Update on the University of Canterbury MAud programme

Associate Professor Greg O’Beirne
Communication Disorders
University of Canterbury
MAud degree programme established in 2005.
- First graduates in 2007.
- Produced 72 audiologists and counting!
- Currently take 16 students per year.
  - Range of academic backgrounds
  - Full-time and part-time study options.
- PhD in Audiology established in 2007.
Update on the University of Canterbury MAud programme

- The Department of Communication Disorders

- Overview of the Canterbury MAud
  - Academic and Clinical Staff
    - Research and teaching interests
  - Visiting academics
  - 2014 Restructure
  - Course structure and content
    - Full-time over two years
    - Part-time over three or four years
  - Our students
    - Student research topics
Communication Disorders possible future location:

Christchurch Health Precinct/Te Papa Hauora

(at least 3 years away...)

Academic health science facilities will include the University of Canterbury, CPIT, University of Otago, and the learning and development component of the Canterbury DHB.

All facilities will be within walking distance of the main hospital site.
Department of Communication Disorders: Audiology Personnel
Greg O’Beirne, PhD

- **Position:**
  - Associate Professor
  - Audiology Programme Director/Deputy Head of Department

- **Qualifications:**
  - B.Sc. with First Class Honours in Physiology, University of Western Australia
  - M.Clin.Audiol., University of Western Australia
  - Ph.D. with Distinction, University of Western Australia

- **Research interests:**
  - Evoked potentials and intraoperative neurophysiological monitoring
  - Speech testing and auditory processing
  - Audiological instrumentation
  - Cochlear electrophysiology

**Courses taught:**
- CMDS651 Foundation Topics in Audiology
- CMDS655 Advanced Topics in Audiology
- CMDS656 Advanced Diagnostic Audiological Evaluation
- CMDS690 MAud Thesis
Rebecca Kelly-Campbell, PhD

- **Position:**
  - Senior Lecturer in Audiology

- **Qualifications:**
  - B.A. in Anthropology and Linguistics, University of Arizona
  - M.A. in Audiology, University of Memphis
  - Ph.D. in Audiology, University of Memphis

- **Research interests:**
  - Qualitative and quantitative studies aimed at understanding how couples live with hearing problems
  - Investigating factors that prompt adults to seek services for hearing problems

**Courses taught:**
- CMDS652 Diagnostic Audiological Evaluation
- CMDS653 Audiological Rehabilitation
- CMDS657 Advanced Audiological Rehabilitation
- CMDS690 MAud Thesis
Donal Sinex, PhD

- **Position:**
  - Senior Lecturer in Audiology

- **Qualifications:**
  - B.S., Experimental Psychology, Purdue University
  - Ph.D., Experimental Psychology, Washington University in St. Louis

- **Research interests:**
  - Auditory processing of complex sounds
  - Perception of speech in noise
  - Neural mechanisms of auditory scene analysis
  - Effects of hearing loss on the perception and processing of complex sounds.

Courses taught:
- CMDS651 Foundation Topics in Audiology
- CMDS655 Advanced Topics in Audiology
- CMDS656 Advanced Diagnostic Audiological Evaluation
- CMDS690 MAud Thesis
Fiona Yip, MAud (Dist), MNZAS-CCC

- **Position:**
  - Clinical Educator: Audiology

- **Qualifications:**
  - Masters of Audiology (Distinction), University of Canterbury
  - Masters of Speech and Language Therapy (Distinction), University of Canterbury
  - Bachelor of Speech and Language Therapy, University of Canterbury
  - MNZAS-CCC

**Courses taught:**
- CMDS654 Clinical Practicum I
- CMDS658 Clinical Practicum II
Michael Sanders, PhD, MNZAS-CCC

- Position:
  - Clinical Educator: Audiology

- Qualifications:
  - Master of Audiology, University of Auckland
  - PhD, University of Auckland
  - MNZAS-CCC

Courses taught:
- CMDS654 Clinical Practicum I
- CMDS658 Clinical Practicum II
Beverly Griffin, AuD

- **Position:**
  - Clinical Educator: Audiology (fixed-term)

- **Qualifications:**
  - Au.D., University of Florida
  - M.A., Logopedics, Wichita State University
  - B.S., Hearing & Speech Science, Colorado State University
  - American Board of Audiology, Board Certified
  - American Speech & Hearing Association Certificate of Clinical Competence
  - FAAA

