



CAUD808

Clinical Practicum II

S2 Day 2018

Dept of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Learning and Teaching Activities</u>	7
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9

Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

CAUD804

Corequisites

Co-badged status

Unit description

This unit aims to provide students with the opportunity to consolidate their knowledge of audiological assessment and to further develop a professional approach to audiological casework. The unit builds on the knowledge from CAUD804 and also includes an understanding of paediatric assessment strategies for children under the age of five years. Students develop skills in audiological reporting and further develop an understanding of ABR, OAE and vestibular assessment. Students also further develop their understanding of hearing aid features and styles, and their application.

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:

To demonstrate knowledge and practical skills in audiological assessment including hearing assessment of adults and older children, acoustic immittance measurement, and adult speech discrimination testing techniques;

To build on students' skills in audiological reporting and interpretation;

To demonstrate an understanding of paediatric assessment strategies for children under the age of five years;

To develop skills in the application and uses of objective assessments such as ABR and OAE in adult and paediatric populations;

To differentiate different vestibular tests and interpret their results; and

To advance students' knowledge on hearing aids, their features and styles, and to apply this in a clinical context.

General Assessment Information

NOTE: Due weeks are based on standard university academic calendar weeks.

The assessment tasks have been designed to enable students to demonstrate their ability to apply theoretical knowledge in a clinical environment. All assessment tasks are compulsory. The evaluation of CAUD808 is with either a 'Satisfactory' or an 'Unsatisfactory' grade. An unsatisfactory grade is issued based on any of the following: feedback from clinical educators, students' lack of clinical competence, unprofessional behaviour and conduct, failure to submit or late submission of clinical placement documents and/or exercise portfolio or unsatisfactory performance on assessment tasks.

How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via [ASK.mq.edu.au](https://ask.mq.edu.au) and provide suitable supporting documentation

Late Assignment Submission

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.
- Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Mid Semester Quiz</u>	20%	Yes	Week 8
<u>Clinical Placements</u>	20%	Yes	Wednesday following placement
<u>Exercise Portfolio</u>	20%	Yes	Weeks 8 and 12
<u>Acoustic reflex basic skills</u>	20%	Yes	Mid session
<u>Final Exams</u>	20%	Yes	Exam period

Mid Semester Quiz

Due: **Week 8**

Weighting: **20%**

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

The mid-semester quiz assesses students' ability to understand basic concepts and tie in knowledge from theoretical units CAUD805, CAUD805 and CAUD807.

On successful completion you will be able to:

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- To build on students' skills in audiological reporting and interpretation;
- To demonstrate an understanding of paediatric assessment strategies for children under the age of five years;
- To differentiate different vestibular tests and interpret their results; and

Clinical Placements

Due: **Wednesday following placement**

Weighting: **20%**

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

Students are required to submit documents from their clinical placement (including clinical hours, learning goals and ratings, clinical reflection and evaluation of the clinical educator/placement),

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- To demonstrate an understanding of paediatric assessment strategies for children under the age of five years;
- To develop skills in the application and uses of objective assessments such as ABR and OAE in adult and paediatric populations;
- To differentiate different vestibular tests and interpret their results; and
- To advance students' knowledge on hearing aids, their features and styles, and to apply this in a clinical context.

Exercise Portfolio

Due: **Weeks 8 and 12**

Weighting: **20%**

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

Students will be required to complete a clinical exercise portfolio which includes various tasks obtained during and outside of clinical placements. The portfolio is aimed at building students' clinical skills, consolidating key concepts from CAUD808 as well as CAUD804, CAUD805, CAUD806 and CAUD807.

On successful completion you will be able to:

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- To develop skills in the application and uses of objective assessments such as ABR and OAE in adult and paediatric populations;
- To differentiate different vestibular tests and interpret their results; and
- To advance students' knowledge on hearing aids, their features and styles, and to apply this in a clinical context.

Acoustic reflex basic skills

Due: **Mid session**

Weighting: **20%**

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

Students will be assessed on carrying out the following clinical procedures: Otoscopy, Tympanometry and Acoustic Reflex assessments on another student. Troubleshooting and interpretation skills will also be assessed.

