



# CAUD816

## Complex Case Management

S2 Day 2019

*Dept of Linguistics*

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## General Information

Unit convenor and teaching staff

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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:

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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Case Study based essay</u>	20%	No	19/8/2019
<u>Case study based essay</u>	20%	No	9/11/2019
<u>Essay</u>	20%	No	7/10/2019
<u>Exam</u>	40%	No	Exam week

### Case Study based essay

Due: **19/8/2019**

Weighting: **20%**

Please see more details on the ilearn

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.

Presentation: 2000 words (not including the reference list)

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### Case study based essay

Due: **9/11/2019**

Weighting: **20%**

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 20dB HL between 2k-8kHz, DPOAEs are present bilaterally and acoustic reflexes are present contralateral at 500-2kHz bilaterally at 100-105dBHL

Keeping the case in mind,

1) discuss the current understanding of auditory processing disorders; and 2) what would your approach be of her diagnosis and management

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## Essay

Due: **7/10/2019**

Weighting: **20%**

See more details on ilearn

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.

Presentation: 1500 words (not including the reference list)

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- to competently develop, apply and discuss multidisciplinary approach

## Exam

Due: **Exam week**

Weighting: **40%**

The exam aims to cover the majority of the material provided in this unit, with a focus on the measurement techniques used, the test parameters as well as the application of the objective tests to different clinical cases or different populations.

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## Delivery and Resources

All lectures are available online, please listen to those before coming in for the consolidation classes that will be held on Monday mornings

## Unit Schedule

### IN BRIEF

WEEKS	Self listening and learning	Consolidation
1	Unit outline	Overview, expectations
1 (topic 3)	Auditory processing anatomy and physiology	Cases and summary
2 (topic 2)	CAEPs	Summary and clinical applications and practica
3 (topic 1)	Listening difficulties	Summary and cases; practica
4 (topic 6)	Auditory training	Summary
DURING CLINICAL PLACEMENTS		
5 (topic 5)	Tinnitus	
6 (topic 7)	Fluctuating hearing loss	
AFTER CLINICAL PLACEMENTS		
7 (topic 5 and 7)		Summary
8 (topic 8)	ANSD	Summary
9 (topic 4)	Cortical Deafness	Cases
9 (topic 9)	Sudden Hearing Loss	Cases
9 (topic 10)	Pseudohypacusis	Cases
10 (topic 11)	Vestibular Rehabilitation	Summary
10 (topic 12)	Classical Hearing test	Summary

## 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](http://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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

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

#### Assessment tasks

- Case Study based essay
- Case study based 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**

- to competently integrate and apply audiological management skills of complex cases;
- to analyse and evaluate knowledge about a range of audiological conditions
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## **Assessment tasks**

- Case Study based essay
- Case study based essay
- Essay
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## **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**

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

## **Assessment tasks**

- Case Study based essay
- Case study based 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

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

## Assessment tasks

- Case Study based essay
- Case study based 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

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

## Assessment tasks

- Case Study based essay
- Case study based essay
- Essay
- Exam