**Courses taught:**
CMDS654 Clinical Practicum I
CMDS658 Clinical Practicum II
Audiology Clinic

- **Clinic Director:** Gina Tillard
- **Clinical Educators:** Fiona Yip, Michael Sanders, Beverly Griffin

- Full diagnostic clinic
- Full range of hearing aid provision
- Electrophysiological testing and vestibular diagnosis
- APD testing
Department of Communication Disorders: Adjunct Personnel

- Otolaryngology:
  - Mr Phil Bird
  - Mr Daran Murray
  - Mr Jeremy Hornibrook

- Audiology:
  - Mr Paul Peryman
  - Mr Neil Heslop
Department of Communication Disorders: Visitors
Audiology Erskine Fellows & visiting academics
2005 – 2015

Prof Theresa Chisolm
U of South Florida
2015

Prof Barbara Cone
U of Arizona
2015, 2010

Prof Nancy Tye-Murray
Washington U St Louis

Dr Josephine Marriage
U College London
2014

Prof Fan-Gang Zeng
U California Irvine
2013

Prof Bruce Schneider
U Toronto
2012

Prof Owen Murnane
J H Quillen VA
2011

Prof Kim Schairer
U of Wisconsin Madison
2011

Prof Judith Widen
Kansas U Medical
2011

Prof David Hawkins
The Mayo Clinic
2010

Prof Jean-Pierre Gagné
U of Montreal
2009

Dr Anne-Marie Hurteau
McGill U Health Center
2009

Prof Lenore Holte
U of Iowa
2009

Prof Don Sinex
Utah State U
2009

Prof James Mahshie
Gallaudet U
2008

Prof Dianne Van Tasell
U of Arizona
2008

Prof Frank Musiek
U of Connecticut
2008

Prof John Bamford
U of Manchester
2008, 2006

Prof Larry Humes
Indiana U
2008, 2006

Dr Robert Patuzzi
U of Western Australia
2007

Prof Catherine Palmer
U of Pittsburgh
2007

Prof Ruth Bentler
U of Iowa
2005
Evolution of the Canterbury MAud
Evolution of the Canterbury MAud: Programme milestones

- Programme begins, 2005
- First cohort graduates, 2007
- Endorsed by the New Zealand Audiological Society, 2008
- Master of Audiology Graduating Year Review, 2009
- Endorsed again by the New Zealand Audiological Society, 2013
### Evolution of the Canterbury MAud: 2013 course structure

#### Year 1

<table>
<thead>
<tr>
<th>CMDS Course Code</th>
<th>Course Title</th>
<th>Points (%)</th>
<th>Timing</th>
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<tbody>
<tr>
<td>629</td>
<td>Clinical Audiology</td>
<td>6 (5%)</td>
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<tr>
<td>631</td>
<td>Biological Bases of Auditory Function</td>
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<td>632</td>
<td>Acoustics and Psychoacoustics</td>
<td>11 (9%)</td>
<td>S1</td>
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<tr>
<td>604</td>
<td>Research Design</td>
<td>11(9%)</td>
<td>S1</td>
</tr>
<tr>
<td>442*</td>
<td>Aural Rehabilitation</td>
<td>15 (12.5%)</td>
<td>S2</td>
</tr>
<tr>
<td>633</td>
<td>Amplification</td>
<td>11 (9%)</td>
<td>S2</td>
</tr>
<tr>
<td>634</td>
<td>Paediatric Audiology</td>
<td>11 (9%)</td>
<td>S2</td>
</tr>
<tr>
<td>635</td>
<td>Electrophysiological Techniques</td>
<td>11 (9%)</td>
<td>S2</td>
</tr>
<tr>
<td>636</td>
<td>Advanced Audiology</td>
<td>11 (9%)</td>
<td>S2</td>
</tr>
<tr>
<td>637</td>
<td>Cochlear Implants</td>
<td>6 (5%)</td>
<td>S2</td>
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<tr>
<td>601</td>
<td>Clinical Observation and Practice I</td>
<td>22 (18.3%)</td>
<td>W</td>
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<tr>
<td>650</td>
<td>Externship</td>
<td>11 (9%)</td>
<td>Summer</td>
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**Total:** 137 (114%) non-BSLP 120 (102%) with BSLP