On successful completion you will be able to:

- To demonstrate knowledge and practical skills in audiological assessment including hearing assessment of adults and older children, acoustic immittance measurement, and adult speech discrimination testing techniques;
- To differentiate different vestibular tests and interpret their results; and

Final Exams

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 AND a viva voce exam at the conclusion of the semester. The exams are based from the clinical competencies.

Clinical Exam -Part 1:

The examination will include a simulation of a full diagnostic audiology test. Students will be required to conduct a pure tone audiogram on the computer simulator, access other case information from the simulator, integrate ALL results and write a report to the referring doctor.

Clinical Exam - Part 2:

This part involves short answer questions based on interpretations related to a hearing aid case as well as clinical concepts related to hearing devices.

Viva Voce exam:

Students are required to complete a viva voce exam (spoken exam). The exam assesses theoretical concepts (through the clinical case provided) and assess students' integration skills. This assessment can cover any material taught in the first year of study and provides students with an opportunity to demonstrate their application of theoretical and practical knowledge.

On successful completion you will be able to:

- To demonstrate knowledge and practical skills in audiological assessment including hearing assessment of adults and older children, acoustic immittance measurement, and adult speech discrimination testing techniques;
- To build on students' skills in audiological reporting and interpretation;
- To demonstrate an understanding of paediatric assessment strategies for children under the age of five years;

- To differentiate different vestibular tests and interpret their results; and
- To advance students' knowledge on hearing aids, their features and styles, and to apply this in a clinical context.

Delivery and Resources

There is a mix of face to face tutorials, practica and clinical placement components in this unit.

Learning and Teaching Activities

Clinical Placements

Clinical placements are typically arranged in one-week block placements over a six-week period. All students will be allocated a minimum of two block placements over each semester. In addition, placements may be allocated during the end of year break where available. Over the two-year period, students will attend a minimum of ten clinical weeks (or equivalent). Placements will be in both Sydney metropolitan areas as well as regional areas. All placements are donated to the University and the proportion of Sydney vs. regional placements varies from semester to semester. All attempts will be made to keep allocation of regional placements equivalent.

Case log

Case Log Students are required to collect a minimum of at least five (5) cases from their clinical placements. This log can be used for in-class tutorials where case sharing is required. Students will need to ask permission to copy case information and all case information must be de-identified.

Tutorials

Tutorials fall within a two-week clinical preparation period. Classes are generally held Mondays to Fridays from 9am–12pm and 2pm–5pm, unless otherwise stated in the timetable. Room locations may vary and students must consult the timetable provided. The schedule is subject to change and any variations will be e-mailed or posted on iLearn. 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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

- To demonstrate knowledge and practical skills in audiological assessment including hearing assessment of adults and older children, acoustic immittance measurement, and adult speech discrimination testing techniques;
- To build on students' skills in audiological reporting and interpretation;

Assessment tasks

- Mid Semester Quiz
- Clinical Placements
- Exercise Portfolio
- Acoustic reflex basic skills
- Final Exams

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

- To demonstrate knowledge and practical skills in audiological assessment including hearing assessment of adults and older children, acoustic immittance measurement, and adult speech discrimination testing techniques;
- To build on students' skills in audiological reporting and interpretation;

- To demonstrate an understanding of paediatric assessment strategies for children under the age of five years;
- To develop skills in the application and uses of objective assessments such as ABR and OAE in adult and paediatric populations;
- To differentiate different vestibular tests and interpret their results; and
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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 outcome

- To build on students' skills in audiological reporting and interpretation;

Assessment tasks

- Mid Semester Quiz
- Clinical Placements
- Exercise Portfolio
- Acoustic reflex basic skills
- Final Exams

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

- To demonstrate knowledge and practical skills in audiological assessment including hearing assessment of adults and older children, acoustic immittance measurement, and adult speech discrimination testing techniques;
- To build on students' skills in audiological reporting and interpretation;
- To differentiate different vestibular tests and interpret their results; and

Assessment tasks

- Mid Semester Quiz
- Clinical Placements
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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

- To advance students' knowledge on hearing aids, their features and styles, and to apply this in a clinical context.

Assessment tasks

- Clinical Placements
- Exercise Portfolio
- Acoustic reflex basic skills
- Final Exams