



# CAUD8113

## Clinical Practice in Audiology III

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

*Department of Linguistics*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	3
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	4
<a href="#"><u>Delivery and Resources</u></a>	6
<a href="#"><u>Unit Schedule</u></a>	7
<a href="#"><u>Policies and Procedures</u></a>	8
<a href="#"><u>Inclusion and Diversity</u></a>	11
<a href="#"><u>Professionalism</u></a>	11

---

#### **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

Unit convenor and teaching staff

Unit convenor

Chevelle Krumins

[aud.clinicalcoordinator@mq.edu.au](mailto:aud.clinicalcoordinator@mq.edu.au)

Contact via Email

1.624 Level 1, Australian Hearing Hub, 16 University Avenue, Macquarie University 2109

Tues, Wed and Thurs - please make an appointment to ensure availability

Teaching staff

Megan Gradden

[aud.clinicalcoordinator@mq.edu.au](mailto:aud.clinicalcoordinator@mq.edu.au)

Contact via Email

1.624 Level 1, Australian Hearing Hub, 16 University Avenue, Macquarie University 2109

Fridays - please make an appointment

Unit convenor

Yee-Foong Stone

[yee-foong.stone@mq.edu.au](mailto:yee-foong.stone@mq.edu.au)

Contact via Email

1.624 Level 1, Australian Hearing Hub, 16 University Avenue, Macquarie University 2109

On Long Service Leave - 4th Feb Feb to 4th July 2025

Credit points

10

Prerequisites

Admission to MCLinAud and (CAUD8108 or CAUD8008).

Corequisites

CAUD8109 and CAUD8110 and (CAUD8112 or CAUD8111)

Co-badged status

Unit description

This unit builds on your knowledge and skills from your previous clinical experience and aims to further develop knowledge and practical skills in audiological assessment and management of adults with hearing loss. You will use case studies to further develop skills in aural rehabilitation, ethics, person centred care and communication. In your assessments and clinical placements, you will apply critical and analytical skills to interpret and integrate assessment results and make appropriate recommendations for client care.

## 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:** Integrate knowledge and principles of ethics and person-centred health care to manage adult clients (Capability 4 Professional)

**ULO2:** Interpret, integrate and analyse audiological results in adult and paediatric populations (Capability 1 Scientist & Scholar)

**ULO3:** Differentiate strategies for aural rehabilitation for adults with hearing loss (Capability 1 Scientist & Scholar)

**ULO4:** Present clear, effective and respectful communication with clients, families, and other professionals in all aspects of the clinical setting including case interview or when explaining results and outlining recommendations (Capability 2 Practitioner)

## General Assessment Information

Students are not permitted to use Generative Artificial Intelligence Tools (GAI) for any assessment task for this unit. Use of GAI 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.

This unit does not issue a final grade with a mark. Students will be awarded a S Grade (no mark). The student achievement is measured as a pass or fail only without a mark. To pass, students must, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard.

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](http://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Clinical Exam</a>	40%	Yes	Within session 1 formal exam period
<a href="#">Quiz</a>	25%	No	8th May
<a href="#">Clinical tasks</a>	35%	No	Various, see iLearn for more detail on tasks and due dates

## Clinical Exam

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

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Within session 1 formal exam period**

Weighting: **40%**

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

## assessment tasks)

You will complete a clinical exam demonstrating clinical skills at a level of competence aligned with accreditation standards.

On successful completion you will be able to:

- Integrate knowledge and principles of ethics and person-centred health care to manage adult clients (Capability 4 Professional)
- Interpret, integrate and analyse audiological results in adult and paediatric populations (Capability 1 Scientist & Scholar)
- Differentiate strategies for aural rehabilitation for adults with hearing loss (Capability 1 Scientist & Scholar)
- Present clear, effective and respectful communication with clients, families, and other professionals in all aspects of the clinical setting including case interview or when explaining results and outlining recommendations (Capability 2 Practitioner)

## Quiz

Assessment Type <sup>1</sup>: Quiz/Test

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

Due: **8th May**

Weighting: **25%**

You will complete a quiz relating to clinical skills

On successful completion you will be able to:

- Integrate knowledge and principles of ethics and person-centred health care to manage adult clients (Capability 4 Professional)
- Interpret, integrate and analyse audiological results in adult and paediatric populations (Capability 1 Scientist & Scholar)
- Differentiate strategies for aural rehabilitation for adults with hearing loss (Capability 1 Scientist & Scholar)

## Clinical tasks

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

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

Due: **Various, see iLearn for more detail on tasks and due dates**

Weighting: **35%**

You will submit documents related to clinical tasks demonstrating a level of competence aligned with accreditation standards.

