CAUD8013
Clinical Practicum III
Session 1, In person-scheduled-weekday, North Ryde 2024

Department of Linguistics

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>General Assessment Information</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>4</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>7</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>7</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Inclusion and Diversity</td>
<td>10</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10</td>
</tr>
</tbody>
</table>

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.
# General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chevelle Krumins</td>
</tr>
<tr>
<td><a href="mailto:chevelle.krumins@mq.edu.au">chevelle.krumins@mq.edu.au</a></td>
</tr>
<tr>
<td>Yee-Foong Stone</td>
</tr>
<tr>
<td><a href="mailto:yee-foong.stone@mq.edu.au">yee-foong.stone@mq.edu.au</a></td>
</tr>
<tr>
<td>Lecturer</td>
</tr>
<tr>
<td>Juan Pablo Faundez Astudillo</td>
</tr>
<tr>
<td><a href="mailto:juanpablo.faundez@mq.edu.au">juanpablo.faundez@mq.edu.au</a></td>
</tr>
<tr>
<td>By Appointment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAUD808 or CAUD8008</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-badged status</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit is offered on a pass/fail basis. This unit aims to further develop knowledge and practical skills in audiological assessment and management of adults and children over the age of five years. Students will also develop skills in assessment of younger children and those which are more difficult to assess. Skills will be further developed in the area of aural rehabilitation including the fitting of hearing devices to adults and outcome assessments. Emphasis is placed upon students using problem solving and critical analysis skills to apply the information they have gained throughout the course in a clinical setting.</td>
</tr>
</tbody>
</table>

# 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](https://www.mq.edu.au/study/calendar-of-dates)

# Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1**: Develop and apply audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management.
ULO2: Demonstrate skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations.

ULO3: Discuss and select hearing aids, their features, styles and apply this in a clinical context.

ULO4: Generate skills in written and verbal correspondence with clients, their significant others and other professionals.

ULO5: Exemplify a professional approach to audiological casework.

**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.

Grade descriptors and other information concerning grading are contained in the Macquarie University Assessment Policy.

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128).

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.

**Late Submissions**

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of ‘0’ will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</td>
</tr>
</tbody>
</table>
### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Reorientation</strong></td>
<td>20%</td>
<td>Yes</td>
<td>by midnight 4th March 2024</td>
</tr>
<tr>
<td><strong>Clinical Placement documents</strong></td>
<td>20%</td>
<td>Yes</td>
<td>midnight Wednesday following clinical placement</td>
</tr>
<tr>
<td><strong>Online Quiz</strong></td>
<td>20%</td>
<td>Yes</td>
<td>in class 9th May 2024</td>
</tr>
<tr>
<td><strong>Clinical examination covering both adult and paediatric content</strong></td>
<td>40%</td>
<td>Yes</td>
<td>in formal exam period</td>
</tr>
</tbody>
</table>

### Clinical Reorientation

Assessment Type 1: Field work task  
Indicative Time on Task 2: 8 hours  
Due: by midnight 4th March 2024  
Weighting: 20%  
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Year 2 students to complete full hearing test with an adult volunteer and submit results and reflection.
On successful completion you will be able to:

- Develop and apply audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management.
- Demonstrate skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations.
- Generate skills in written and verbal correspondence with clients, their significant others and other professionals.
- Exemplify a professional approach to audiological casework.

Clinical Placement documents

Assessment Type 1: Field work task
Indicative Time on Task 2: 8 hours
Due: midnight Wednesday following clinical placement
Weighting: 20%
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

learning goals, evaluation and reflection. Students are required to prepare 2 pages of learning goals, complete a placement evaluation and also a one page reflective writing piece

On successful completion you will be able to:

- Develop and apply audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management.
- Demonstrate skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations.
- Generate skills in written and verbal correspondence with clients, their significant others and other professionals.
- Exemplify a professional approach to audiological casework.

Online Quiz

Assessment Type 1: Quiz/Test
Indicative Time on Task 2: 20 hours
Due: in class 9th May 2024
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:

• Develop and apply audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management.
• Demonstrate skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations.
• Discuss and select hearing aids, their features, styles and apply this in a clinical context.

Clinical examination covering both adult and paediatric content

Assessment Type 1: Examination
Indicative Time on Task 2: 32 hours
Due: in formal exam period
Weighting: 40%
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Exam covers paediatric and adult content

On successful completion you will be able to:

• Develop and apply audiological assessment and rehabilitative skills including identifying clients' history and needs and selecting appropriate management.
• Demonstrate skills in audiological reporting and interpretation (including objective assessments) in adult and paediatric populations.
• Discuss and select hearing aids, their features, styles and apply this in a clinical context.
• Generate skills in written and verbal correspondence with clients, their significant others and other professionals.
• Exemplify a professional approach to audiological casework.

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 will be held face-to-face. See Unit Schedule below.

## Unit Schedule

**CAUD8013 Unit Plan Semester 1 2024**

Students have been provided with the topic "Self directed: PTA review and Otis practice cases". Students should attempt these cases to review test techniques and integration. Bring questions to the Unit Overview class on Tues 13th Feb.

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Topic</th>
<th>Delivery/Staff</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 13th Feb</td>
<td>Unit Overview, feedback from exams and Otoscopy review</td>
<td>Face-to-Face (Seminar Room AHH level 1.602)/ Chevelle Krumins</td>
<td>Students should complete self-directed Otis cases (available via iLearn) prior to this class, and bring any questions to the class.</td>
</tr>
<tr>
<td>9am-12pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 15th Feb</td>
<td>Clinical Symposium</td>
<td>Face-to-Face (Seminar Room AHH level 1.602)/ Chevelle Krumins and various clinical educators</td>
<td>Working through case studies with clinical educators from the Speech and Hearing Clinic</td>
</tr>
<tr>
<td>9am-12pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 15th Feb</td>
<td>Review of Rehabilitative appointments</td>
<td>Face-to-Face (Seminar Room AHH level 1.602)/ Chevelle Krumins</td>
<td></td>
</tr>
<tr>
<td>1-4pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 16th Feb</td>
<td>Ethics</td>
<td>Face-to-Face (Seminar Room AHH level 1.602)/ Juan Pablo Faundez</td>
<td>Read the “pre-work” for this class and listen to the audio files.</td>
</tr>
<tr>
<td>9.30am-12.30pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 23rd Feb</td>
<td>Case Integration</td>
<td>Face-to-Face (Seminar Room AHH level 1.602)/ Juan Pablo Faundez</td>
<td>Worksheet available under &quot;Case Integration&quot; topic</td>
</tr>
<tr>
<td>9.30am-12.30pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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

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 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](https://unitguides.mq.edu.au/unit_offerings/167296/unit_guide/print). 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 2024.02 of the Handbook