



CAUD8108

Clinical Practice in Audiology II

Session 2, In person-scheduled-intensive, North Ryde 2026

Department of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	8
<u>Artificial Intelligence Tools</u>	10
<u>Inclusion and Diversity</u>	10
<u>Professionalism</u>	11

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General Information

Unit convenor and teaching staff

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Megan Gradden

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Credit points

10

Prerequisites

Admission into the MCLinAudiology and pre-requisite of CAUD8101 and CAUD8102, and CAUD8103, and CAUD8104

Corequisites

CAUD8105

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

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 which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128 and 129).

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 an 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

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Clinical placement documents- learning outcomes, reflection and evaluation	30%	No	Wednesday following placement	Individual	No	Observed
Exercise Portfolio tasks	30%	Yes	12/10/2026	Individual	Yes	Open
Viva	40%	Yes	In formal exam period	Individual	No	Observed

Clinical placement documents- learning outcomes, reflection and evaluation

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 22 hours

Due: **Wednesday following placement**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

You will submit your clinical documentation demonstrating a level of competence aligned with accreditation standards.

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)

Exercise Portfolio tasks

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 15 hours

Due: **12/10/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

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

You will submit a portfolio demonstrating a level of competence aligned with accreditation standards.

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)

Viva

Assessment Type ¹: Examination

Indicative Time on Task ²: 25 hours

Due: **In formal exam period**

Weighting: **40%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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 demonstrating a level of competence aligned with accreditation standards. . 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)

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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of face-to-face learning activities, including lectures, readings and clinical placements. Details can be found on the iLearn site for this unit.

Recommended Readings

Provided on ilearn under relevant topics

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

All classes are Face-to-Face unless otherwise specified (Seminar Room AHH level 1.602). The following unit plan shows the classes for CAUD8108 and may vary slightly to the university generated timetable. Please adhere to this plan.

Date and time	Topic	Location/ Staff	Notes
Tues 21st 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 7th Aug 2pm-5pm	Clinical Exercise -Paediatrics	Seminar Room AHH level 1.602 / Megan Gradden	
Fri 14th Aug 9.30am-12.30pm	OAE Review and case studies	Seminar Room AHH level 1.602 / Megan Gradden	
Tue 8th Sept 9am-12pm	Hearing Aids: Clinical Decision making/ Placement overview	Seminar Room AHH level 1.602 /Chevelle Krumins	
Thurs 10th Sept variable times depending on prac time	Clinical skills Practicals	Seminar Room AHH level 1.602 and Prac room / Chevelle Krumins and Megan Gradden	Ensure you attend your timetabled prac. Students will need to bring their prac kits
Fri 11th Sept 9.30am-12.30pm	Vestibular review	Seminar Room AHH level 1.602 / Megan Gradden	
Mon 14th Sept 9am-12pm	Paediatric case studies	Seminar Room AHH level 1.602/ Brooke Rose	
Mon 14th Sept 1.30pm-4.30pm	ABR Review and case studies	Seminar Room AHH level 1.602 / Megan Gradden	

Tue 15th Sept 9am-12pm	HA Selection, Rehab and placement reminders	Seminar Room AHH level 1.602 / Chevelle Krumins	
Wed 16th 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 via estudent for a one 1-hour session
Mon 2nd Nov 9.30am-12.30pm	Viva preparation	Seminar Room AHH level 1.602 / Megan Gradden	
Tue 3rd Nov 9am-12pm and Friday 6th Nov 9.30am-12.30pm Small group viva practice sessions	Viva practice: Small group viva practice sessions	Seminar Room AHH level 1.602 / Chevelle Krumins and Seminar Room AHH level 1.602 / Megan Gradden	Students will register via estudent for one 1-hour session on either Tuesday OR Friday

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 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/>

Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [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 <https://students.mq.edu.au/support/technology/service-desk>.

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.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

AI Open assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

Observed with AI Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

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, [and when on external/clinical placement representing Macquarie University] 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 including when on external/

clinical placement activities.

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 and external/internal clinical educators 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 or clinical placement. When on placement, please contribute to the healthcare/workplace team appropriately, treat all patients, other members of the healthcare/workplace team, and your fellow students with the utmost respect.

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 2026.03 of the [Handbook](#)