



# CAUD8015

## Principles of Management of Childhood Deafness

Session 2, In person-scheduled-weekday, North Ryde 2022

*Department of Linguistics*

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## General Information

Unit convenor and teaching staff

Cath McMahon

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Credit points

10

Prerequisites

CAUD8009 and CAUD8010

Corequisites

Co-badged status

Unit description

This unit explores the effect of hearing impairment and/or language disorders in the early years on a range of outcomes in children - including the development of spoken language, psychosocial well-being and socio-cultural identity. The effects of early and effective management are described, including the principles of family-centred practice, and current Australian practice described through the lens of the major service provider organisations who manage hearing loss for this population (Hearing Australia, Next Sense, The Shepherd Centre) and community support organisations.

## 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 other key functional outcomes in children.

**ULO3:** Understand and apply different medical, educational and audiological strategies used to manage the effects of hearing loss in children using a case study approach.

**ULO4:** 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.

## General Assessment Information

The University has a standardised late penalty statement to be used across all written assessments. Please refer to the Assessment procedures for details and deadlines on grade appeals.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Essay</a>	20%	No	30/09/2022
<a href="#">Practice-based exercise</a>	40%	No	21/10/2022
<a href="#">Examination</a>	40%	No	During examination period

### Essay

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

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

Due: **30/09/2022**

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 other key functional outcomes in children.
- Understand and apply different medical, educational and audiological strategies used to manage the effects of hearing loss in children using a case study approach.
- 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.

### Practice-based exercise

Assessment Type <sup>1</sup>: Practice-based task

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **21/10/2022**

Weighting: **40%**

This practice-based task aims to assess your ability to apply principles of family-centred practice and to identify appropriate educational and audiological recommendations to two clinical cases. It will be assessed according to the standard assessment criteria provided for the Master of Clinical Audiology program.

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 other key functional outcomes in children.
- Understand and apply different medical, educational and audiological strategies used to manage the effects of hearing loss in children using a case study approach.

## Examination

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

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **During examination period**

Weighting: **40%**

The aim of this exam is to assess your ability to apply the concepts learnt within this unit to case studies. This will be held within the standard examination time 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 other key functional outcomes in children.
- Understand and apply different medical, educational and audiological strategies used to manage the effects of hearing loss in children using a case study approach.
- 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.

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<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

Lectures and the workshop will be delivered in a hybrid manner. These will predominantly be face-to-face and a Zoom link will be provided for those who cannot attend. Where lecturers cannot attend in-person, these will be delivered exclusively on Zoom.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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.