



# CAUD8014

## Audiology and Public Health

Session 2, Special circumstance 2020

*Department of Linguistics*

### Contents

<a href="#">General Information</a>	2
<a href="#">Learning Outcomes</a>	2
<a href="#">Assessment Tasks</a>	3
<a href="#">Delivery and Resources</a>	5
<a href="#">Policies and Procedures</a>	5
<a href="#">Changes since First Published</a>	7

#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

#### 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 Margaret Wood <a href="mailto:margaret.wood@mq.edu.au">margaret.wood@mq.edu.au</a>  Piers Dawes <a href="mailto:piers.dawes@mq.edu.au">piers.dawes@mq.edu.au</a>
Credit points 10
Prerequisites CAUD8009 and CAUD8010 and CAUD8012
Corequisites
Co-badged status
Unit description This unit explores the role of audiology in the public health domain. It identifies the need for and role of remote delivery of hearing health services as well as service delivery models for different populations (such as Indigenous communities). Models of community programs and their effectiveness in targeting the needs of the community are discussed.

## 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:** Use theories of public health to demonstrate an advanced understanding of how community-based rehabilitation (CBR) can be applied to prevent, detect or manage hearing loss across a low or middle income population or country.

**ULO2:** Discuss community programs and how they can be integrated and used to bridge the gap between medical and social models of health.

**ULO3:** Identify how interpreters - specifically including AUSLAN interpreters - may be effectively integrated and incorporated into your future clinical practice.

**ULO4:** Demonstrate and apply the principles of human-centred design, and identify its importance in designing complex, implementable solutions.

**ULO5:** Appraise the complex way in which the social determinants of health can affect health outcomes and the consequences of this for socioeconomically disadvantaged communities in Australia and globally.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Community Based Rehabilitation</u>	25%	No	9am Monday 31 August, 2020
<u>Public Health Intervention</u>	10%	No	9am Monday 19th October, 2020
<u>Indigenous Hearing Health</u>	25%	No	9am Monday 5th October, 2020
<u>Exam</u>	40%	No	exam period

### Community Based Rehabilitation

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **9am Monday 31 August, 2020**

Weighting: **25%**

Students will be asked to complete an essay on community based rehabilitation in relation to a specific population. 2500 word maximum length.

On successful completion you will be able to:

- Use theories of public health to demonstrate an advanced understanding of how community-based rehabilitation (CBR) can be applied to prevent, detect or manage hearing loss across a low or middle income population or country.
- Discuss community programs and how they can be integrated and used to bridge the gap between medical and social models of health.
- Appraise the complex way in which the social determinants of health can affect health outcomes and the consequences of this for socioeconomically disadvantaged communities in Australia and globally.

### Public Health Intervention

Assessment Type <sup>1</sup>: Project

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **9am Monday 19th October, 2020**

Weighting: **10%**

Students will be asked to design and present a hypothetical public health intervention. Written material should be no more than 6 pages of 12 point font, with a video/presentation of no more

than 10 minutes.

On successful completion you will be able to:

- Use theories of public health to demonstrate an advanced understanding of how community-based rehabilitation (CBR) can be applied to prevent, detect or manage hearing loss across a low or middle income population or country.
- Discuss community programs and how they can be integrated and used to bridge the gap between medical and social models of health.
- Demonstrate and apply the principles of human-centred design, and identify its importance in designing complex, implementable solutions.

## Indigenous Hearing Health

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **9am Monday 5th October, 2020**

Weighting: **25%**

Students will be asked to review and critique evidence regarding Indigenous hearing health. 2500 word maximum length.

On successful completion you will be able to:

- Use theories of public health to demonstrate an advanced understanding of how community-based rehabilitation (CBR) can be applied to prevent, detect or manage hearing loss across a low or middle income population or country.
- Appraise the complex way in which the social determinants of health can affect health outcomes and the consequences of this for socioeconomically disadvantaged communities in Australia and globally.

## Exam

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **exam period**

Weighting: **40%**

Students will complete a 3 hours plus 10 minute reading time written examination

On successful completion you will be able to:

- Use theories of public health to demonstrate an advanced understanding of how community-based rehabilitation (CBR) can be applied to prevent, detect or manage hearing loss across a low or middle income population or country.

- Discuss community programs and how they can be integrated and used to bridge the gap between medical and social models of health.
  - Identify how interpreters - specifically including AUSLAN interpreters - may be effectively integrated and incorporated into your future clinical practice.
  - Demonstrate and apply the principles of human-centred design, and identify its importance in designing complex, implementable solutions.
  - Appraise the complex way in which the social determinants of health can affect health outcomes and the consequences of this for socioeconomically disadvantaged communities in Australia and globally.
- 

<sup>1</sup> 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.

<sup>2</sup> 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

**ATTENDANCE FULLY ONLINE:** All of your learning activities and assessment tasks will take place via weekday regular attendance in iLearn using Turnitin (assignments) and Zoom (workshops and individual meetings). You will not be required to attend campus for any of your learning activities or assessment tasks until further notice.

## 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](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 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](https://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.

## Changes since First Published

Date	Description
22/07/2020	changes as requester