



# CAUD8007

## Paediatric Hearing Assessment

Session 2, Special circumstance 2020

*Department of Linguistics*

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#### Disclaimer

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#### Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

Unit convenor and teaching staff

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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 build skills in the audiological assessment and clinical management of infants and children. Through lectures and clinical practicums, skills in the audiological assessment of infants and preschoolers are gained. Normal child development, including speech and language development, is explored. Causes of hearing loss in children, the effects of hearing loss, and treatment options are considered. Throughout the unit, students are encouraged to consider information that is presented from a family systems' perspective.

## 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:** Integrate knowledge of child development and approaches to paediatric assessment across the age range to determine the most appropriate assessment techniques for individual children

**ULO2:** Select and independently interpret results of developmentally appropriate behavioural and electrophysiological test techniques, whilst evaluating the consistency of results across the test battery and recommends further action for resolution of inconsistencies

**ULO3:** Demonstrate an understanding of genetics, embryology and development of the peripheral auditory system to explain the pathology and clinical course of common syndromes/ diseases/injuries involving the peripheral auditory system

**ULO4:** Demonstrate an understanding of hearing screening principles and applications with paediatric and adult groups

**ULO5:** Demonstrate an advanced understanding of the psychosocial impact of hearing loss on the individual and their family, family-centred practice, informed choice and effective counselling techniques for working with children and their families

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Final Examination</u>	40%	No	During university exam period
<u>Essay</u>	25%	No	Week 41
<u>Congenital causes of hearing loss</u>	15%	No	Week 33
<u>On-line quiz</u>	20%	No	Week 37

### Final Examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **During university exam period**

Weighting: **40%**

Final exam consists of essay-style questions including at least one case-based scenario.”

On successful completion you will be able to:

- Integrate knowledge of child development and approaches to paediatric assessment across the age range to determine the most appropriate assessment techniques for individual children
- Select and independently interpret results of developmentally appropriate behavioural and electrophysiological test techniques, whilst evaluating the consistency of results across the test battery and recommends further action for resolution of inconsistencies
- Demonstrate an understanding of genetics, embryology and development of the peripheral auditory system to explain the pathology and clinical course of common

syndromes/ diseases/injuries involving the peripheral auditory system

- Demonstrate an understanding of hearing screening principles and applications with paediatric and adult groups
- Demonstrate an advanced understanding of the psychosocial impact of hearing loss on the individual and their family, family-centred practice, informed choice and effective counselling techniques for working with children and their families

## Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **Week 41**

Weighting: **25%**

2500 word hearing screening essay

On successful completion you will be able to:

- Demonstrate an understanding of hearing screening principles and applications with paediatric and adult groups
- Demonstrate an advanced understanding of the psychosocial impact of hearing loss on the individual and their family, family-centred practice, informed choice and effective counselling techniques for working with children and their families

## Congenital causes of hearing loss

Assessment Type <sup>1</sup>: Summary

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 33**

Weighting: **15%**

1500 word summary assessment of common congenital causes of hearing loss and their progression

On successful completion you will be able to:

- Integrate knowledge of child development and approaches to paediatric assessment across the age range to determine the most appropriate assessment techniques for individual children

- Select and independently interpret results of developmentally appropriate behavioural and electrophysiological test techniques, whilst evaluating the consistency of results across the test battery and recommends further action for resolution of inconsistencies
- Demonstrate an understanding of genetics, embryology and development of the peripheral auditory system to explain the pathology and clinical course of common syndromes/ diseases/injuries involving the peripheral auditory system

## On-line quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 37**

Weighting: **20%**

On-line multiple choice and short answer quiz testing foundational and applied knowledge.

On successful completion you will be able to:

- Integrate knowledge of child development and approaches to paediatric assessment across the age range to determine the most appropriate assessment techniques for individual children
- Select and independently interpret results of developmentally appropriate behavioural and electrophysiological test techniques, whilst evaluating the consistency of results across the test battery and recommends further action for resolution of inconsistencies
- Demonstrate an understanding of genetics, embryology and development of the peripheral auditory system to explain the pathology and clinical course of common syndromes/ diseases/injuries involving the peripheral auditory system

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<sup>1</sup> 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.

<sup>2</sup> 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

This unit consists of online content and activities and zoom consolidation sessions.

## Unit Schedule

Please see iLearn for the unit schedule.

## 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.*)

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](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>).

## 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](https://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 <https://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 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](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.