



SPED939

Advanced Educational Audiology

S2 Online 2018

Department of Educational Studies

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General Information

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Administration

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Credit points

4

Prerequisites

SPED931

Corequisites

Co-badged status

Unit description

This course covers advanced aspects of auditory function and dysfunction as a basis for understanding the use of objective audiological assessment techniques for the diagnosis of hearing loss or site-of-lesion testing. The course also aims to enable students to develop a greater understanding of the assessment and management of more complex cases such as Auditory Neuropathy Spectrum Disorder, Central Auditory Processing Disorder, children with multiple disabilities, minimal hearing losses, and otitis media. Students will also be provided with further knowledge and skills relating to technology such as hearing aids, implantable devices, and assistive listening devices.

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:

Describe the theoretical basis and clinical application of a range of objective assessment techniques;

Demonstrate skills in interpreting the critical aspects of audiological results and reports related to the differential diagnosis of disorders;

Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;

Describe a range of common and complex disorders of hearing and their possible effect on hearing and development;

Describe the considerations, rationale and components of new-born hearing screening in Australia;

Explain how amplification devices are selected for infants and young children, and how this technology can be maintained and used to its full potential in an educational setting.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online Quiz 1 & 2	40%	No	Weeks 4 & 10
Disorders associated with HL	20%	No	Week 6
Case study	40%	No	Weeks 8, 12 & 13

Online Quiz 1 & 2

Due: **Weeks 4 & 10**

Weighting: **40%**

There will be two class quizzes, each worth 20% (40% in total). The quiz link will appear on iLearn at 9.00am on the Monday prior to the due date. You must have completed, saved and submitted the quiz via iLearn by 5.00pm on the following Sunday.

On successful completion you will be able to:

- Describe the theoretical basis and clinical application of a range of objective assessment techniques;
- Demonstrate skills in interpreting the critical aspects of audiological results and reports related to the differential diagnosis of disorders;
- Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;
- Describe a range of common and complex disorders of hearing and their possible effect on hearing and development;
- Describe the considerations, rationale and components of new-born hearing screening in Australia;

Disorders associated with HL

Due: **Week 6**

Weighting: **20%**

Each student will be required to research a disorder associated with hearing loss. Topic choices will be confirmed in the first week of semester.

Due date: 5.00pm, Friday 7 September, 2018

Length: 1500 words +10%

A coversheet is required for this assignment. This assignment must be submitted to Turnitin. Submit assignment via iLearn submission point.

Assignment will not be marked until any and all submission requirements are met.

A marking rubric will be supplied prior to assignment submission.

On successful completion you will be able to:

- Describe the theoretical basis and clinical application of a range of objective assessment techniques;
- Demonstrate skills in interpreting the critical aspects of audiological results and reports related to the differential diagnosis of disorders;
- Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;
- Describe a range of common and complex disorders of hearing and their possible effect on hearing and development;
- Describe the considerations, rationale and components of new-born hearing screening in Australia;
- Explain how amplification devices are selected for infants and young children, and how this technology can be maintained and used to its full potential in an educational setting.

Case study

Due: **Weeks 8, 12 & 13**

Weighting: **40%**

This assignment, consisting of three components, has been designed to assist you to learn, integrate and apply the material covered in EDUC6859 lectures. The assignment is to be conducted individually.

Length: 2500 words ($\pm 10\%$)

Due dates: Due 5:00 PM on the dates specified below:

- Section 1 Critique - Week 8, 21/9/18;

- Section 2 IEP - Week 12, 2/11/18;

- Section 3 PPT - Week 13, 9/11/18.

1. Critique of a clinical report 5%: Students are required to critique a sample audiological report. Specifically, students must create a list of all the major and minor flaws/errors/omissions contained in the report, along with a list of suggested improvements/corrections. Students must submit their critique via iLearn by 5pm, 21/9/2018 (word limit: 300 words).

2. Generate an Individual Education Plan (IEP)- audiological component 20%: Students must generate the audiological component of an IEP relating to their case scenario, inclusive of recommendations for future action and/or management. Word length restrictions apply. These reports represent an opportunity for students to showcase their knowledge. Individual reports are due via iLearn by 5pm, 2/11/2018 (word limit: 1200 words).

3. Case Presentation 15%: Students will be required to provide a ~10-15 slide Microsoft PowerPoint presentation via iLearn, to be used as an in-service for school personnel of the child described in the case study. Case presentations are due via iLearn by 5pm, 9/11/2018 (word limit: 1000 words or 10-15 slides + 10% [including notes]).

