



CAUD8002

Adult Hearing Assessment

Session 1, In person-scheduled-weekday, North Ryde 2023

Department of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	6
<u>INCLUSION AND DIVERSITY</u>	8
<u>PROFESSIONALISM</u>	8
<u>Changes since First Published</u>	9

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General Information

Unit convenor and teaching staff

Convener

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Credit points

10

Prerequisites

Admission to MCLinAudiology

Corequisites

(CAUD803 or CAUD8003) and (CAUD804 or CAUD8004) and (CAUD819 or CAUD8001)

Co-badged status

Unit description

This unit will provide an understanding of the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts; equip students with skills required to perform standard audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance; and facilitate the development of problem-solving and clinical integration skills for interpretation of audiological information, appropriate clinical decision making and referral.

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: Explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.

ULO2: Perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance.

ULO3: Discuss the clinical application of the basic audiological testing in an adult population.

ULO4: Apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	5%	No	weekly
Quiz	15%	No	27/3/23
Clinical-based exercise 1	20%	No	08/05/2023
Clinical-based exercise 2	20%	No	22/05/2023
Exam	40%	No	Week 23

Participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 5 hours

Due: **weekly**

Weighting: **5%**

Participation in this unit will attract 5% of the units' total marks. Participation will be marked based upon completion of activities on this units iLearn page. Activities include forum posts, and quizzes, with a mark of 5% constituting completion of $\geq 75\%$ of activities, 2.5% constituting completion of between 50-74% of activities and 0% for $<50\%$ of activities.

On successful completion you will be able to:

- Explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.
- Perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance.

- Discuss the clinical application of the basic audiological testing in an adult population.
- Apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **27/3/23**

Weighting: **15%**

The aim of the quiz is to assess your understanding of various aspects of psychoacoustics such as loudness, pitch, hearing and principles underlying masking. The quiz will be 1 h in duration.

On successful completion you will be able to:

- Explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.

Clinical-based exercise 1

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 20 hours

Due: **08/05/2023**

Weighting: **20%**

This essay aims to assess your understanding of the principles underlying audiological assessment. The details of the essay will be provided to you at the beginning of the semester. It will be assessed according to the assessment criteria outlined. The essay should be no more than 2000 words (excluding references and citations).

On successful completion you will be able to:

- Perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance.
- Discuss the clinical application of the basic audiological testing in an adult population.
- Apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

Clinical-based exercise 2

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 20 hours

Due: **22/05/2023**

Weighting: **20%**

This essay aims to assess your understanding of the principles underlying audiological assessment. The details of the essay will be provided to you at the beginning of the semester. It will be assessed according to the assessment criteria outlined. The essay should be no more than 2000 words (excluding references and citations).

On successful completion you will be able to:

- Perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance.
- Discuss the clinical application of the basic audiological testing in an adult population.
- Apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

Exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 30 hours

Due: **Week 23**

Weighting: **40%**

The aim of the exam is to integrate the theory learned in this unit with clinical cases. This exam will be 3 hours in duration.

On successful completion you will be able to:

- Explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.
- Perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance.

- Discuss the clinical application of the basic audiological testing in an adult population.
 - Apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.
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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 recorded and prepopulated on ilearn. In addition, there are in-person consolidation workshops that the students should attend to ensure that the material is clear.

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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](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

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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.

PROFESIONALISM

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.

Changes since First Published

Date	Description
06/02/2023	Added two sections, Professionalism and Inclusion & Diversity