



CAUD806

Objective Assessment Strategies

S2 Day 2019

Dept of Linguistics

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General Information

Unit convenor and teaching staff

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Lecturer

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1.624

Mondays and Fridays 9:00 to 3:00pm

Lindsey Van Yper

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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%	No	2/09/2019
In class Quiz 2	15%	No	4/11/2019
Case study	30%	No	14/10/2019
Exam	40%	No	Exam period

Quiz

Due: **2/09/2019**

Weighting: **15%**

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 2nd Sept, 9:00am

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),

In class Quiz 2

Due: **4/11/2019**

Weighting: **15%**

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: 4th Nov, 9 am

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).

Case study

Due: **14/10/2019**

Weighting: **30%**

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

Due date: Monday 14th Oct, 5:00pm

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),
- 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: **Exam period**

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.

Format: Details to be provided closer to the examination period.

Duration: 3 hours.

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).

Delivery and Resources

The unit guide includes all the readings that are relevant to the various topics

All lectures are available on line on the ilearn. Please listen to the relevant lectures before coming to the consolidation lectures

Unit Schedule

In Brief

Week	Self listening and learning	Consolidation
1		Unit outline
1 (topic 1)	OAEs	Summary and cases
1 (topic 2)	Electrocochleography	Summary, cases, practica
2	Overview of AEPs and measurements	Summary
2	ABR – technical	Summary, practica
3	ABR – diagnostics	Summary, cases, practica,
3	ABR- paediatrics	Summary, cases
4	Vestibular	Summary, practica
5	MLR and ASSR	Summary, practica
6		Cases
6		Calibration

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](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

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

- 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

- Quiz
- In class Quiz 2
- Case study
- 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;
- 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

- Quiz
- In class Quiz 2
- Case study
- 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;
- 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

- Quiz
- In class Quiz 2
- Case study
- 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),
- 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

- Quiz
- In class Quiz 2

- Case study
- Exam