CAUD8112

Communication across the lifespan

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

Department of Linguistics

Contents

Disclaimer

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General Information

Unit convenor and teaching staff Brooke Rose brooke.rose@mq.edu.au Nan Xu nan.xu@mq.edu.au	
Credit points 10	
Prerequisites Admission to MClinAud and CAUD8105 and CAUD8106 and CAUD8107	
Corequisites	
Co-badged status	
Unit description This unit aims to build on your understanding of communication across the lifespan in people with hearing loss by considering the influence of environmental, social and personal factors. You will develop your research skills by identifying the current gaps in the literature and advance your academic writing skills in an independent research report.	

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: Synthesize and communicate the current knowledge on the effects of environmental, social, and personal factors on communication to design auditory rehabilitation for people with hearing loss from diverse backgrounds (Capability 2 Practitioner)

ULO2: Critique the current hearing research and clinical practice in communication across the lifespan to identify areas of improvement for clinical practice (Capability 1 Scientist & Scholar)

ULO3: Develop and propose measures or tools that have the potential to improve the

evaluation of communication for changing needs of clients with hearing concerns as they age (Capability 1 Scientist & Scholar)

ULO4: Employ ethical principles that guide research design and implementation (Capability 4 Professional)

ULO5: Recognize the importance of working with stakeholders to advocate for and partner with individuals who have ear, hearing and associated conditions (Capability 3 Citizen)

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, following 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 11.55 pm. 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, and 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 to circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration following the special consideration policy. Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Independent research proposal	40%	No	07/04/2025
Group research presentation	20%	No	12/05/2025
Critical review	40%	No	02/06/2025

Independent research proposal

Assessment Type [1]: Report
Indicative Time on Task [2]: 57 hours
Due: **07/04/2025**
Weighting: **40%**

You will formulate a detailed research proposal on a topic relevant for clinical audiology. This proposal will build on the literature review and the group presentation proposal. The independent research proposal will put forward a research question that can be studied empirically and will offer a detailed plan for investigating it.

On successful completion you will be able to:
- Synthesize and communicate the current knowledge on the effects of environmental, social, and personal factors on communication to design auditory rehabilitation for people with hearing loss from diverse backgrounds (Capability 2 Practitioner)
- Critique the current hearing research and clinical practice in communication across the lifespan to identify areas of improvement for clinical practice (Capability 1 Scientist & Scholar)

- Develop and propose measures or tools that have the potential to improve the evaluation of communication for changing needs of clients with hearing concerns as they age (Capability 1 Scientist & Scholar)
- Employ ethical principles that guide research design and implementation (Capability 4 Professional)
- Recognize the importance of working with stakeholders to advocate for and partner with individuals who have ear, hearing and associated conditions (Capability 3 Citizen)

Group research presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 15 hours
Due: **12/05/2025**
Weighting: **20%**

You will work in a group and collaborate to create a joint presentation that will summarise current research and identify gaps in knowledge or practice that should be investigated. The presentation will include background literature, methods, proposed results, and insightful conclusions for clinical audiology.

On successful completion you will be able to:

- Synthesize and communicate the current knowledge on the effects of environmental, social, and personal factors on communication to design auditory rehabilitation for people with hearing loss from diverse backgrounds (Capability 2 Practitioner)
- Critique the current hearing research and clinical practice in communication across the lifespan to identify areas of improvement for clinical practice (Capability 1 Scientist & Scholar)
- Develop and propose measures or tools that have the potential to improve the evaluation of communication for changing needs of clients with hearing concerns as they age (Capability 1 Scientist & Scholar)
- Employ ethical principles that guide research design and implementation (Capability 4 Professional)
- Recognize the importance of working with stakeholders to advocate for and partner with individuals who have ear, hearing and associated conditions (Capability 3 Citizen)

Critical review

Assessment Type [1]: Essay

Indicative Time on Task [2]: 30 hours
Due: **02/06/2025**
Weighting: **40%**

You will complete a critical literature review, in a research area of relevance to clinical audiology. The literature review should summarise the main findings of the research followed by a critical evaluation of the quality of the support for those findings. It should conclude with a concise summary of what is known from previous research and identify limitations that require further investigation providing a clear background and rationale for your research question.

On successful completion you will be able to:

- Synthesize and communicate the current knowledge on the effects of environmental, social, and personal factors on communication to design auditory rehabilitation for people with hearing loss from diverse backgrounds (Capability 2 Practitioner)
- Critique the current hearing research and clinical practice in communication across the lifespan to identify areas of improvement for clinical practice (Capability 1 Scientist & Scholar)

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[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

Delivery and Resources

Lecture slides, assessments, and learning support materials will be available online. The delivery of lectures and tutorials will be in person. The unit is designed for students to work in groups to develop a research proposal which is supported by the roundtable sessions in tutorials.

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 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/.

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 2025.03 of the Handbook