CAUD8006

Objective Assessment Strategies

Session 2, Special circumstance, North Ryde 2020

Department of Linguistics

Contents

Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and ot her small group learning activities on campus for the second half-year, while keeping an online ver sion available for those students unable to return or those who choose to continue their studies onli ne.

To check the availability of face-to-face and onlin e activities for your unit, please go to timetable vi ewer. To check detailed information on unit asses sments visit your unit's iLearn space or consult yo ur unit convenor.

General Information

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Credit points
10

Prerequisites
(CAUD802 or CAUD8002) and (CAUD803 or CAUD8003) and (CAUD819 or CAUD8001)

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:

ULO1: Analyse, evaluate and choose the test battery used in difficult-to-test cases and

for site-of-lesion assessment.

ULO2: Competently argue 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)

ULO3: Demonstrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients

ULO4: 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
Online Quiz 1	15%	No	31/08/2020
online Quiz 2	15%	No	12/10/2020
Essay	25%	No	26/10/2020
online tasks	5%	No	2/11/2020
Exam	40%	No	week 46

Online Quiz 1

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **31/08/2020**
Weighting: **15%**

The online test will aim to assess your knowledge of objective assessments relating to OAE, Electrocochleography and ABR within an hour. 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.

On successful completion you will be able to:

- Analyse, evaluate and choose the test battery used in difficult-to-test cases and for site-

of-lesion assessment.
- Competently argue 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)

online Quiz 2

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **12/10/2020**
Weighting: **15%**

The online 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.

On successful completion you will be able to:
- Analyse, evaluate and choose the test battery used in difficult-to-test cases and for site-of-lesion assessment.
- Competently argue 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)
- Demonstrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients

Essay

Assessment Type [1]: Essay
Indicative Time on Task [2]: 25 hours
Due: **26/10/2020**
Weighting: **25%**

This Case related essay will require explaining in 2000 words the management and diagnosis of a complex disorder with evidence from literature.

On successful completion you will be able to:

- Analyse, evaluate and choose the test battery used in difficult-to-test cases and for site-of-lesion assessment.
- Competently argue 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)
- Demonstrate 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)

online tasks

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 1 hours
Due: **2/11/2020**
Weighting: **5%**

Short online quizzes and tasks: There are 2 to 3 multiple choice questions for each of eleven topics to estimate self understanding of online lecture material.

On successful completion you will be able to:

- Analyse, evaluate and choose the test battery used in difficult-to-test cases and for site-of-lesion assessment.
- Competently argue 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)
- Demonstrate 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

Assessment Type [1]: Examination
Indicative Time on Task [2]: 25 hours
Due: **week 46**
Weighting: **40%**

3 hour examination that covers the topics from the whole course where the students will need to respond to short and long questions.

On successful completion you will be able to:

- Analyse, evaluate and choose the test battery used in difficult-to-test cases and for site-of-lesion assessment.
- Competently argue 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)
- Demonstrate 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)

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

All lectures are online and consolidations lectures scheduled on Wednesdays morning will be online too. There are hands-on practica scheduled, please check online timetable to select your preferred days.

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.)*

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 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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.