



SPHL209

Introduction to Audiology

S1 Evening 2019

Dept of Linguistics

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General Information

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Monday, Thursday, Friday

Margaret Wood

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Credit points

3

Prerequisites

3cp in LING units at 100 or 200 level

Corequisites

Co-badged status

Unit description

This unit aims to provide an introduction to audiological theory and practice. Topics include: fundamental concepts in aural anatomy and physiology; and an introduction to auditory disorders. Several areas of audiological practice are introduced, including; basic hearing assessment, paediatric audiology, and basic rehabilitative issues and procedures.

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:

Develop and demonstrate knowledge about the effects of a hearing loss in children and adults and the impact it can have on significant others.

Develop and demonstrate a basic understanding of frequently occurring disorders in adults and children that underlie hearing disorders and their effect on the auditory

pathway

Review the components of routine hearing assessment and build a basic understanding of their use in the identification of normal and pathological results.

Demonstrate an understanding of the clinical utility of some common evoked potential tests. Describe the benefits and limitations of these tests and their practical application in different populations.

Display a fundamental knowledge of the different aspects of hearing rehabilitation and the strategies and devices available to an audiologist for both adults and children.

Describe how a hearing aid and cochlear implant works and the benefits and limitations of each in different listening situations and discuss which factors are important for assessing implant candidacy.

Discuss the role of counselling in aural rehabilitation and how audiological rehabilitation is provided in various contexts and formats.

Describe the fundamentals of the balance system and its assessment by the audiologist.

Assessment Tasks

Name	Weighting	Hurdle	Due
On Line Quiz	15%	No	Week 5
Clinical encounter assessment	20%	No	Week 7
Essay	25%	No	Week 10
Exam	40%	No	During examination period

On Line Quiz

Due: **Week 5**

Weighting: **15%**

The online quiz will be taken on-line through iLearn. The quiz will consist of multiple choice and short answer questions covering all material presented thus far. You will be allowed to log on once during that time to complete the quiz. Please note that the test will be timed. You will have 2 hours in which to complete the quiz. No group work or discussions of test content are allowed during the taking of the quiz. Transgression will result in a 0% mark for the quiz.

On successful completion you will be able to:

- Develop and demonstrate a basic understanding of frequently occurring disorders in adults and children that underlie hearing disorders and their effect on the auditory pathway

- Review the components of routine hearing assessment and build a basic understanding of their use in the identification of normal and pathological results.

Clinical encounter assessment

Due: **Week 7**

Weighting: **20%**

Students will watch two videos of clinical encounters with children and describe the procedures that they observe.

On successful completion you will be able to:

- Review the components of routine hearing assessment and build a basic understanding of their use in the identification of normal and pathological results.

Essay

Due: **Week 10**

Weighting: **25%**

Each student will have a choice of topics (details in iLearn).

Write an essay describing and contrasting different viewpoints on your selected topic. Illustrative examples are encouraged. The topic will require some research. Please adhere to appropriate referencing. Each essay will be assessed on its content, level of academic writing, originality and coherence.

Please note that these topics are not fully addressed in lectures. Please adhere to the criteria listed in the section: Submission of work regarding citation, referencing and plagiarism. Please note that the reference list should include books, articles as well as web-site sources. Penalties will be incurred for excessive use of web-sourced material.

On successful completion you will be able to:

- Develop and demonstrate knowledge about the effects of a hearing loss in children and adults and the impact it can have on significant others.
- Demonstrate an understanding of the clinical utility of some common evoked potential tests. Describe the benefits and limitations of these tests and their practical application in different populations.
- Describe how a hearing aid and cochlear implant works and the benefits and limitations of each in different listening situations and discuss which factors are important for assessing implant candidacy.
- Discuss the role of counselling in aural rehabilitation and how audiological rehabilitation is provided in various contexts and formats.

Exam

Due: **During examination period**

Weighting: **40%**

The final exam will take place within the university examination period. Details of the exam structure will be provided in class.

On successful completion you will be able to:

- Develop and demonstrate knowledge about the effects of a hearing loss in children and adults and the impact it can have on significant others.
- Develop and demonstrate a basic understanding of frequently occurring disorders in adults and children that underlie hearing disorders and their effect on the auditory pathway
- Review the components of routine hearing assessment and build a basic understanding of their use in the identification of normal and pathological results.
- Demonstrate an understanding of the clinical utility of some common evoked potential tests. Describe the benefits and limitations of these tests and their practical application in different populations.
- Display a fundamental knowledge of the different aspects of hearing rehabilitation and the strategies and devices available to an audiologist for both adults and children.
- Describe how a hearing aid and cochlear implant works and the benefits and limitations of each in different listening situations and discuss which factors are important for assessing implant candidacy.
- Discuss the role of counselling in aural rehabilitation and how audiological rehabilitation is provided in various contexts and formats.
- Describe the fundamentals of the balance system and its assessment by the audiologist.

Delivery and Resources

Lecture:

Day:	Monday
Time:	6-8pm
Venue:	17 Wally's Walk Forum

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.m) (<https://staff.m>)

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment tasks

- Essay
- Exam

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Assessment tasks

- On Line Quiz
- Essay
- Exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Develop and demonstrate knowledge about the effects of a hearing loss in children and adults and the impact it can have on significant others.
- Develop and demonstrate a basic understanding of frequently occurring disorders in adults and children that underlie hearing disorders and their effect on the auditory pathway
- Review the components of routine hearing assessment and build a basic understanding of their use in the identification of normal and pathological results.
- Demonstrate an understanding of the clinical utility of some common evoked potential tests. Describe the benefits and limitations of these tests and their practical application in different populations.
- Display a fundamental knowledge of the different aspects of hearing rehabilitation and the strategies and devices available to an audiologist for both adults and children.
- Describe how a hearing aid and cochlear implant works and the benefits and limitations of each in different listening situations and discuss which factors are important for assessing implant candidacy.
- Discuss the role of counselling in aural rehabilitation and how audiological rehabilitation is provided in various contexts and formats.
- Describe the fundamentals of the balance system and its assessment by the audiologist.

Assessment tasks

- On Line Quiz
- Clinical encounter assessment
- Essay
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the clinical utility of some common evoked potential tests. Describe the benefits and limitations of these tests and their practical application in different populations.
- Display a fundamental knowledge of the different aspects of hearing rehabilitation and the strategies and devices available to an audiologist for both adults and children.
- Describe how a hearing aid and cochlear implant works and the benefits and limitations of each in different listening situations and discuss which factors are important for assessing implant candidacy.
- Discuss the role of counselling in aural rehabilitation and how audiological rehabilitation is provided in various contexts and formats.

Assessment tasks

- On Line Quiz
- Clinical encounter assessment
- Essay
- Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Review the components of routine hearing assessment and build a basic understanding of their use in the identification of normal and pathological results.
- Demonstrate an understanding of the clinical utility of some common evoked potential

tests. Describe the benefits and limitations of these tests and their practical application in different populations.

Assessment tasks

- On Line Quiz
- Clinical encounter assessment
- Essay
- Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Discuss the role of counselling in aural rehabilitation and how audiological rehabilitation is provided in various contexts and formats.

Assessment tasks

- On Line Quiz
- Essay
- Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Assessment tasks

- On Line Quiz
- Essay
- Exam

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment tasks

- On Line Quiz
- Essay
- Exam