regarding the predicted results and management;
2. A presentation of report writing styles/differences e.g. showing the differences between a student's report and their Clinical Educator's report;
3. A presentation on a particular pathology;
4. A discussion/presentation on client interactions/dynamics of the appointment; etc.

This Assessment Task relates to the following Learning Outcomes:

- To further develop skills in written and verbal correspondence with clients, their significant others and other professionals
- To master a professional approach to audiological casework

On successful completion you will be able to:

- 4. To further develop skills in written and verbal correspondence with clients, their significant others and other professionals
- 5. To master a professional approach to audiological casework

Clinical Examination

Due: **exam period**

Weighting: **20%**

Due: exam period

Weighting: 20%

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

Students are required to undertake a clinical examination after the conclusion of the semester.

The exam has two parts:

Part 1: focuses on communication within a client appointment

Part 2: focuses on paediatric testing and clinical decision making

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On successful completion you will be able to:

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- 2. To build on skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations

Delivery and Resources

Delivery is through face to face sessions and clinical placements

Unit Schedule

1. 30th August 1pm Chevelle Krumins

Overview and Feedback from exams

29th September 1.30pm Yee-Foong

Case integration

2. 10th October 12pm Chevelle Krumins

Focus on adult cases

3. 25th October 2pm Chevelle Krumins

Referral pathways and paediatric cases

4. 30th October 2pm Chevelle Krumins

Student presentations and review class

Learning and Teaching Activities

Clinical Re-orientation

Students will be provided with the opportunity to re-orientate themselves to the clinical setting through allocated sessions for testing First Year Audiology students. Students will be expected to conduct an initial assessment in the time allocated, practice their assessment techniques and conduct themselves in a professional manner.

Clinical Placements

Clinical placements are typically arranged in one-week block placements over a seven-week period. All students will be allocated a minimum of two block placements over each semester. In addition, placements may be allocated during the mid-year and end-of-year breaks. Role expectations within the clinical placement can be found in the Guidelines of Clinical Practice. All students are expected to have read this prior to attending clinical placements. It is compulsory that students attend all clinical placements. In the event that it is not possible for you to attend a clinical placement during the specified block period, you must inform the Clinical Coordinator(s) and your Clinical Educator. These measures are necessary to avoid inconvenience to patients/clients and Clinical Educators. A medical certificate (or other relevant documentation) may be required if you do not attend clinical placements (at the discretion of the Clinical Coordinator(s)). Students are not permitted to swap placements. All costs (including transport, accommodation and food) are the responsibility of the student. Information regarding competitive grants such as those from NSW Health, Services for Australian Rural and Remote Allied Health (SARRAH) and Audiology Australia will be made available to students as applicable. All students are encouraged to apply, where eligible. All students will be assigned clinical placements by their Clinical Coordinator(s). These form a compulsory part of the program. The clinical placement roster is distributed during the semester. Students are also encouraged to take part in additional hearing screening activities such as those during Hearing Awareness Week and Veronica James Science Challenge for Hearing Impaired Children. These events may involve attendance on a weekend and students will be notified of these events through iLearn. Students must comply with the requirements for clinical placements within various organisations. Students are required to read the NSW Health Code of Conduct prior to a clinical placement within a NSW Health facility and to sign a form acknowledging this accordingly.

Tutorials

Tutorial topics are designed to reinforce key clinical concepts and to further explore areas that are particularly interesting or problematical. Students are expected to participate actively in tutorial sessions.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, 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.

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) 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

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.

Graduate Capabilities

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 outcomes

- 1. To extend and consolidate audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management
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- 3. To advance students' knowledge on hearing aids, their features, styles and apply this in a clinical context
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Assessment tasks

- Clinical Reorientation
- Clinical Placement Portfolio

- Online Quiz
- Student presentations
- Clinical Examination

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. To extend and consolidate audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management
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Assessment tasks

- Clinical Reorientation
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- Clinical Examination

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. To extend and consolidate audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management
- 2. To build on skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations
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Assessment tasks

- Clinical Reorientation
- Clinical Placement Portfolio
- Online Quiz
- Student presentations
- Clinical Examination

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 outcome

- 1. To extend and consolidate audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management

Assessment tasks

- Clinical Reorientation
- Clinical Placement Portfolio
- Online Quiz
- Clinical Examination

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 outcomes

- 2. To build on skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations
- 4. To further develop skills in written and verbal correspondence with clients, their significant others and other professionals

Assessment tasks

- Clinical Reorientation

- Online Quiz
- Student presentations
- Clinical Examination

Changes since First Published

Date	Description
06/08/2018	Due date for student presentations changed from week 8 to week 12.