



# CAUD816

## Complex Case Management

S2 Day 2018

*Dept of Linguistics*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	5
<a href="#"><u>Policies and Procedures</u></a>	5
<a href="#"><u>Graduate Capabilities</u></a>	6
<a href="#"><u>Changes since First Published</u></a>	9

---

#### **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

Rebecca Kim

[rebecca.kim@mq.edu.au](mailto:rebecca.kim@mq.edu.au)

Mridula Sharma

[mridula.sharma@mq.edu.au](mailto:mridula.sharma@mq.edu.au)

Credit points

4

Prerequisites

CAUD814 and CAUD818

Corequisites

Co-badged status

Unit description

This unit aims to further develop skills in the assessment and clinical management of more complex cases that are seen in audiological practice. It encourages a holistic or a multidisciplinary approach to both assessment and management. Diagnostic procedures include auditory evoked potentials at cortical level that measure auditory precept and discrimination. Complex disorders include tinnitus, auditory neuropathy spectrum disorder, non-organic hearing loss, cortical deafness, vestibular rehab, meniere's disease, and auditory processing disorders.

## 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:

- competently integrate and apply audiological management skills of complex cases
- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Essay</a>	20%	Yes	13/08/2018
<a href="#">Essay</a>	20%	Yes	17/09/2018
<a href="#">Essay</a>	20%	Yes	8/10/2018
<a href="#">Exam</a>	40%	Yes	Exam period

### Essay

Due: **13/08/2018**

Weighting: **20%**

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

A high school student, Ms Smith 15year old has come to your clinic with a complaint of hearing difficulty. She complains that she misses information that are given verbally. She is able to manage quite well in her room or a small group of 2-3 people but is finding it difficult to hear in their class (30 students or so) or in bigger hall. She has no other remarkable history of any kind but feels that she always had trouble listening whenever in group situation or big groups. The PTA results show hearing levels to be 20-25dB between 2k-8kHz, DPOAEs are present bilaterally and acoustic reflexes are present contralateral at 500-2kHz bilaterally at 100-105dBHL

What would be the other aspects of your assessments? Justify your test battery and provide reasons for your choice of tests

**Due: 9:00 am Monday 13<sup>th</sup> August, 2018**

**Presentation:** 1500 words

On successful completion you will be able to:

- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

### Essay

Due: **17/09/2018**

Weighting: **20%**

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

Bilateral auditory Cortical lesion has a different impact on hearing and communication of an adult

compared to a moderate (flat) cochlear hearing loss. Find a case with cortical lesion and one case with cochlear pathology, comment on how spectral and temporal analysis is different at cortical level from the cochlear level and how that impacts the speech perception and understanding in such cases.

Due: 9:00 am Monday 17th Sept, 2018

Presentation: 2000 words

On successful completion you will be able to:

- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

## Essay

Due: **8/10/2018**

Weighting: **20%**

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

Most normal hearing people have reported hearing "buzzing" in their ears at some point. In some people the effect of this can be devastating. Explain in your essay the current theoretical model of tinnitus with evidence to support your answer. Also include what your management approach will be for a 40 year old Project manager who has approached your clinic with thresholds that are 25-30dB HL bilaterally with no conductive pathology.

Due: 9:00 am Monday 8th Oct, 2018

Presentation: 1000 words

On successful completion you will be able to:

- competently integrate and apply audiological management skills of complex cases
- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

## Exam

Due: **Exam period**

Weighting: **40%**

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

Closed book exam

On successful completion you will be able to:

- competently integrate and apply audiological management skills of complex cases

- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

## Delivery and Resources

Mostly online with some consolidation lectures

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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](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 integrate and apply audiological management skills of complex cases
- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

### Assessment tasks

- Essay
- Essay
- Essay

- Exam

## 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

- competently integrate and apply audiological management skills of complex cases
- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

### Assessment tasks

- Essay
- Essay
- Essay
- 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

- competently integrate and apply audiological management skills of complex cases
- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

### Assessment tasks

- Essay
- Essay
- Essay
- Exam

## 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**

- competently integrate and apply audiological management skills of complex cases
- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

## **Assessment tasks**

- Essay
- Essay
- Essay
- 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 outcomes**

- competently integrate and apply audiological management skills of complex cases
- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

## **Assessment tasks**

- Essay
- Essay
- Essay
- Exam

## **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

- competently integrate and apply audiological management skills of complex cases
- analyse and evaluate knowledge about a range of audiological conditions;
- competently develop, apply and discuss multidisciplinary approach

## Assessment tasks

- Essay
- Essay
- Essay
- Exam

## Changes since First Published

Date	Description
13/07/2018	The second essay did not show that it was a hurdle exercise and therefore I had to edit this version