



CAUD8008

Clinical Practicum II

Session 2, Special circumstance 2020

Department of Linguistics

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Yee-Foong Stone

yee-foong.stone@mq.edu.au

Chevelle Krumins

chevelle.krumins@mq.edu.au

Credit points

10

Prerequisites

CAUD804 or CAUD8004

Corequisites

Co-badged status

Unit description

This unit is offered on a pass/fail basis. 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 CAUD8004 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:

ULO1: 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; and build on students' skills in audiological reporting and interpretation.

ULO2: Show a understanding of paediatric assessment strategies for children under the age of five years.

ULO3: Generate skills in the application and uses of objective assessments such as ABR and OAE in adult and paediatric populations.

ULO4: Differentiate different vestibular tests and interpret their results.

ULO5: Develop and advance student's knowledge on hearing aids, their features and styles, and to apply this in a clinical context.

ULO6: Create hypotheses regarding the probable type and site of lesion or dysfunction in clients with auditory symptoms.

ULO7: Evaluate the consistency of results across the basic audiological test battery & decide on further action to resolve inconsistencies and or inadequacies

Assessment Tasks

Name	Weighting	Hurdle	Due
Exercise Portfolio	20%	Yes	Week 38
Report writing tasks	20%	Yes	Week 43
Mid semester quiz	20%	Yes	Week 40
Basic skills	20%	Yes	various dates
Written and practical examinations and a viva examination	20%	Yes	In formal examination period

Exercise Portfolio

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 18 hours

Due: **Week 38**

Weighting: **20%**

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

You will complete a portfolio of clinical exercises related to your clinical practicum

On successful completion you will be able to:

- Show a understanding of paediatric assessment strategies for children under the age of five years.
- Generate skills in the application and uses of objective assessments such as ABR and OAE in adult and paediatric populations.
- Differentiate different vestibular tests and interpret their results.

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

Report writing tasks

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 7 hours

Due: **Week 43**

Weighting: **20%**

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

Students required to complete report writing practical tasks based on case information and results

On successful completion you will be able 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; and build on students' skills in audiological reporting and interpretation.
- Show a understanding of paediatric assessment strategies for children under the age of five years.
- Create hypotheses regarding the probable type and site of lesion or dysfunction in clients with auditory symptoms.
- Evaluate the consistency of results across the basic audiological test battery & decide on further action to resolve inconsistencies and or inadequacies

Mid semester quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **Week 40**

Weighting: **20%**

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

Quiz containing a mix of multiple choice, short answer questions.

On successful completion you will be able 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; and build on students' skills in audiological

reporting and interpretation.

- Show a understanding of paediatric assessment strategies for children under the age of five years.
- Generate skills in the application and uses of objective assessments such as ABR and OAE in adult and paediatric populations.
- Differentiate different vestibular tests and interpret their results.
- Develop and advance student's knowledge on hearing aids, their features and styles, and to apply this in a clinical context.
- Create hypotheses regarding the probable type and site of lesion or dysfunction in clients with auditory symptoms.
- Evaluate the consistency of results across the basic audiological test battery & decide on further action to resolve inconsistencies and or inadequacies

Basic skills

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 6 hours

Due: **various dates**

Weighting: **20%**

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

Assessment of practical skills

On successful completion you will be able 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; and build on students' skills in audiological reporting and interpretation.

Written and practical examinations and a viva examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 28 hours

Due: **In formal examination period**

Weighting: **20%**

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

Simulation exam and short answer questions. Viva examination consists of two clinical cases

presented to student.

On successful completion you will be able 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; and build on students' skills in audiological reporting and interpretation.
- Show a understanding of paediatric assessment strategies for children under the age of five years.
- Generate skills in the application and uses of objective assessments such as ABR and OAE in adult and paediatric populations.
- Differentiate different vestibular tests and interpret their results.
- Develop and advance student's knowledge on hearing aids, their features and styles, and to apply this in a clinical context.
- Create hypotheses regarding the probable type and site of lesion or dysfunction in clients with auditory symptoms.
- Evaluate the consistency of results across the basic audiological test battery & decide on further action to resolve inconsistencies and or inadequacies

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Classes delivered online with some face to face practical classes

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.*)

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 or if you are a Global MBA student contact 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) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)

- [Ask a Librarian](#)

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

If you are a Global MBA student contact 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/.

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.