SPHL2212

Introduction to Audiology

Session 1, Special circumstances 2021

Department of Linguistics

Contents

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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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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
Nick Wilson
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Credit points
10

Prerequisites
10cp in LING or SPHL at 1000 level or above

Corequisites

Co-badged status

Unit description
This unit aims to provide an introduction to audiological theory and practice. Topics include:
fundamental concepts in aural anatomy and physiology; and an introduction to auditory
disorders. Several areas of audiological practice are introduced, including; basic hearing
assessment, paediatric audiology, and basic rehabilitative issues and procedures.

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: Develop and demonstrate knowledge about the effects of a hearing loss in
children and adults and the impact it can have on significant others.

ULO2: Develop and demonstrate a basic understanding of frequently occurring disorders
in adults and children that underlie hearing disorders and their effect on the auditory
pathway

ULO3: Review the components of routine hearing assessment and build a basic
understanding of their use in the identification of normal and pathological results.

ULO4: Demonstrate an understanding of the clinical utility of some common evoked
potential tests. Describe the benefits and limitations of these tests and their practical

application in different populations.

ULO5: Display a fundamental knowledge of the different aspects of hearing rehabilitation and the strategies and devices available to an audiologist for both adults and children.

ULO6: Describe how a hearing aid and cochlear implant works and the benefits and limitations of each in different listening situations and discuss which factors are important for assessing implant candidacy.

ULO7: Discuss the role of counselling in aural rehabilitation and how audiological rehabilitation is provided in various contexts and formats.

ULO8: Describe the fundamentals of the balance system and its assessment by the audiologist.

Assessment Tasks

Name	Weighting	Hurdle	Due
Exam	40%	No	Exam Period
Essay	25%	No	12 May
Clinical encounter assessment	20%	No	21 April
On-line quiz	15%	No	25 March - 30 March

Exam

Assessment Type [1]: Examination
Indicative Time on Task [2]: 30 hours
Due: **Exam Period**
Weighting: **40%**

The final exam will take place within the university examination period. Details of the exam structure will be provided in class.

On successful completion you will be able to:

- Develop and demonstrate knowledge about the effects of a hearing loss in children and adults and the impact it can have on significant others.
- Develop and demonstrate a basic understanding of frequently occurring disorders in adults and children that underlie hearing disorders and their effect on the auditory pathway
- Review the components of routine hearing assessment and build a basic understanding of their use in the identification of normal and pathological results.

- Demonstrate an understanding of the clinical utility of some common evoked potential tests. Describe the benefits and limitations of these tests and their practical application in different populations.
- Display a fundamental knowledge of the different aspects of hearing rehabilitation and the strategies and devices available to an audiologist for both adults and children.
- Describe how a hearing aid and cochlear implant works and the benefits and limitations of each in different listening situations and discuss which factors are important for assessing implant candidacy.
- Discuss the role of counselling in aural rehabilitation and how audiological rehabilitation is provided in various contexts and formats.
- Describe the fundamentals of the balance system and its assessment by the audiologist.

Essay

Assessment Type [1]: Essay
Indicative Time on Task [2]: 50 hours
Due: **12 May**
Weighting: **25%**

Each student will have a choice of topics (details in iLearn).

Write an essay describing and contrasting different viewpoints on your selected topic. Illustrative examples are encouraged. The topic will require some research. Please adhere to appropriate referencing. Each essay will be assessed on its content, level of academic writing, originality and coherence. The essay should be no more than 2500 words (excluding references and in-text citations).

Please note that these topics are not fully addressed in lectures. Please adhere to the criteria listed in the section: Submission of work regarding citation, referencing and plagiarism. Please note that the reference list should include books, articles as well as web-site sources. Penalties will be incurred for excessive use of web-sourced material.

On successful completion you will be able to:

- Develop and demonstrate knowledge about the effects of a hearing loss in children and adults and the impact it can have on significant others.
- Demonstrate an understanding of the clinical utility of some common evoked potential tests. Describe the benefits and limitations of these tests and their practical application in different populations.
- Display a fundamental knowledge of the different aspects of hearing rehabilitation and the strategies and devices available to an audiologist for both adults and children.
- Describe how a hearing aid and cochlear implant works and the benefits and limitations

of each in different listening situations and discuss which factors are important for assessing implant candidacy.

- Discuss the role of counselling in aural rehabilitation and how audiological rehabilitation is provided in various contexts and formats.

Clinical encounter assessment

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 30 hours
Due: **21 April**
Weighting: **20%**

Students will watch videos of clinical encounters with children and describe the procedures that they observe. Appropriate referencing is expected. The report should be no longer than 1500 words.

On successful completion you will be able to:

- Review the components of routine hearing assessment and build a basic understanding of their use in the identification of normal and pathological results.

On-line quiz

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 10 hours
Due: **25 March - 30 March**
Weighting: **15%**

The online quiz will be taken on-line through iLearn. The quiz will consist of multiple choice and short answer questions covering all material presented thus far. You will be allowed to log on once during that time to complete the quiz. Please note that the test will be timed. You will have 2 hours in which to complete the quiz. No group work or discussions of test content are allowed during the taking of the quiz. Transgression will result in a 0% mark for the quiz.

On successful completion you will be able to:

- Develop and demonstrate knowledge about the effects of a hearing loss in children and adults and the impact it can have on significant others.
- Develop and demonstrate a basic understanding of frequently occurring disorders in adults and children that underlie hearing disorders and their effect on the auditory pathway
- Review the components of routine hearing assessment and build a basic understanding of their use in the identification of normal and pathological results.

[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

Recommended readings:

- Stach, B.A. (1998). Clinical Audiology: an introduction. Singular Publishing Group, San Diego.
- Martin, F & Clark, J. (2003) Introduction to Audiology. Ninth Edition. Allyn & Bacon, Boston.
- Other editions are also suitable.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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.