#### Year 2

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<tbody>
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<td>Medical Audiology</td>
<td>5 (4.1%)</td>
<td>S1</td>
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<tr>
<td>642</td>
<td>Auditory Processing and Its Disorders</td>
<td>5 (4.1%)</td>
<td>S1</td>
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<tr>
<td>299*</td>
<td>Introduction to Communication Disorders</td>
<td>15 (12.5%)</td>
<td>T1, T3</td>
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<tr>
<td>639</td>
<td>Vestibular Disorders</td>
<td>5 (4.1%)</td>
<td>T3</td>
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<tr>
<td>620</td>
<td>Clinical Observation and Practice II</td>
<td>10 (8.33%)</td>
<td>W</td>
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<tr>
<td>690</td>
<td>Thesis</td>
<td>90 (75%)</td>
<td>W</td>
</tr>
<tr>
<td>680</td>
<td>Clinical Practice III</td>
<td>5 (4.1%)</td>
<td>Summer</td>
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</table>

**Total:** 135 (112%) non-BSLP 120 (100%) with BSLP

*Denotes courses required for students without a BSLP(Hons)
Evolution of the Canterbury MAud: Restructure process

- Benchmarking process
  - Aligned course content with both NZAS Graduate Attributes and Audiology Australia Core Knowledge and Competencies of Graduates
- Formulated new curriculum
- Extensive internal, local, national and international consultation
  - UC Master of Audiology students, Ngai Tahu, NZAS, University of Auckland, Dr Helen Goulios (Uni of Western Australia), Prof Louise Hickson (Uni of Queensland), Prof John Bamford (Uni of Manchester), Prof Larry Humes (Indiana University).
- University of Canterbury approval process
  - Science Academic Advisory Committee → Joint Board of Studies–Health → Faculty of Science → Academic Administration Committee → Academic Board → University Council
- Committee on University Academic Programmes (CUAP)
  - Approved in November 2013
Evolution of the Canterbury MAud: 2014 course structure

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<td>15 (12.5%)</td>
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<td>652</td>
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<td>Audiological Rehabilitation</td>
<td>15 (12.5%)</td>
<td>S1</td>
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<tr>
<td>655</td>
<td>Advanced Topics in Audiology</td>
<td>15 (12.5%)</td>
<td>S2</td>
</tr>
<tr>
<td>656</td>
<td>Advanced Diagnostic Audiological Evaluation</td>
<td>15 (12.5%)</td>
<td>S2</td>
</tr>
<tr>
<td>657</td>
<td>Advanced Audiological Rehabilitation</td>
<td>15 (12.5%)</td>
<td>S2</td>
</tr>
<tr>
<td>654</td>
<td>Clinical Practicum I</td>
<td>30 (25%)</td>
<td>W</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
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<td>658</td>
<td>Clinical Practicum II</td>
<td>30 (25%)</td>
<td>W</td>
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<td>690</td>
<td>Thesis</td>
<td>90 (75%)</td>
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</table>

**Benefits:**
- Streamlined course – 16 postgrad and 2 undergrad papers are now 8 team-taught papers entirely at postgrad level
- Aligns with University of Canterbury 15-point structure
- More consistent relationship between workload and course weighting
- Students with and without backgrounds in communication disorders complete same programme
- Better integration of academic and clinical coursework
- More time for consolidation of knowledge in second year
## Evolution of the Canterbury MAud: Part-time course structure

### Year 1

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<td>653</td>
<td>Audiological Rehabilitation</td>
<td>15 (12.5%)</td>
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<td>Advanced Audiological Rehabilitation</td>
<td>15 (12.5%)</td>
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<tr>
<td>654</td>
<td>Clinical Practicum I</td>
<td>30 (25%)</td>
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### Year 3

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<td>658</td>
<td>Clinical Practicum II</td>
<td>30 (25%)</td>
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<td>Thesis</td>
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Full-time and part-time thesis options also available.
Master of Audiology Course Content
Year 1

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**Foundation Topics in Audiology** (5 hours/week)
Greg O’Beirne & Don Sinex

- Introduction to acoustics
- Anatomy of the peripheral auditory system
- Neurophysiology of the peripheral auditory system
- Psychoacoustics and the physiological bases of cochlear sensitivity
- Anatomy and physiology of the auditory nervous system

Basic principles of acoustics, psychoacoustics, and the anatomy and physiology of the peripheral auditory system.
## The Canterbury MAud: Course content

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### Diagnostic Audiological Evaluation (4 hours/week)

**Rebecca Kelly-Campbell**

- Principles of audiological evaluation
- Impittance, acoustic reflex assessment
- Puretone audiometric assessment
- Speech audiometry
- Test battery approach
- Presentation of results
- Reports and referrals
- Research methods:
  - Introduction to quantitative research methodology
  - Hypothesis testing, T-test, ANOVA

