



# CAUD806

## Objective Assessment Strategies

S2 Day 2016

*Dept of Linguistics*

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## General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

CAUD802 and CAUD803 and CAUD819

Corequisites

Co-badged status

Unit description

This unit aims to develop skills in using objective audiological assessment for the diagnosis of hearing thresholds or site-of-lesion testing. The content of this unit includes a discussion of otoacoustic emissions and how to assess these, vestibular physiology, pathophysiology and balance testing, the origin of acoustically evoked potentials of the auditory pathway and their assessment including electrocochleography, auditory brainstem responses and middle latency potentials.

## 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:

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment;
- Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state

response),

- integrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients; •

critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

## Assessment Tasks

Name	Weighting	Due
<a href="#">In class task</a>	15%	24/08/16
<a href="#">In Class task</a>	15%	16/09/16
<a href="#">Essay</a>	30%	17/10/16
<a href="#">Examination</a>	40%	week 12

### In class task

Due: **24/08/16**

Weighting: **15%**

The class test will aim to assess your knowledge of objective assessments relating to OAE and ABR. These will largely focus on the *equipment set-up, stimulus, anatomy & physiology and acquisition parameters* and your ability to apply your knowledge to a case study. All knowledge assessed will be material taught in lectures or in practica.

**Duration:** 1.0 hour

**Due Date:** Wednesday 24<sup>th</sup> Aug, 9:00am

On successful completion you will be able to:

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment;
- Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response),

## In Class task

Due: **16/09/16**

Weighting: **15%**

The 2<sup>nd</sup> class test will aim to assess your knowledge of objective assessments relating to Electrocochleography, Vestibular responses and Middle Latency Responses including Auditory steady state response. These will largely focus on the *equipment set-up, stimulus and acquisition parameters* and your ability to apply your knowledge to a case study. All knowledge assessed will be material taught in lectures or in practica.

**Time:** 1 hr

**Due date:** tentatively Friday 16<sup>th</sup> Sept, 2:00pm TO BE CONFIRMED

On successful completion you will be able to:

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment;
- Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response),
- integrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients; •
- critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

## Essay

Due: **17/10/16**

Weighting: **30%**

You will be presented with various clinical cases (check blackboard). Each will show case history information, audiometric results and auditory evoked potential results. You will be asked to write brief notes on each test and integration of the results cases. The aim is for you to develop your clinical integration skills in this area of audiology.

**Format:** 1800 words

**Due date:** Monday 17<sup>th</sup> Oct, 9:00am

On successful completion you will be able to:

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment;
- Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response),
- integrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients; •
- critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

## Examination

Due: **week 12**

Weighting: **40%**

The exam aims to cover the majority of the material provided in this unit, with a focus on the measurement techniques used, the test parameters as well as the application of the objective tests to different clinical cases or different populations.

On successful completion you will be able to:

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment;
- Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response),
- integrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients; •
- critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

## Delivery and Resources

Class lectures

The handbook will have all the lectures, chapters that may be useful for the relevant lectures

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, 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](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)

- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## 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.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response),
- integrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients;
- critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

#### Assessment task

- Essay

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of

knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## **Learning outcomes**

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment;
- • Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response),
- • integrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients; •
- critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

## **Assessment tasks**

- In class task
- In Class task
- Essay
- Examination

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment;
- • Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response),



- integrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients; •
- critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

## **Assessment tasks**

- In class task
- In Class task
- Essay
- Examination

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment;
- Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response),
- integrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients; •
- critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

## **Assessment tasks**

- In class task
- In Class task
- Essay
- Examination

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment;
- Competently apply and integrate the theoretical basis to clinical skills of a range of objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response),
- integrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients; •
- critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

### Assessment tasks

- Essay
- Examination

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcome

- critically evaluate the benefits and limitations of assessments of auditory brainstem, as well as, vestibular function (such as Vestibular Evoked Myogenic Potentials (VEMPs) and Electronystagmography).

## Assessment task

- Essay