



# CAUD808

## Clinical Practicum II

S2 Day 2019

*Dept of Linguistics*

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## General Information

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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 evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies

To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms

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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Mid session in-class quiz</u>	20%	Yes	Mid session
<u>Clinical Placements</u>	20%	Yes	Wednesday following placement
<u>Exercise Portfolio</u>	20%	Yes	Mid session and Wk 12
<u>Acoustic Reflex assessment</u>	20%	Yes	Mid session
<u>Final exams</u>	20%	Yes	End of year exam period

### Mid session in-class quiz

Due: **Mid session**

Weighting: **20%**

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

The mid-session quiz assesses students' ability to understand basic concepts from previous units and tie in knowledge from theoretical units CAUD805, CAUD806 and CAUD807.

This Assessment Task relates to the following 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 evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- 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

On successful completion you will be able to:

- To evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms
- 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.

## 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),

This Assessment Task relates to the following 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 evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies;
- To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms;

- 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.

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 evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms
- 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: **Mid session and Wk 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.

This Assessment Task relates to the following 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 evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies;
- To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms;
- 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.

On successful completion you will be able to:

- To evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms
- 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 assessment

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.

This Assessment Task relates to the following 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

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;

## Final exams

Due: **End of year 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 (oral 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.

These Assessment Task relates to the following 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 evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies;
- To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms
- 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.

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;
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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.

## **Delivery and Resources**

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

## **Unit Schedule**

Topics to be covered:

1. PTA simulations - revisiting common errors and Written communication
2. Review of OAE and ABR
3. Issues regarding Open Fit Hearing Aids
4. Paediatric Case Based Studies
5. Hearing Devices Practical Aspects - cases
6. Vestibular Review
7. OAE and ABR: Cases and reporting results
8. Small group sessions (case histories and explaining results)
9. vHIT Practical session
10. Exam review



## 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 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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 evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- To demonstrate an understanding of paediatric assessment strategies for children under the age of five years;
- To advance students' knowledge on hearing aids, their features and styles, and to apply this in a clinical context.

## Assessment tasks

- Mid session in-class quiz
- Clinical Placements
- 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 evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms
- To demonstrate an understanding of paediatric assessment strategies for children under the age of five years;
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- To advance students' knowledge on hearing aids, their features and styles, and to apply this in a clinical context.

## Assessment tasks

- Mid session in-class quiz
- Clinical Placements
- Exercise Portfolio
- Acoustic Reflex assessment
- Final exams

## 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**

- To evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms
- 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.

## **Assessment tasks**

- Mid session in-class quiz
- Clinical Placements
- Exercise Portfolio
- Acoustic Reflex assessment
- Final exams

## **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**

- To evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- To develop hypotheses regarding the probable type & site of lesion/dysfunction in clients with auditory symptoms
- To advance students' knowledge on hearing aids, their features and styles, and to apply this in a clinical context.

## **Assessment tasks**

- Mid session in-class quiz
- Clinical Placements

- Exercise Portfolio
- 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 evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- 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.

### Assessment tasks

- Clinical Placements
- Acoustic Reflex assessment
- Final exams

## 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 outcomes

- To evaluate the consistency of results across the basic audiological test battery & recommends further action to resolve inconsistencies &/or inadequacies
- 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.

## **Assessment task**

- Clinical Placements