



# CAUD813

## Clinical Practicum III

S1 Day 2019

*Dept of Linguistics*

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#### Disclaimer

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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:

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

## 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 CAUD813 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 assessment portfolio, 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](https://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>Clinical Re-orientation</u>	20%	Yes	week 3
<u>Clinical Placement Portfolio</u>	20%	Yes	after placement
<u>Online Quiz</u>	20%	Yes	week 7
<u>Student Presentations</u>	20%	Yes	week 11
<u>Clinical Examination</u>	20%	Yes	exam period

### Clinical Re-orientation

Due: **week 3**

Weighting: **20%**

**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?”

On successful completion you will be able to:

- 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 further develop skills in written and verbal correspondence with clients, their

significant others and other professionals

- To master a professional approach to audiological casework

## Clinical Placement Portfolio

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.

On successful completion you will be able to:

- 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

## Online Quiz

Due: **week 7**

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.

On successful completion you will be able to:

- 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

## Student Presentations

Due: **week 11**

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.

On successful completion you will be able to:

- 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

## Clinical Examination

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

On successful completion you will be able to:

- 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

## Delivery and Resources

Delivery is through face to face sessions and clinical placements.

## Unit Schedule

1	
Overview and Feedback from Exams	Chevelle Krumins
Otis simulator practice cases	Yee-Foong Stone & Chevelle Krumins
2	
Review of rehabilitation appointments	Chevelle Krumins
Clinical Symposium	Chevelle Krumins and clinic staff
Case Integration	Yee-Foong Stone
3	
Self-directed simulator practice	Chevelle Krumins
4	
Communicating without jargon	Chevelle Krumins
5	
Student presentations	Yee-Foong Stone & Chevelle Krumins
6	
Review class	Yee-Foong Stone

## 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](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 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](http://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](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)

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 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

### Assessment tasks

- Clinical Re-orientation
- 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

- 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

### Assessment tasks

- Clinical Re-orientation
- Clinical Placement Portfolio
- Online Quiz
- 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

- 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 master a professional approach to audiological casework

### Assessment tasks

- Clinical Re-orientation

- 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

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

### Assessment tasks

- Clinical Re-orientation
- 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

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

### Assessment tasks

- Clinical Re-orientation
- Clinical Placement Portfolio
- Online Quiz

- Student Presentations
- Clinical Examination