



# CAUD8109

## Aural Rehabilitation

Session 1, In person-scheduled-weekday, North Ryde 2025

*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 to MClinaud and CAUD8105 and CAUD8106 and CAUD8107

Corequisites

Co-badged status

Unit description

This unit aims to develop your skills in aural rehabilitation and the management of adult clients with hearing loss. You will learn about a range of non-technological interventions which can influence outcomes. The importance of a patient centered approach with collaborative establishment of goals and measurement of outcomes will be emphasized.

## 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:** Demonstrate evidence-based practice by developing and applying critical evaluation skills when planning audiological management for people with hearing loss (Capability 1 Scientist & Scholar)

**ULO2:** Reflect on and extend existing introductory knowledge on the process of aural rehabilitation and counselling for the hard of hearing (Capability 1 Scientist & Scholar)

**ULO3:** Apply aural rehabilitation and counselling techniques with simulated clients, case studies, and role play (Capability 3 Citizen)

**ULO4:** Define and critically evaluate the causes and underlying pathophysiology of noise

induced hearing loss (Capability 1 Scientist & Scholar)

**ULO5:** Define the limitations of standard rehabilitation techniques and identify suitable candidates for extended rehabilitation and cochlear implantation (Capability 4 Professional)

## General Assessment Information

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:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

Late submission of time sensitive tasks, such as timetabled tests/exams, scheduled performance assessments/presentations, scheduled practical assessments/labs, will be addressed by the unit convenor in a Special consideration application.

## Special Consideration

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the [special consideration policy](#). Applications for special consideration must be supported by appropriate evidence and submitted via [ask.mq.edu.au](mailto:ask.mq.edu.au).

## Client construction

Assessment Type <sup>1</sup>: Case study/analysis

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

Due: **05/May/2025**

Weighting: **30%**

Students are asked to construct a client file, detailing a rehabilitation plan for the provided client. Word count 2500.

On successful completion you will be able to:

- Reflect and improve on knowledge garnered in CAUD8105 regarding the process of aural/audiological rehabilitation and counselling for the hard of hearing
- Apply aural rehabilitation and counselling techniques with simulated clients, case studies, and role play
- Distinguish the limitations of standard rehabilitation techniques and identify suitable candidates for extended rehabilitation and cochlear implantation

## Mastery register

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 30 hours

Weighting: **30%**

You will be marked based upon your demonstration of mastery of clinical tasks during practicals, and on related online activities.

On successful completion you will be able to:

- Demonstrate evidence based practice by developing and applying critical evaluation skills.
- Apply aural rehabilitation and counselling techniques with simulated clients, case studies, and role play
- Define the limitations of standard rehabilitation techniques and identify suitable candidates for extended rehabilitation and cochlear implantation

## Exam

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

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Exam Period**

Weighting: **40%**

Written exam.

On successful completion you will be able to:

- Demonstrate evidence based practice by developing and applying critical evaluation skills.
- Reflect and improve on knowledge garnered in CAUD8105 regarding the process of aural/audiological rehabilitation and counselling for the hard of hearing
- Apply aural rehabilitation and counselling techniques with simulated clients, case studies, and role play
- Define and critically evaluate the causes and underlying pathophysiology of noise induced hearing loss
- Distinguish the limitations of standard rehabilitation techniques and identify suitable candidates for extended rehabilitation and cochlear implantation

<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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Final exam</a>	40%	No	Exam Period
<a href="#">Mastery register</a>	30%	Yes	19/05/2025
<a href="#">Client construction</a>	30%	No	05/05/2025

### Final exam

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

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Exam Period**

Weighting: **40%**

You will complete a final exam

On successful completion you will be able to:

- Demonstrate evidence-based practice by developing and applying critical evaluation skills when planning audiological management for people with hearing loss (Capability 1 Scientist & Scholar)
- Define and critically evaluate the causes and underlying pathophysiology of noise induced hearing loss (Capability 1 Scientist & Scholar)
- Define the limitations of standard rehabilitation techniques and identify suitable candidates for extended rehabilitation and cochlear implantation (Capability 4 Professional)

## Mastery register

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **19/05/2025**

Weighting: **30%**

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

You will demonstrate key clinical skills and knowledge at a level of competence aligned with accreditation standards

On successful completion you will be able to:

- Demonstrate evidence-based practice by developing and applying critical evaluation skills when planning audiological management for people with hearing loss (Capability 1 Scientist & Scholar)
- Reflect on and extend existing introductory knowledge on the process of aural rehabilitation and counselling for the hard of hearing (Capability 1 Scientist & Scholar)
- Apply aural rehabilitation and counselling techniques with simulated clients, case studies, and role play (Capability 3 Citizen)

## Client construction

Assessment Type <sup>1</sup>: Case study/analysis

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

Due: **05/05/2025**

Weighting: **30%**

You will evaluate a case study and construct a complete rehabilitation plan

On successful completion you will be able to:

- Demonstrate evidence-based practice by developing and applying critical evaluation skills when planning audiological management for people with hearing loss (Capability 1 Scientist & Scholar)
- Reflect on and extend existing introductory knowledge on the process of aural rehabilitation and counselling for the hard of hearing (Capability 1 Scientist & Scholar)
- Apply aural rehabilitation and counselling techniques with simulated clients, case studies, and role play (Capability 3 Citizen)
- Define the limitations of standard rehabilitation techniques and identify suitable candidates for extended rehabilitation and cochlear implantation (Capability 4 Professional)

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- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
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<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

This is a blended unit with in-person consolidations and practicals, alongside pre-recorded online content. It is expected that students will complete the pre-recorded content in preparation for upcoming consolidation classes. Students will be informed of content release and expected tasks to complete prior to attending the consolidation class.

### Recommended Readings

These are provided on the iLearn site and include publications which align with the learning

material. These are recommended to deepen your understanding of course content.

## Technology Used

Active participation in the learning activities throughout the unit may require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

## 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 an](#)



[d maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Declaration of Generative AI and AI-assisted technologies used in assessment tasks

In line with the [Academic Integrity Policy](#), the following use of Generative Artificial Intelligence Tools (GAITs) in assessment tasks constitutes academic misconduct:

"Occurs when a student uses material produced by a generative artificial intelligence in an academic exercise, without authorisation and submits it as their own work."

Unauthorised use of generative artificial intelligence may include using generative artificial intelligence to:

1. produce or retrieve information and then using that information in an academic exercise;
2. paraphrase text;
3. increase or enhance the quality of an academic exercise, beyond the purposes permitted within the academic exercise;
4. produce an answer for a task or quiz; and / or
5. produce non-text-based work and then using that non-text-based work in an academic exercise

**Each assessment task may have different guidelines on the accepted use of**

**GAITs.** Please ensure you check each assessment task instruction sheet carefully and follow the guidelines to avoid penalty. If you have doubts about what is permitted for each assessment, please check with your unit convenor. Please visit the [AI Tools at Macquarie University - For Students](#), for more resources.

## 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.

## 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. 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 2025.02 of the [Handbook](#)