On successful completion you will be able to:

- Describe the theoretical basis and clinical application of a range of objective assessment techniques;
- Demonstrate skills in interpreting the critical aspects of audiological results and reports related to the differential diagnosis of disorders;
- Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;
- Describe a range of common and complex disorders of hearing and their possible effect on hearing and development;
- Describe the considerations, rationale and components of new-born hearing screening in Australia;
- Explain how amplification devices are selected for infants and young children, and how this technology can be maintained and used to its full potential in an educational setting.

Delivery and Resources

This unit will be delivered online via the learning platform, iLearn. The unit will comprise of PowerPoint presentations, videos, PDF document, email and discussion forums.

Feedback for assessment will also be provided online.

Unit Schedule

Week	Week Begins	Topic	Assessment Due
	30 Jul	Review of the auditory system: from the periphery to the central auditory nervous system	
	6 Aug	Behavioural measures of hearing	
	13 Aug	Objective measures of auditory function	
	20 Aug	Putting it all together: integrating and interpreting audiological assessment results and written reports	Complete the online quiz (based on topics 1-4)
	27 Aug	Genetics and embryology	
	3 Sep	Conductive, unilateral, mild and minimal hearing losses in children: are they educationally significant?	Research report due on Friday 7 September, 5:00 PM
	10 Sep	Audiology and children with additional disabilities	
	1 Oct	Auditory Neuropathy Spectrum Disorder (ANSO)	Part A of the Case Study / PBL Exercise due Friday 21 September, 5:00 PM
	8 Oct	(Central) Auditory Processing Disorder	
	15 Oct	Advanced hearing technology management: Implantable devices	Complete the online quiz (based on topics 5-10)
	22 Oct	Advanced hearing technology management: Personal amplification	
	29 Oct	Classroom management and the acoustic environment	Part B of the Case Study / PBL Exercise due Friday 2 November, 5:00 PM
	5 Nov	Facilitating and monitoring auditory access for children with special hearing needs	Part C of the Case Study / PBL Exercise due Friday 9 November, 5:00 PM

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

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) 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

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.

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

- Describe the theoretical basis and clinical application of a range of objective assessment techniques;
- Demonstrate skills in interpreting the critical aspects of audiological results and reports related to the differential diagnosis of disorders;
- Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;
- Describe a range of common and complex disorders of hearing and their possible effect on hearing and development;
- Explain how amplification devices are selected for infants and young children, and how this technology can be maintained and used to its full potential in an educational setting.

Assessment tasks

- Disorders associated with HL
- Case study

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

- Describe the theoretical basis and clinical application of a range of objective assessment techniques;
- Demonstrate skills in interpreting the critical aspects of audiological results and reports related to the differential diagnosis of disorders;
- Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;
- Describe a range of common and complex disorders of hearing and their possible effect on hearing and development;
- Describe the considerations, rationale and components of new-born hearing screening in Australia;
- Explain how amplification devices are selected for infants and young children, and how this technology can be maintained and used to its full potential in an educational setting.

Assessment tasks

- Online Quiz 1 & 2
- Disorders associated with HL
- Case study

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

- Demonstrate skills in interpreting the critical aspects of audiological results and reports related to the differential diagnosis of disorders;
- Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;
- Describe a range of common and complex disorders of hearing and their possible effect on hearing and development;
- Describe the considerations, rationale and components of new-born hearing screening in Australia;
- Explain how amplification devices are selected for infants and young children, and how

this technology can be maintained and used to its full potential in an educational setting.

Assessment tasks

- Online Quiz 1 & 2
- Disorders associated with HL
- Case study

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

- Demonstrate skills in interpreting the critical aspects of audiological results and reports related to the differential diagnosis of disorders;
- Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;
- Describe a range of common and complex disorders of hearing and their possible effect on hearing and development;
- Explain how amplification devices are selected for infants and young children, and how this technology can be maintained and used to its full potential in an educational setting.

Assessment task

- Case study

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

- Demonstrate skills in interpreting the critical aspects of audiological results and reports related to the differential diagnosis of disorders;
- Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;

- Describe the considerations, rationale and components of new-born hearing screening in Australia;
- Explain how amplification devices are selected for infants and young children, and how this technology can be maintained and used to its full potential in an educational setting.

Assessment tasks

- Disorders associated with HL
- Case study

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 outcomes

- Cite examples of professional collaboration in paediatric service delivery and appropriate treatment options for children with different hearing losses;
- Explain how amplification devices are selected for infants and young children, and how this technology can be maintained and used to its full potential in an educational setting.

Assessment tasks

- Disorders associated with HL
- Case study

Changes from Previous Offering

First time offered.