



CAUD8006

Objective Assessment Strategies

Session 2, Special circumstances, North Ryde 2021

Department of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	7

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

General Information

Unit convenor and teaching staff

Mridula Sharma

mridula.sharma@mq.edu.au

Margaret Wood

margaret.wood@mq.edu.au

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)

General Assessment Information

Assessment task late submission policy

Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submission of assignments

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online Quiz 1	15%	No	1/9/21
Lab report	15%	No	27/9/21
Case study	20%	No	18/10/21
online tasks	10%	No	25/10/21
Exam	40%	No	Exam period

Online Quiz 1

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 20 hours

Due: **1/9/21**

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)
- Demonstrate knowledge of vestibular physiology, pathophysiology and its relevance to the vestibular function assessment of clients

Lab report

Assessment Type ¹: Lab report

Indicative Time on Task ²: 15 hours

Due: **27/9/21**

Weighting: **15%**

The lab report will aim to assess your knowledge of objective assessments relating to Vestibular responses and objective assessments. 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:

- 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)

Case study

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 25 hours

Due: **18/10/21**

Weighting: **20%**

This Case related report will require explaining in 1500 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: **25/10/21**

Weighting: **10%**

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: **Exam period**

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)

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

Lectures are done in blended format

Consolidation classes will be given synchronously online

Practica will be held in-class

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). 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](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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.