



CAUD8015

Principles of Management of Childhood Deafness

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 Lindsey Van Yper lindsey.vanyper@mq.edu.au
Credit points 10
Prerequisites CAUD8009 and CAUD8010
Corequisites
Co-badged status
Unit description This unit explores the normal development of speech in children and the effect of acquired hearing impairment and/or acquired language disorders on speech perception, production, and the development of oral language in children. Common acquired auditory and language disorders observed clinically are discussed with regard to the management of medical, audiological and speech pathology issues. Issues regarding (re)-habilitation and education are addressed. This unit incorporates a number of site visits to educational facilities and services for children and adults with hearing impairment.

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: Discuss and apply the principles of family-centred practice in the field of early intervention or general management of childhood disorders.

ULO2: Explain the effects of hearing disorders on speech and language development and speech and language processing in children.

ULO3: Discuss the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children, and apply the educational and audiological strategies to clinical cases.

ULO4: Compare and contrast the different approaches to facilitating speech and/or

language acquisition in children with ongoing or permanent hearing loss.

ULO5: Outline the role of the audiologist in providing amplification and related services to children with permanent or ongoing hearing loss, with particular reference to the service model used in Australia.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Problem-based exercise</u>	20%	No	21/09/2020
<u>Exam</u>	40%	No	Exam period
<u>Minimal hearing loss essay</u>	20%	No	17/08/2020
<u>Amplification essay</u>	20%	No	19/10/2020

Problem-based exercise

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 25 hours

Due: **21/09/2020**

Weighting: **20%**

This essay aims to assess your ability to apply the principles outlined in this unit to a clinical case. The details of the essay will be provided to you at the beginning of the semester. It will be assessed according to the assessment criteria outlined. The essay should be no more than 2500 words (excluding references and citations).

On successful completion you will be able to:

- Discuss and apply the principles of family-centred practice in the field of early intervention or general management of childhood disorders.
- Explain the effects of hearing disorders on speech and language development and speech and language processing in children.
- Discuss the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children, and apply the educational and audiological strategies to clinical cases.
- Compare and contrast the different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss.
- Outline the role of the audiologist in providing amplification and related services to

children with permanent or ongoing hearing loss, with particular reference to the service model used in Australia.

Exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 30 hours

Due: **Exam period**

Weighting: **40%**

The exam will integrate the theory learned in this unit. The exam will take place in the university examination period.

On successful completion you will be able to:

- Discuss and apply the principles of family-centred practice in the field of early intervention or general management of childhood disorders.
- Explain the effects of hearing disorders on speech and language development and speech and language processing in children.
- Discuss the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children, and apply the educational and audiological strategies to clinical cases.
- Compare and contrast the different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss.
- Outline the role of the audiologist in providing amplification and related services to children with permanent or ongoing hearing loss, with particular reference to the service model used in Australia.

Minimal hearing loss essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **17/08/2020**

Weighting: **20%**

This essay aims to assess your understanding of the effects of minimal hearing loss, as well as the strategies that are used to manage the effects of hearing loss in children. The details of the essay will be provided to you at the beginning of the semester. It will be assessed according to the assessment criteria outlined. The essay should be no more than 2000 words (excluding references and citations).

On successful completion you will be able to:

- Discuss and apply the principles of family-centred practice in the field of early intervention or general management of childhood disorders.
- Explain the effects of hearing disorders on speech and language development and speech and language processing in children.
- Discuss the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children, and apply the educational and audiological strategies to clinical cases.

Amplification essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **19/10/2020**

Weighting: **20%**

This essay aims to assess your understanding of the different approaches to facilitating outcomes in children with hearing loss. The details of the essay will be provided to you at the beginning of the semester. It will be assessed according to the assessment criteria outlined. The essay should be no more than 2000 words (excluding references and citations).

On successful completion you will be able to:

- Explain the effects of hearing disorders on speech and language development and speech and language processing in children.
- Discuss the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children, and apply the educational and audiological strategies to clinical cases.
- Compare and contrast the different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss.
- Outline the role of the audiologist in providing amplification and related services to children with permanent or ongoing hearing loss, with particular reference to the service model used in Australia.

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

All lectures will be online, either pre-recorded or via zoom.

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](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 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.