



# CAUD8108

## Clinical Practice in Audiology II

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

*Department of Linguistics*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission into the MCLinAudiology and CAUD8104

Corequisites

Co-badged status

Unit description

The unit builds on your knowledge and skills from CAUD8104. You will extend your knowledge beyond the standard test battery. This includes the selection, adjustment, and fitting of hearing aids to align to client needs and goals; advanced test techniques; and assessment strategies for children under the age of five years. You will develop skills in written communication for audiological reporting.

You will continue to actively learn and participate in clinical placements and use computer simulations to practice audiometric assessment techniques.

## 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:** Apply knowledge and practical skills relating to adult audiological assessment to interpret and integrate results (Capability 1 Scientist & Scholar)

**ULO2:** Formulate a hearing test battery for paediatric clients integrating knowledge of the individuals' physical, cognitive, and linguistic abilities (Capability 2 Practitioner)

**ULO3:** Select, interpret and integrate results from various audiological assessment

techniques to cross check and determine the probable site of lesion (Capability 1 Scientist & Scholar)

**ULO4:** Develop and defend appropriate selection, adjustment and measurement recommendations for hearing devices ensuring that they align to client needs and goals (Capability 2 Practitioner)

**ULO5:** Communicate, interpret and integrate client information (from various sources) and audiological results to develop tailored and appropriate recommendations, including referral pathways (Capability 2 Practitioner)

## General Assessment Information

Students are not permitted to use Generative Artificial Intelligence Tools (GAITs) for any assessment task for this unit. Use of GAITs in these assessment tasks will constitute Academic misconduct. Penalties may apply.

Remember that you are responsible for any piece of work you submit. All work submitted should be your own and not copied from an AI tool.

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

## 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
<u>Viva</u>	40%	Yes	In formal examination period
<u>Exercise Portfolio tasks</u>	20%	Yes	Tasks 1-3 due midnight 26th Aug; tasks 4-6 midnight 7th Oct
<u>Clinical placement documents- learning outcomes, reflection and evaluation</u>	10%	No	by midnight Wed following last day of each placement
<u>Clinical Exam</u>	30%	No	During formal examination period

### Viva

Assessment Type <sup>1</sup>: Viva/oral examination

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

Due: **In formal examination period**

Weighting: **40%**

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

You will complete a Viva assessment incorporating case studies. You may be asked to interpret audiological results, comment on the consistency of results, comment on the possible pathophysiology of cases, and discuss possible rehabilitation and referral pathways.

On successful completion you will be able to:

- Apply knowledge and practical skills relating to adult audiological assessment to interpret and integrate results (Capability 1 Scientist & Scholar)
- Formulate a hearing test battery for paediatric clients integrating knowledge of the individuals' physical, cognitive, and linguistic abilities (Capability 2 Practitioner)
- Select, interpret and integrate results from various audiological assessment techniques to cross check and determine the probable site of lesion (Capability 1 Scientist & Scholar)
- Communicate, interpret and integrate client information (from various sources) and audiological results to develop tailored and appropriate recommendations, including

referral pathways (Capability 2 Practitioner)

## Exercise Portfolio tasks

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

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Tasks 1-3 due midnight 26th Aug; tasks 4-6 midnight 7th Oct**

Weighting: **20%**

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

You will submit a portfolio based on your clinical placement activities

On successful completion you will be able to:

- Apply knowledge and practical skills relating to adult audiological assessment to interpret and integrate results (Capability 1 Scientist & Scholar)
- Formulate a hearing test battery for paediatric clients integrating knowledge of the individuals' physical, cognitive, and linguistic abilities (Capability 2 Practitioner)
- Select, interpret and integrate results from various audiological assessment techniques to cross check and determine the probable site of lesion (Capability 1 Scientist & Scholar)
- Develop and defend appropriate selection, adjustment and measurement recommendations for hearing devices ensuring that they align to client needs and goals (Capability 2 Practitioner)
- Communicate, interpret and integrate client information (from various sources) and audiological results to develop tailored and appropriate recommendations, including referral pathways (Capability 2 Practitioner)

