CAUD8006

Objective Assessment Strategies

Session 2, In person-scheduled-weekday, North Ryde 2022

Department of Linguistics

Contents

General Information

Unit convenor and teaching staff Mridula Sharma mridula.sharma@mq.edu.au
Credit points 10
Prerequisites (CAUD802 or CAUD8002) and (CAUD803 or CAUD8003) and (CAUD819 or CAUD8001)
Corequisites
Co-badged status CAUD7006
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

Grade descriptors and other information concerning grading are contained in the Macquarie University Assessment Policy.

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of ‘0’ will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz 1	15%	No	26/09/2022
Lab report	15%	No	7/10/2022
Case study	20%	No	24/10/2022
online tasks	10%	No	weekly
Exam	40%	No	Exam week

Quiz 1

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **26/09/2022**
Weighting: **15%**

The class 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)

Lab report

Assessment Type [1]: Lab book
Indicative Time on Task [2]: 20 hours
Due: **7/10/2022**
Weighting: **15%**

The lab report will aim to assess your knowledge of objective assessments relating to Vestibular responses and other objective methods. 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
- 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: **24/10/2022**
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: **weekly**
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.

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

As a student enrolled in this unit, you will engage in a range of preparatory work that includes listening to online lectures and come in on Wednesday mornings (9-12pm) face-to-face learning activities, including [readings, online modules, videos and lectures etc]. Details can be found on the iLearn site for this unit.

Recommended Readings

- Recommended readings are provided for each topic on the ilearn.

Technology Used

- Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Unit Schedule

Please note the unit schedule is also provided on the ilearn website for the unit. All lectures will be held at AHH, level 1, Rm 1.602

SNo	Date	Topics	Lecturer
1	27th July	Unit outline; Auditory processing Anatomy and Physiology + OAEs	Mridula Sharma and Sriram Boothalingam
2	3rd Aug	AEPs and their measurement + Electrocochleography	Catherine McMahon; Mridula Sharma
3	10th Aug	AEP: Technical details & Calibration	Mridula Sharma
4	17th Aug	ABR: other factors	Mridula Sharma
5	24th Aug	ABR: diagnostic & Paediatric	Mridula Sharma
6	31st Aug	MLR and ASSR	Mridula Sharma, Juan P Faundez
7	7th Sept	Vestibular consolidation	Yee-Foong Stone
8	2nd Nov	Review	Mridula Sharma

Practica: All practica will be held at AHH, level 1 on Tuesdays and/or Fridays. The practica will include familiarisations with OAE, ABR and Vestibular techniques and will contribute to the Lab report assessment

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
- Assessment Procedure

- Complaints Resolution 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

INCLUSION AND DIVERSITY

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

PROFESSIONAL

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they

do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.