CAUD8107

Childhood Hearing Assessments

Session 2, In person-scheduled-weekday, North Ryde 2024

Department of Linguistics

Contents

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General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
Admission to MClinAudiology and CAUD8101 and CAUD8102 and CAUD8103

Corequisites

Co-badged status

Unit description
This unit aims to expose you to a theoretical framework for pediatric hearing assessment. You will learn about common childhood hearing disorders and their consequences. This unit will enable to you select and adjust hearing assessments based upon an understanding of the developmental age of a child. The application of hearing screening and its consequences will be examined through a clinical and public health perspective. Additionally, you will also learn about the importance of professional collaboration, family-centered practice, and the potential dilemmas that often arise clinically when working with children and thier families.

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: Integrate knowledge of child development and approaches to pediatric hearing assessment and be able to select a relevant and appropriate test battery (Capability 1 Scientist & Scholar)

ULO2: Select, analyse, interpret and communicate results of developmentally appropriate behavioural and electrophysiological test techniques (Capability 2 Practioner)

ULO3: Explain the pathology and clinical course of common pediatric ear and hearing related syndromes/ diseases/injuries and relate them to an understanding of the genetics and embryology of the peripheral auditory system (Capability 1 Scientist & Scholar)

ULO4: Critically evaluate the principles and application of hearing screening at local and global level (Capability 3 Citizen)

ULO5: Evaluate the psychosocial impact of hearing loss on the individual and their family and the benefits of providing family-centred practice when working with these groups (Capability 2 Practioner)

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

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

Name	Weighting	Hurdle	Due
Mastery registry	30%	Yes	2024-11-11
Case study oral examination	30%	No	2024-10-28
Written case study	40%	No	2024-09-16

Mastery registry

Assessment Type [1]: Clinical performance evaluation
Indicative Time on Task [2]: 25 hours
Due: **2024-11-11**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

You will be marked based upon your demonstration of mastery of clinical tasks during practica, and on related online activities.

On successful completion you will be able to:
- Integrate knowledge of child development and approaches to pediatric hearing assessment and be able to select a relevant and appropriate test battery (Capability 1 Scientist & Scholar)
- Select, analyse, interpret and communicate results of developmentally appropriate behavioural and electrophysiological test techniques (Capability 2 Practioner)

Case study oral examination

Assessment Type [1]: Viva/oral examination

Indicative Time on Task [2]: 25 hours
Due: **2024-10-28**
Weighting: **30%**

You will complete an interactive oral examination exploring pediatric case scenarios.

On successful completion you will be able to:
- Integrate knowledge of child development and approaches to pediatric hearing assessment and be able to select a relevant and appropriate test battery (Capability 1 Scientist & Scholar)
- Select, analyse, interpret and communicate results of developmentally appropriate behavioural and electrophysiological test techniques (Capability 2 Practioner)
- Explain the pathology and clinical course of common pediatric ear and hearing related syndromes/ diseases/injuries and relate them to an understanding of the genetics and embryology of the peripheral auditory system (Capability 1 Scientist & Scholar)
- Critically evaluate the principles and application of hearing screening at local and global level (Capability 3 Citizen)
- Evaluate the psychosocial impact of hearing loss on the individual and their family and the benefits of providing family-centred practice when working with these groups (Capability 2 Practioner)

Written case study

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 27 hours
Due: **2024-09-16**
Weighting: **40%**

You will complete a written case study encompassing elements of pediatric case history, pathology, and assessment.

On successful completion you will be able to:
- Integrate knowledge of child development and approaches to pediatric hearing assessment and be able to select a relevant and appropriate test battery (Capability 1 Scientist & Scholar)

- Select, analyse, interpret and communicate results of developmentally appropriate behavioural and electrophysiological test techniques (Capability 2 Practioner)
- Explain the pathology and clinical course of common pediatric ear and hearing related syndromes/ diseases/injuries and relate them to an understanding of the genetics and embryology of the peripheral auditory system (Capability 1 Scientist & Scholar)
- Critically evaluate the principles and application of hearing screening at local and global level (Capability 3 Citizen)
- Evaluate the psychosocial impact of hearing loss on the individual and their family and the benefits of providing family-centred practice when working with these groups (Capability 2 Practioner)

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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

This unit is blended, with pre-recorded lessons and online and in-person consolidations. Practicum activities will take place in person.

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 connect.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 the Service Connect Portal, 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.

Unit information based on version 2024.02 of the Handbook