## Clinical placement documents- learning outcomes, reflection and evaluation

Assessment Type <sup>1</sup>: Field work task

Indicative Time on Task <sup>2</sup>: 5 hours

Due: **by midnight Wed following last day of each placement**

Weighting: **10%**

You will submit your clinical documentation for assessment

On successful completion you will be able to:

- Apply knowledge and practical skills relating to adult audiological assessment to interpret and integrate results (Capability 1 Scientist & Scholar)
- Select, interpret and integrate results from various audiological assessment techniques to cross check and determine the probable site of lesion (Capability 1 Scientist & Scholar)
- Develop and defend appropriate selection, adjustment and measurement recommendations for hearing devices ensuring that they align to client needs and goals (Capability 2 Practitioner)
- Communicate, interpret and integrate client information (from various sources) and audiological results to develop tailored and appropriate recommendations, including referral pathways (Capability 2 Practitioner)

## Clinical Exam

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

Indicative Time on Task <sup>2</sup>: 17 hours

Due: **During formal examination period**

Weighting: **30%**

You will complete an examination of your clinical skills focussed on your ability to complete, integrate and interpret test result

On successful completion you will be able to:

- Apply knowledge and practical skills relating to adult audiological assessment to interpret and integrate results (Capability 1 Scientist & Scholar)
- Select, interpret and integrate results from various audiological assessment techniques to cross check and determine the probable site of lesion (Capability 1 Scientist & Scholar)
- Develop and defend appropriate selection, adjustment and measurement recommendations for hearing devices ensuring that they align to client needs and goals (Capability 2 Practitioner)
- Communicate, interpret and integrate client information (from various sources) and audiological results to develop tailored and appropriate recommendations, including referral pathways (Capability 2 Practitioner)

<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

Delivery is face to face

## Unit Schedule

All classes are Face-to-Face unless otherwise specified (Seminar Room AHH level 1.602)

Date and time	Topic	Location/ Staff	Notes
Tues 23rd Jul 9am-12pm	Unit overview and Otis cases	Seminar Room AHH level 1.602/ Chevelle Krumins	Students will need to bring their device with Otis software installed. Hard copies of worksheet is recommended to practice plotting.
Fri 2nd Aug 9.30am-12.30pm	Clinical Exercise- Paediatrics	Seminar Room AHH level 1.602 / Yee-Foong Stone	
Fri 9th Aug 9.30am-12.30pm	OAE Review and case studies	Seminar Room AHH level 1.602 / Yee-Foong Stone	
Tue 3rd Sept 9am-12pm	Hearing Aids: Clinical Decision making/ Placement overview	Seminar Room AHH level 1.602 /Chevelle Krumins	
Thurs 5th Sept 9am-12pm	Otis cases and Practice exam	Seminar Room AHH level 1.602 / Chevelle Krumins	Students will need to bring their device with Otis software installed. Hard copies of worksheet is recommended to practice plotting.

Fri 6th 13th Sept 9.30am-12.30pm	Vestibular review	Seminar Room AHH level 1.602 /Yee-Foong Stone	<b>NOTE: This has now been moved to 13th Sept and swapped with the CAUD8106 whole class vestibular prac.</b>
Mon 9th Sept 9.30am-12.30pm	Paediatric case studies	Seminar Room AHH level 1.602/ Yee-Foong Stone	
Mon 9th Sept 1.30pm-4.30pm	ABR Review and case studies	Seminar Room AHH level 1.602 / Yee-Foong Stone	
Tue 10th Sept 9am-12pm	HA Selection and Rehab	Seminar Room AHH level 1.602 / Chevelle Krumins	
Wed 11th Sept 9am-12pm	Small group 1 hour sessions; placement preparation; case history and explaining results	Seminar Room AHH level 1.602 / Chevelle Krumins	Students will register for one 1-hour session
Mon 28th Oct 9.30am-12.30pm	Viva preparation	Seminar Room AHH level 1.602 / Yee-Foong Stone	
Tue 29th Oct 9am-12pm	Exam Review	Seminar Room AHH level 1.602 / Chevelle Krumins	Students will need to bring their device with Otis software installed. Hard copies of worksheet is recommended to practice plotting.

## 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 [connect.mq.edu.au](https://connect.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 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/](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 from Previous Offering

Unit code was previously CAUD8008

## 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.

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Unit information based on version 2024.02 of the [Handbook](#)