*Introduction to the diagnosis of hearing impairment, with a focus on diagnostics in adults.*
The Canterbury MAud: Course content

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Audiological Rehabilitation (4 hours/week)
Rebecca Kelly-Campbell

- Counselling adults with hearing impairment and their families
- Hearing loss prevention
- Audiological rehabilitation in adults
- Hearing aids and HAT fundamentals and selection
- Hearing aid and HAT fitting
- Research methods:
  - Qualitative research, Measurement theory
  - Correlational analysis, non-parametric stats

Introduction to the management of hearing impairment, with a focus on management in adults.
## The Canterbury MAud: Course content

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### Year 1

**Advanced Topics in Audiology** (5 hours/week)

Don Sinex, Greg O’Beirne, Phil Bird, Daran Murray

- Communication and stimulation of the central nervous system
- Development of the auditory system
- Communication in challenging situations
- Auditory processing disorders
- Vestibular disorders
- Medical audiology

Advanced study of the auditory system, with focus on the processing of auditory information, processing disorders, vestibular disorders, and medical audiology.
## Year 1

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**Advanced Diagnostic Audiological Evaluation (4 hours/week)**

Greg O’Beirne, Josephine Marriage, Don Sinex

- Diagnostic evaluation in children (incl. behavioural)
- Electrophysiological/acousticophysiological tests
- Other diagnostic evaluation (tinnitus, imaging)

*Further study in the diagnosis of hearing impairment, with a focus on objective assessment techniques and diagnosis in children.*
The Canterbury MAud: Course content

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<th>Points (%)</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>651</td>
<td>Foundation Topics in Audiology</td>
<td>15 (12.5%)</td>
<td>S1</td>
</tr>
<tr>
<td>652</td>
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</tr>
<tr>
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</tr>
<tr>
<td>655</td>
<td>Advanced Topics in Audiology</td>
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<td>S2</td>
</tr>
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</tr>
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</tr>
<tr>
<td>654</td>
<td>Clinical Practicum I</td>
<td>30 (25%)</td>
<td>W</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120 (100%)</strong></td>
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</table>

**Advanced Audiological Rehabilitation (5 hours/week)**  
Rebecca Kelly-Campbell, Paul Peryman, Neil Heslop

- Verification and validation of rehabilitation
- Counselling children with hearing impairment and their families
- Development and education
- Management of hearing impairment in children
- Implantable devices
- Research methods:
  - Sampling strategies, statistical power

*Further study in the management of hearing impairment, with a focus on management in children, and cochlear implants.*
# The Canterbury MAud: Course structure

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**Clinical Practicum I**  
Fiona Yip, Michael Sanders

The first half of the year is primarily focused on developing skills for adult diagnostic assessment, while the second half of the year focuses on developing skills for paediatric diagnostic assessment, and adult and paediatric habilitation.

*This course puts into practice the information acquired in the academic courses in the clinical setting.*
Year 2

<table>
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<tr>
<td>690</td>
<td>Thesis</td>
<td>90 (75%)</td>
<td>W</td>
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<tr>
<td>658</td>
<td>Clinical Practicum II</td>
<td>30 (25%)</td>
<td>W</td>
</tr>
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<td></td>
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**Audiology Thesis**
To be carried out under the guidance of a supervisor

- The thesis is to embody the results obtained by the student in an investigation into an area of clinical audiology.

**Clinical Practicum II**
Fiona Yip, Michael Sanders

- This course builds on the diagnostic and habilitative skills learned on the first year of the MAud programme, with a growing emphasis on building holistic approaches to audiological case management and understanding how these fit into the broader health system.
Master of Audiology Clinical Courses
Master of Audiology Clinical Courses

- Changes!
  - Block Placements
  - Assessment and Feedback
  - Logging Hours

Daily Clinic Performance Evaluation Form
To be completed by supervising clinician.

Student Clinician: ________________________
Supervising Clinician: Foo Yip
Date of Evaluation: Tuesday, 1 July 2024
Number and Type of Hours Accrued: ________________________

Professionalism
For each item below, please rate the student clinician’s as Satisfactory (S), Acceptable (A), or Unsatisfactory (U):
- Punctuality/Effective Time Management
- Preparation for appointments
- Interpersonal Skills/Support
- Accuracy Record Keeping
- Takes Initiative
- Presents Professional Appearance
- Uses Appropriate Voice, Speech and Language
- Maintains Confidentiality
- Clinic Maintenance

Clinical Skill Development Evaluation
Please rate the student clinician’s clinic performance using the following scale with reference to Entry-Level competency, independent from the average expectations for student clinicians at a similar stage in their training (i.e. a rating of 5 does not equate to the “average” level of performance).

