SPED931
Introduction to Educational Audiology
S1 External 2017

Institute of Early Childhood

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https://unitguides.mq.edu.au/unit_offerings/78574/unit_guide/print
General Information

Unit convenor and teaching staff
Lecturer
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Contact via 02 9850 4246
AHH, Level 1 Room 1.612
By appointment

Guest Lecturer
Simone Punch
Robyn Moore
robyn.moore@mq.edu.au

Credit points
4

Prerequisites
Admission to MDisabilityStud

Corequisites

Co-badged status

Unit description
This unit aims to provide teachers of the deaf with a broad overview of auditory development and audiological practice. Students will be introduced to the anatomy and physiology of hearing as a basis for understanding the mechanisms underlying auditory perception. The causes and implications of various types of hearing loss will be examined. Procedures and testing techniques will also be explored. Topics covered in this area will include screening, behavioural assessment, objective assessment, and evoked potential testing techniques. Students will develop an understanding of clinical reports and audiograms. Hearing aids, implantable devices, and other assistive listening devices are reviewed and students will learn skills in troubleshooting and monitoring such devices.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates
Learning Outcomes

On successful completion of this unit, you will be able to:

- Discuss foundational audiology terminology and constructs with parents of children with hearing loss
- Explain the delivery of audiology services for children and students with hearing loss
- Identify and describe audiological screening and assessment procedures
- Provide a description of the components and features of hearing aids, cochlear implants and FM systems, and how to carry out rudimentary troubleshooting
- Discuss the underlying theory of environmental acoustics and modifications, and to apply this to school-based settings

Assessment Tasks

<table>
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<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tr>
<td>Online quiz</td>
<td>30%</td>
<td>No</td>
<td>Week 5</td>
</tr>
<tr>
<td>Clinical observation &amp; report</td>
<td>30%</td>
<td>No</td>
<td>Week 8</td>
</tr>
<tr>
<td>Case Study</td>
<td>40%</td>
<td>No</td>
<td>Week 12</td>
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Online quiz

Due: **Week 5**
Weighting: **30%**

The quiz link will appear on iLearn at 12.01am, Monday 27 March 2017. Students must have completed, saved and submitted the quiz via iLearn by 11.59pm, Sunday 2 April 2017.

30 items, some MC, T/F, fill in blank, short answer

On successful completion you will be able to:

- Discuss foundational audiology terminology and constructs with parents of children with hearing loss
- Identify and describe audiological screening and assessment procedures

Clinical observation & report

Due: **Week 8**
Weighting: **30%**

Video observation of clinical practice and a written report of observation.

1500 words total (±10%)
A marking rubric will be supplied prior to assignment submission.

Submit your assignment to Turnitin via the iLearn submission point before 5pm, Friday of Week 8.

On successful completion you will be able to:
- Discuss foundational audiology terminology and constructs with parents of children with hearing loss
- Explain the delivery of audiology services for children and students with hearing loss
- Identify and describe audiological screening and assessment procedures

Case Study
Due: Week 12
Weighting: 40%

Students will be provided with a scenario.
2000 words (±10%).
A marking rubric will be supplied prior to assignment submission.
Submit your assignment to via iLearn before 5pm, Friday of Week 12.

On successful completion you will be able to:
- Discuss foundational audiology terminology and constructs with parents of children with hearing loss
- Explain the delivery of audiology services for children and students with hearing loss
- Identify and describe audiological screening and assessment procedures
- Provide a description of the components and features of hearing aids, cochlear implants and FM systems, and how to carry out rudimentary troubleshooting
- Discuss the underlying theory of environmental acoustics and modifications, and to apply this to schoolbased settings

Delivery and Resources
There will be one compulsory on-campus session to be held at RIDBC North Rocks on Friday 5th May, 9am-4pm. All other content will be delivered online via iLearn on a weekly basis.

Recommended Readings


Australian Hearing (2014). Demographic details of young Australians with a hearing impairment, who have been fitted with a hearing aid or cochlear implant at 31 December 2013.


Unit Schedule

Section 1: Fundamentals of hearing and hearing loss –

Topic 1: Auditory form and function: Anatomy and physiology of the hearing mechanism and the development of audition.

Topic 2: The nature of sound.

Topic 3: Defining and classifying hearing and hearing loss.


Section 2: Clinical and diagnostic aspects of hearing and hearing loss –

Topic 5: Common pathologies of the auditory system.

Topic 6: The principles of audiological assessment for infants and children.

Topic 7: Approaches to assessment.

Topic 8: Universal newborn hearing screening.

Section 3: (Re)habilitative and educational aspects of hearing loss –
Topic 9: Personal hearing instruments and Hearing Assistive Technology (HAT).

Topic 10: The role of Australian Hearing.

Topic 11: Classroom management and the acoustic environment.

Topic 12: Facilitating and monitoring auditory access for children with special hearing needs.

Topic 13: Review and discussion

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in iLearn, or released directly by your Unit Convener, 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.

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 improve your marks and take control of your study.
Student Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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.

Graduate Capabilities
PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- Discuss foundational audiology terminology and constructs with parents of children with hearing loss
- Explain the delivery of audiology services for children and students with hearing loss
- Identify and describe audiological screening and assessment procedures
- Provide a description of the components and features of hearing aids, cochlear implants and FM systems, and how to carry out rudimentary troubleshooting
- Discuss the underlying theory of environmental acoustics and modifications, and to apply this to school-based settings

**Assessment tasks**

- Online quiz
- Clinical observation & report
Case Study

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• Discuss foundational audiology terminology and constructs with parents of children with hearing loss
• Explain the delivery of audiology services for children and students with hearing loss
• Identify and describe audiological screening and assessment procedures
• Provide a description of the components and features of hearing aids, cochlear implants and FM systems, and how to carry out rudimentary troubleshooting
• Discuss the underlying theory of environmental acoustics and modifications, and to apply this to school-based settings

Assessment tasks

• Clinical observation & report
• Case Study

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

• Identify and describe audiological screening and assessment procedures
• Provide a description of the components and features of hearing aids, cochlear implants and FM systems, and how to carry out rudimentary troubleshooting
• Discuss the underlying theory of environmental acoustics and modifications, and to apply this to school-based settings
Assessment tasks

• Online quiz
• Case Study

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

• Discuss foundational audiology terminology and constructs with parents of children with hearing loss
• Explain the delivery of audiology services for children and students with hearing loss
• Identify and describe audiological screening and assessment procedures
• Provide a description of the components and features of hearing aids, cochlear implants and FM systems, and how to carry out rudimentary troubleshooting
• Discuss the underlying theory of environmental acoustics and modifications, and to apply this to schoolbased settings

Assessment tasks

• Clinical observation & report
• Case Study

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

• Provide a description of the components and features of hearing aids, cochlear implants and FM systems, and how to carry out rudimentary troubleshooting
• Discuss the underlying theory of environmental acoustics and modifications, and to apply this to schoolbased settings
**Assessment task**

- Case Study

**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Discuss foundational audiology terminology and constructs with parents of children with hearing loss
- Identify and describe audiological screening and assessment procedures
- Provide a description of the components and features of hearing aids, cochlear implants and FM systems, and how to carry out rudimentary troubleshooting
- Discuss the underlying theory of environmental acoustics and modifications, and to apply this to schoolbased settings

**Assessment tasks**

- Clinical observation & report
- Case Study