CAUD8017

Clinical Practicum IV

Session 2, In person-scheduled-weekday, North Ryde 2024

Department of Linguistics

Contents

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General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
CAUD813 or CAUD8013

Corequisites

Co-badged status

Unit description
This unit is offered on a pass/fail basis.This unit is a continuation of students' development of clinical skills and aims to consolidate knowledge and practical skills in audiological assessment and audiological rehabilitation. Emphasis is placed upon students using problem-solving and critical analysis skills to apply the information they have gained throughout the unit 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:

ULO1: Extend and consolidate audiological assessment and rehabilitative skills.

ULO2: Demonstrate independence and participation in clinical settings in line with expectations for final year students; particularly with standard caseloads

ULO3: Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.

ULO4: Exemplify a professional approach to audiological clinical casework.

General Assessment Information
Examination conduct and conditions updated advice for students:

1. You should only attempt an exam if you are well enough to do so. Note: Special Consideration is not normally granted if an exam has already been attempted. If you are unfit/unable to attempt the exam due to an eligible disruption, please do not attempt the exam. For information regarding Special Consideration and how attempting an exam will impact your application, refer to the Special Consideration webpage

2. In the event of illness or significant disruptions during an examination, you must promptly cease your work. If the incident occurs in an invigilated exam setting, you must inform the supervisor or invigilator immediately. If the disruption takes place outside an invigilated setting (e.g. non-invigilated timed assessment), it should be reported immediately to the appropriate course authority. Subsequently, you should promptly consult the Special Consideration webpage to review the FAQs and eligibility requirements and follow the steps to apply.

3. If you attempt an exam or timed assessment without reporting any issues during the assessment process to the supervisor or invigilator (in the case of invigilated exam) or appropriate course authority (unit convenor for example in the case of non-invigilated exam) and then apply for Special Consideration based on illness during the exam, the application will generally not be considered.

Assessment Tasks

Name	Weighting	Hurdle	Due
Cinical placement documents	20%	Yes	11:55pm the Wednesday following the last day of placement
Clinical Examination	20%	Yes	Within formal exam period
Viva examination	20%	Yes	Within formal exam period
Quiz	20%	Yes	2024-08-23
Mock viva assessment	20%	Yes	2024-09-23

Cinical placement documents

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 7 hours
Due: **11:55pm the Wednesday following the last day of placement**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

students to submit documents related to clinical placements

On successful completion you will be able to:

- Extend and consolidate audiological assessment and rehabilitative skills.
- Demonstrate independence and participation in clinical settings in line with expectations for final year students; particularly with standard caseloads
- Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.
- Exemplify a professional approach to audiological clinical casework.

Clinical Examination

Assessment Type [1]: Examination
Indicative Time on Task [2]: 14 hours
Due: **Within formal exam period**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Written examination

On successful completion you will be able to:

- Extend and consolidate audiological assessment and rehabilitative skills.
- Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.
- Exemplify a professional approach to audiological clinical casework.

Viva examination

Assessment Type [1]: Viva/oral examination
Indicative Time on Task [2]: 14 hours
Due: **Within formal exam period**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Oral exam with two cases provided to student.

On successful completion you will be able to:

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- Exemplify a professional approach to audiological clinical casework.

Quiz

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 8 hours
Due: **2024-08-23**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Questions focus on applying theory to practice

On successful completion you will be able to:

- Extend and consolidate audiological assessment and rehabilitative skills.
- Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.

Mock viva assessment

Assessment Type [1]: Non-academic writing
Indicative Time on Task [2]: 10 hours
Due: **2024-09-23**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

develop a case and marking guide for a mock viva exam

On successful completion you will be able to:

- Extend and consolidate audiological assessment and rehabilitative skills.

- Apply problem solving and critical analysis skills to the information gained throughout the course in a clinical setting.

[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 are face to face on campus

Unit Schedule

Date/ Time	Topic	Location	Notes
Tuesday 9th July 2pm-5pm	Unit Overview	Seminar room 1.602/ Chevelle Krumins	
Thursday 11th July 1-4pm	Rehab case examples	Seminar room 1.602/ Chevelle Krumins	
Friday 12th July 9.30am-12.30pm	Objective Assessments	Seminar room 1.602/ Yee-Foong Stone	
Friday 12th July 1.30-4.30pm	Vestibular differential diagnosis	Seminar room 1.602/ Yee-Foong Stone	Pre-class readings on iLearn.
Monday 15th July 9.30am-12.30pm	Implantables - case studies	Seminar room 1.602	Multidisciplinary guests from Cochlear Implant centres eg The Shepherd Centre
Monday 15th July 1-4pm	Manufacturer workshop: Phonak	12SW417 & 421	
Tues 16th July 9am-12pm	Manufacturer workshop: GN ReSound	12SW417 & 421	
Tues 16th July 1-4pm	Manufacturer workshop: Cochlear	12SW417 & 421	
Wednesday 17th July 9am-12pm	Manufacturer workshop: Oticon	12SW417 & 421	
Wednesday 17th July 1-4pm	Manufacturer workshop: Signia/Sivantos	12SW417 & 421	

Date/ Time	Topic	Location	Notes
Thursday 19th July 1-4pm 9am-12pm	Manufacturer workshop: Starkey	12SW417 &421	
Friday 20th July 9.30am-12.30pm	Case development	Seminar room 1.602/Yee-Foong Stone	This class is targeted to assist students with their mock viva assessment task
Tuesday 17th September 9am-12pm OR Friday 20th September 9.30am-12.30pm	Small viva sessions	Seminar room 1.602	Students will sign up to 1 x 1hr small group sessions
Thursday 19th September 9.30am-12.30pm AND 1.30-4.30pm	Delivering the Diagnosis	Seminar room 1.602	Guest: Rebecca Kim from NextSense
Friday 4th October	APD	Seminar room 1.602	Guest: Oskar Stubis from MQ Speech and Hearing Clinic
Fri 18th October 9.30am-12.30pm	Early Intervention and Next Sense Campus tour	NextSense (MQ campus)	Guest: Inge Kaltenbrunn from NextSense
Thursday 24th October 9am-12pm	Review for exams and viva practice	Seminar room 1.602/ Chevelle Krumins	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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 connect.mq.edu.au or if you are a Global MBA student contact 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 an d maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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 Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the Service Connect Portal, 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/.

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance

if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2024.01R of the Handbook