On successful completion you will be able to:

- Integrate knowledge and principles of ethics and person-centred health care to manage adult clients (Capability 4 Professional)
- Interpret, integrate and analyse audiological results in adult and paediatric populations (Capability 1 Scientist & Scholar)
- Differentiate strategies for aural rehabilitation for adults with hearing loss (Capability 1 Scientist & Scholar)
- Present clear, effective and respectful communication with clients, families, and other professionals in all aspects of the clinical setting including case interview or when explaining results and outlining recommendations (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**

As a student enrolled in this unit, you will engage in a range of face-to-face and online learning activities. These include pre-recorded videos, attendance at clinical placements, lectures and small group discussions. Details can be found on the iLearn site for this unit.

### **Recommended Readings**

Readings are listed in each topic available on iLearn.

### **Technology Used**

Active participation in the learning activities throughout the unit will 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.

## Unit Schedule

### CAUD8113 Unit Plan Semester 1 2025

Date and time	Topic	Delivery/Staff	Notes
Tues 11th Feb 2025 9am-12pm	Unit Overview, feedback from exams and Otoscopy review	Face-to-Face (Seminar Room AHH level 1.602)/  Chevelle Krumins	Students should bring their Otoloscope, specula and alcohol wipes to class.  Complete the self -directed <b>Otis cases</b> prior to this class, and bring any questions to the class.
Thurs 13th Feb 2025 9am-12pm	Clinical Symposium	Face-to-Face (Seminar Room AHH level 1.602)/ Chevelle Krumins and various clinical educators	Students will work through case studies and discussions will be facilitated by <b>clinical educators from the Speech and Hearing Clinic.</b>
Thurs 13th Feb 2025 1-4pm	Review of Rehabilitative appointments	Face-to-Face (Seminar Room AHH level 1.602) /  Chevelle Krumins	
Fri 14th Feb 2025 9.30am-12.30pm	Ethics	Face-to-Face (Seminar Room AHH level 1.602) /  Megan Gradden	Read the "pre-class" readings and listen to the audio files.
Fri 21st Feb 2025 9.30am-12.30pm	Case Integration	Face-to-Face (Seminar Room AHH level 1.602) /  Megan Gradden	Worksheet available under "Case Integration" topic
Friday 28th Feb 2025 9am-12pm	Interdisciplinary class	Face-to-Face (21Wallys' Walk, Macquarie Lecture Theatre) Various staff	Joint class with Chiropractic, Physiotherapy, Psychology and Speech pathology.
Thurs 1st May 2025 9am-12pm	Communicating without Jargon	Face-to-Face (Seminar Room AHH level 1.602) /  Chevelle Krumins	Pre-class readings

Thurs 1st May 2025 1-4pm OR Friday 2nd May 2025 9.30am-12.30pm	Small group sessions	Chevelle Krumins (Thurs) / Megan Gradden (Fri)	Sign up sheet available <a href="#">HERE</a> . Students attend a 1-hour session for small case discussion which focuses on case integration and clinical decision making.
Thurs 8th May 2025 10am	In-class quiz	Face-to-Face (Seminar Room AHH level 1.602) /	Bring laptop/tablet to class
Thurs 8th May 2025 1-4pm	Patient centred care	Face -to-face (Seminar Room) Chevelle Krumins with guest Andrew Myles	Pre-class readings
Fri 23rd May 2025 9.30am-12.30pm	Review class	Face-to-Face (Seminar Room AHH level 1.602) Megan Gradden	Format of exam will be discussed and review of concepts

## 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/>

## Academic Success

[Academic Success](#) 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.

## 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.

## **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](#)