5 - Above Entry level: proficient and independent; sufficiently competent to enter the profession.
4 - Proficient: student meets all job expectations, can function independently, and is self-sufficient; sufficient progress towards clinical competency.
3 - Emerging: student meets most job expectations, is learning to function independently, and requires additional guidance.
2 - Novice: student meets some job expectations, is learning to function independently, and requires significant additional guidance.
1 - Not Observed

Case History
- Oto -scopy
- Tympanometry
- Acoustic Reflexes
- Obltncoustic Emissions
- Pure Tone Audiometry (AC/ BC)
- Speech Audiometry
- Identification for masking need
- Pure Tone Masking
- Speech Masking
- Prf Audiometry

VRA
- Implementing Oss Check (principal)
- Result Interpretation
- Providing Results to Client.
- Recommendation/Referral
- Counseling
- Hearing Aid Discussion
- Hearing Aid Selection
- Hearing Aid Fitting
- Hearing Aid Verification/Follow-up
- Ear Impression

Comments: __________________________________________

Supervising Clinician’s Signature: ____________________________
Master of Audiology Clinical Courses

- **Summer placement**
  - 15 x Year 1 student clinicians
  - Public and private audiology clinics
    - 2 x 4 week-block placement OR
    - Split placement over 8 weeks
  - CEP Points/Professional Development

Please contact me!

- Phone: (+64 3) 364 2987 ext. 6401
- Email: fiona.yip@canterbury.ac.nz
UC Master of Audiology: Our students
UC Master of Audiology: Our students – 2006 to 2013
Contribution to human knowledge: 72 masters theses!

- Dalrymple-Alford, J. (2014). Does Vocabulary Knowledge Influence Speech Recognition in Adverse Conditions?
Contribution to human knowledge: 72 masters theses!

- Harris, P. (2013). Does Speaker Age Affect Speech Perception in Noise in Older Adults?
Contribution to human knowledge: 72 masters theses!

- Parry, D. (2013). Relationship between Cognitive Anxiety Level and Client Variables at First Consultation for Adults with Hearing Impairment
- Suckling, A. (2014). Auditory Attention to Fundamental Frequency of Complex Tones
- Wendel, K. (2013). Cognitive anxiety levels of first-time hearing aid users and their significant others throughout the consultation process
- Thomas, K. (2014). Audiological Outcomes for Adults with a Mild Hearing Impairment
Current student research

- **Louise Allan**: Factors associated with hearing aid disuse in Aotearoa/New Zealand
- **Harriet Apthorp**: Site of auditory impairment during Vestibular Schwannoma surgery: A study of intraoperative auditory function via direct eighth nerve monitoring and electrocochleography
- **Michelle Bishell**: Effect of linguistic knowledge on lexical segmentation
- **Ashleigh Donald**: Readability and comprehensibility of audiological reports provided to New Zealand caregivers of hearing impaired children
- **Caitlin Kengmana**: What client-related factors are related to hearing aid satisfaction among hearing aid users in New Zealand?
- **Sarah Kerr**: Interaction between phonotactic structure and vocabulary knowledge in lexical segmentation
- **Kate Logan**: Patient recall of tinnitus information after initial audiological assessment
- **Amber McClelland**: Normalisation of the UC Auditory-Visual Matrix Sentence Test
- **Hugh Potter**: Readability, quality, and comprehensibility of Web-based consumer audiological health information for adults with a hearing impairment living in New Zealand
- **Bethney Russell**: What client-related factors are related to hearing aid satisfaction among hearing aid users in New Zealand?
- **Isaac Smart**: Evaluation of the non-linear properties of two computational models of the peripheral auditory system
- **Emily Spence**: Exploring the long-term unmet needs of late cochlear implanted adults with prelingual deafness and their frequent communication partners in southern New Zealand
For more information...

- Visit our website: [www.cmds.canterbury.ac.nz](http://www.cmds.canterbury.ac.nz)

- Visit our YouTube channel: [www.youtube.com/user/UniCanterburyCMDS](http://www.youtube.com/user/UniCanterburyCMDS)