CAUD810

Audiology and Public Health

S2 Day 2018

Dept of Linguistics

Contents

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General Information

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Credit points
4

Prerequisites
CAUD814 and CAUD818

Corequisites

Co-badged status

Unit description
This unit explores the role of audiology in the public health domain. It identifies the need for and role of remote delivery of hearing health services as well as service delivery models for different populations (such as Indigenous communities). Models of community programs and their effectiveness in targeting the needs of the community are discussed.

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:

Using theories of public health, demonstrate an understanding of how community-based rehabilitation (CBR) can be used to prevent, detect or manage hearing loss across a low or middle income population or country.

Understand how community programs can be used to bridge the gap between medical and social models of health.

Understand how interpreters - specifically including AUSLAN interpreters - may be effectively incorporated into your future clinical practice.

Demonstrate an understanding of the principles of human-centred design, its importance in designing implementable solutions.

Demonstrate a sufficient knowledge and understanding of the social determinants of health, how these can affect health outcomes and the consequences of this for socioeconomically disadvantaged communities in Australia and globally.

Assessment Tasks

Name	Weighting	Hurdle	Due
Community-based rehabilitation	25%	No	03/09/2018
Middle Ear Disease in ATSI	25%	No	15/10/2018
Presentation & written submiss	10%	No	22/10/2018
Exam	40%	No	Exam period

Community-based rehabilitation

Due: **03/09/2018**

Weighting: **25%**

In many low- and middle-income countries, there is a paucity of hearing healthcare professionals that exist to manage ear and hearing care. Contrasting this is that hearing loss is considered to be a disease of poverty, where the prevalence of hearing loss is disproportionately higher than in high income countries.

Identify a country which has low resources for ear and hearing care (such as a country in Africa or the Philippines), and describe how you would design a community-based hearing rehabilitation program for the community. Gather as much information that you can about the existing healthcare system of the country which you have chosen to inform the development of your CBR program, and use this to justify your solution.

Key Readings:

Use the WHO resource to inform your design http://www.who.int/pbd/deafness/news/CBREarHearingCare.pdf

On successful completion you will be able to:
- Using theories of public health, demonstrate an understanding of how community-based rehabilitation (CBR) can be used to prevent, detect or manage hearing loss across a low or middle income population or country.

Middle Ear Disease in ATSI

Due: **15/10/2018**

Weighting: **25%**

The prevalence of middle ear disease in the Aboriginal and Torres Strait Islander people in Australia is estimated to be well above 4% which the WHO (2004) states constitutes a "massive public health problem...requiring urgent attention". Describe key reasons for this.

Specifically, review the evidence for disparities in health and middle ear disease in this population relative to the non-indigenous population. Consider the AIHW report on Australia's Health as well as literature on (i) the social determinants of health, (ii) service delivery models for hearing healthcare rural and remote areas in Australia, and (iii) cultural appropriateness to describe key reasons for this disparity.

Key Readings:

Gracey M. & King M. (2009). Indigenous health part 1: Determinants and disease patters. Lancet, 374; 65-75.

Young C. et al. (2016). A case study of enhanced clinical care enabled by Aboriginal health research: the Hearing, EAr health and Language Services (HEALS) project. Australian & New Zealand Journal of Public Health. https://doi.org/10.1111/1753-6405.12586

Australian Institute of Health and Welfare 2018 report on Australian's Health https://www.aihw.gov.au/reports/australias-health/australias-health-2018-in-brief/contents/about

Coates, H. L., Morris, P. S., Leach, A. J., & Couzos, S. (2002). Otitis media in Aboriginal children: tackling a major health problem. The Medical Journal of Australia, 177(4), 177-178.

On successful completion you will be able to:

- Demonstrate a sufficient knowledge and understanding of the social determinants of health, how these can affect health outcomes and the consequences of this for socioeconomically disadvantaged communities in Australia and globally.

Presentation & written submiss

Due: **22/10/2018**
Weighting: **10%**

Within your Design Challenge groups, develop a *written submission* of no more than 6 pages in length (with normal margins, size 12 font). This should: (i) outline your design challenge, (ii) present the background information that you have gathered from the literature which highlights the magnitude or impact of the problem, (iii) present the methodological approach that the team has taken to develop and refine your design (i.e. interview with experts, conducting a site visit for contextualisation of the problem, interviewing people who are affected by the problem or reviewing the literature) and include the synthesised information which you gathered and justify how this has informed your design solution; and (iii) discuss how your solution addresses this.

The *group presentation* of your solution will be presented to your colleagues in class (10 minutes per group). Be creative! This could be in the form of a video that you have designed or educational materials. The presentation should be centred on your solution - which could be an awareness campaign, an educational solution, a technological solution with supportive educational information or something else which addresses the specific problem that you have

selected.

Assignment Format: The assignment includes a visual presentation and a written submission (no more than 6 pages in length, using normal margins and size 12 font). Video material should be limited to 6 minutes. Educational materials or supportive information for a technological solution can be included.

Team declaration: All team members must sign a declaration statement (to be provided) which states which team members contributed to each part of the process (eg background research, development of presentation materials, etc) and that this was a team effort.

On successful completion you will be able to:
- Demonstrate an understanding of the principles of human-centred design, its importance in designing implementable solutions.

Exam

Due: **Exam period**
Weighting: **40%**

Written exam - 3 hours plus 10 minutes reading time.

On successful completion you will be able to:
- Using theories of public health, demonstrate an understanding of how community-based rehabilitation (CBR) can be used to prevent, detect or manage hearing loss across a low or middle income population or country.
- Understand how community programs can be used to bridge the gap between medical and social models of health.
- Understand how interpreters - specifically including AUSLAN interpreters - may be effectively incorporated into your future clinical practice.

Delivery and Resources

Online and face-to-face

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). 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). 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 (https://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 - 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

- Using theories of public health, demonstrate an understanding of how community-based rehabilitation (CBR) can be used to prevent, detect or manage hearing loss across a low or middle income population or country.
- Understand how community programs can be used to bridge the gap between medical and social models of health.
- Demonstrate a sufficient knowledge and understanding of the social determinants of health, how these can affect health outcomes and the consequences of this for socioeconomically disadvantaged communities in Australia and globally.

Assessment tasks

- Community-based rehabilitation
- Middle Ear Disease in ATSI
- Exam

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

- Using theories of public health, demonstrate an understanding of how community-based rehabilitation (CBR) can be used to prevent, detect or manage hearing loss across a low or middle income population or country.
- Understand how interpreters - specifically including AUSLAN interpreters - may be effectively incorporated into your future clinical practice.
- Demonstrate an understanding of the principles of human-centred design, its importance in designing implementable solutions.

Assessment tasks

- Community-based rehabilitation
- Presentation & written submiss
- Exam

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 outcome

- Demonstrate an understanding of the principles of human-centred design, its importance in designing implementable solutions.

Assessment task

- Presentation & written submiss

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

- Understand how community programs can be used to bridge the gap between medical and social models of health.

- Demonstrate a sufficient knowledge and understanding of the social determinants of health, how these can affect health outcomes and the consequences of this for socioeconomically disadvantaged communities in Australia and globally.

Assessment tasks

- Middle Ear Disease in ATSI
- Exam