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
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:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>7 days (144-168 hours)</td>
<td>100</td>
<td>35</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>&gt;7 days (&gt;168 hours)</td>
<td>100</td>
<td>-</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

Late submission of time sensitive tasks, such as timetabled tests/exams, scheduled performance assessments/presentations, scheduled practical assessments/labs, will be addressed by the unit
convenor in a Special consideration application.

**Special Consideration**

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the special consideration policy. Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

**Use of Generative AI and AI-assisted Technologies**

Students may use Generative AI, in the development of an assessment task answer as long as they ensure that the final submission is their own work. They should include a statement indicating the use of this technology when submitting their assignment. See below for examples.

Declaration of Generative AI and AI-assisted technologies used in assessment tasks

Statement:

During the preparation of this assessment task, I used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, I reviewed and edited the content of my assessment task to ensure it is my own work. I have clearly acknowledged in my assessment task the work of others where appropriate.

Name:

Example 1

During the preparation of this assessment task, I used ChatGPT in order to see how it would structure a presentation on classroom design. After using ChatGPT, I reviewed the content of my task and am confident that it is my own work. I have clearly acknowledged in my assessment task the work of others where appropriate.

Name:

Example 2:

During the preparation of this assessment task, I used Scholarcy in order to summarise the article “Genre in Three Traditions” by Sunny Hyon. After using Scholarcy, I reviewed the content of my task and am confident that it is my own work. I did not copy and paste any content directly into my assessment task. I have clearly acknowledged in my assessment task the work of others where appropriate.

Name:
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab report</td>
<td>15%</td>
<td>No</td>
<td>18/09/2023</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>15%</td>
<td>No</td>
<td>25/09/2023</td>
</tr>
<tr>
<td>Case study</td>
<td>20%</td>
<td>No</td>
<td>02/10/2023</td>
</tr>
<tr>
<td>Exam</td>
<td>40%</td>
<td>No</td>
<td>Exam weeks</td>
</tr>
<tr>
<td>online tasks</td>
<td>10%</td>
<td>No</td>
<td>weekly</td>
</tr>
</tbody>
</table>

Lab report
Assessment Type 1: Lab book
Indicative Time on Task 2: 20 hours
Due: 18/09/2023
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)
Quiz 1
Assessment Type 1: Quiz/Test
Indicative Time on Task 2: 20 hours
Due: 25/09/2023
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)

Case study
Assessment Type 1: Case study/analysis
Indicative Time on Task 2: 25 hours
Due: 02/10/2023
Weighting: 20%

This Case related report will require explaining in 1500 words the management and diagnosis of a complex disorder with evidence from literature.

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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.

On successful completion you will be able to:

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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

CAUD8006 Unit Schedule: in person consolidation workshops 9am-12pm on Wednesdays Level 1, Rm 1.602

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

Unit Schedule

CAUD8006 Unit Schedule: 9am-12pm on Wednesdays Level 1, Rm 1.602
Practica: All practica will be held at AHH, level 1 on Tuesdays and/or Fridays. The practica will include familiarisations with OAE, ABR, ASSR and Vestibular assessment techniques

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](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](mailto: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/](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:
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.

Professionalism
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.