CAUD806

Objective Assessment Strategies

S2 Day 2018

Dept of Linguistics

Contents

General Information

Unit convenor and teaching staff
Mridula Sharma
mridula.sharma@mq.edu.au

Margaret Wood
margaret.wood@mq.edu.au

Lecturer
Yee-Foong Stone
yee-foong.stone@mq.edu.au

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	Hurdle	Due
Quiz	15%	Yes	6th Sept, 2018
Quiz	15%	Yes	20th Sept, 2018
Case Based Essay	30%	Yes	15th Oct, 2018
Exam	40%	Yes	Examination period

Quiz

Due: **6th Sept, 2018**
Weighting: **15%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

The class test will aim to assess your knowledge of objective assessments relating to OAE, Electrocochleography 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: Thursday 6th Sept, 2:00pm

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)

- 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).

Quiz

Due: **20th Sept, 2018**
Weighting: **15%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

The 2nd class test will aim to assess your knowledge of objective assessments relating to 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: 20th Sept 10-11:30

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
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Case Based Essay

Due: **15th Oct, 2018**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

You will be presented with various clinical cases (check ilearn). 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: 2000 words (not including the reference list)

Due date: Monday 15th Oct, 5:00pm

References:

(use any one for ABR, OAEs and Vestibular- multiple choices given to allow for availability)

Bess, F. H., & Humes, L. E. (2003). *Audiology: the fundamentals* (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.

Brandy, W. T. (2002). Speech Audiometry. In J. Katz (Ed.), *Handbook of Clinical Audiology* (5th ed.). Baltimore, Philadelphia: Lippincott Williams & Wilkins

Brunt, M. A. (2002). Cochlear and Retrocochlear Behavioural Tests. In J. Katz (Ed.), *Handbook of Clinical Audiology* (5th ed.). Baltimore, Philadelphia: Lippincott Williams & Wilkins

Burkard, R. F., Eggermont, J. J., & Don, M. (Eds.). (2007). *Auditory Evoked Potentials: Basic principles and clinical application*. Philadelphia Lippincott Williams & Wilkins

Don, M., & Kwong, B. (2002). Auditory Brainstem Response: Differential Diagnosis. In J. Katz (Ed.), *Handbook of Clinical Audiology* (5th ed.). Baltimore, Philadelphia: Lippincott Williams & Wilkins.

Glattke, T. J., & Robinette, M. S. (2002). Transient Evoked Otoacoustic Emissions. In T. J. Glattke & M. S. Robinette (Eds.), *Otoacoustic Emissions: clinical applications* (2nd ed.). New York: Thieme.

Hall, J. W. I. (1992). *Handbook of Auditory Evoked Responses* Boston: Allyn and Bacon.

Hall, J. W. I. (2000). *Handbook of Otoacoustic Emissions*. New York: Thomson Delmar Learning.

Hall, J. W. I. (2007). *New Handbook of Auditory Evoked Responses*. Boston: Pearson Education, Inc.

Hood, L. J. (1998). *Clinical Applications of the Auditory Brainstem Response*. San Diego: Singular Pub. Group.

Musiek, F. E., Gollegly, K. M., Kibbe, K. S., & Verkest, S. B. (1988). Current concepts on the use of ABR and auditory psychophysical tests in the evaluation of brain stem lesions. *The American Journal of Otology, 9*(Supplement), 25-35.

Musiek, F. E., & Lee, W. W. (1995). The Auditory Brainstem Response in Patients with Brain Stem or Cochlear Pathology. *Ear & Hearing, 16*, 631-636.

Prieve, B. A., & Fitzgerald, T. S. (2002). Otoacoustic Emissions. In J. Katz (Ed.), *Handbook of Clinical Audiology* (5th ed.). Baltimore, Philadelphia: Lippincott Williams & Wilkins.

Robinette, M. S., & Cevette, M. J. (2002). Case History, Integrating Audiometric Results, and Clinical Decision Analysis. In J. Katz (Ed.), *Handbook of Clinical Audiology* (5th ed.). Baltimore, Philadelphia: Lippincott Williams & Wilkins

Roeser, R. J., Valente, M., & Hosford-Dunn, H. (Eds.). (2000). *Audiology: diagnosis*. New York: Thieme.

Shepard, N. T. (2002). Evaluation and Management of Balance System Disorders. In J. Katz (Ed.), *Handbook of Clinical Audiology* (5th ed.). Baltimore, Philadelphia: Lippincott Williams & Wilkins.

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).

Exam

Due: **Examination period**
Weighting: **40%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

The examination will be case-based and/or short answers on various topics taught in this unit

On successful completion you will be able to:

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Delivery and Resources

The unit will be presented in a blended format with online lectures and consolidation exercises in the class on thursdays (please see timetable for details)

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.m

q.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

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment
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Assessment tasks

- Quiz
- Case Based 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

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- 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)
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Assessment tasks

- Quiz
- Quiz
- Case Based 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

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment
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Assessment tasks

- Quiz
- Quiz
- Case Based 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

- analyse, evaluate and integrate the test battery used in difficult-to-test cases and for site-of-lesion assessment
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objective assessment strategies including; otoacoustic emissions, electrocochleography, auditory brainstem responses and middle latency responses (auditory steady state response)
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Assessment tasks

- Quiz
- Quiz
- Case Based 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

- 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)
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Assessment tasks

- Quiz
- Quiz

- Case Based 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

- 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

- Case Based Essay
- Exam

Changes since First Published

Date	Description
24/08/2018	Added Ms Yee-Foong Stone