



MSc Clinical Science (Neurosensory Sciences)

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Neurosensory Science

**Audiology
(UoM)**

**Neurophysiology
(MMU)**

**** Vision &
Ophthalmic Science
(Aston)**

Programme Structure (Audiology)

YEAR 1

Campus Learning:

7 weeks (Sept-Nov)

+

2 days during Jan
exam period

YEAR 2

Campus Learning:

1.5 weeks (Nov)

1 week (April)

2 weeks (July)

YEAR 3

Campus Learning:

1 day Research Day

Programme Structure (Neurophysiology @ MMU)

YEAR 1

Campus Learning:
7 weeks (Sept-Nov)
+
2 days during Jan
exam period

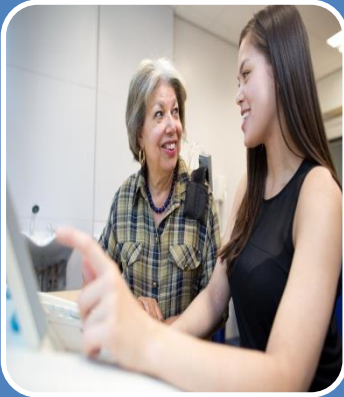
YEAR 2

Campus Learning:
1 week (Nov)
1 week (March)

YEAR 3

Campus Learning:
2 weeks (Oct)
1 week (Jan)

YEAR 1- INDUCTION



Understanding Sensory Losses

- Patient perspectives
- Support services



Exploring Expectation

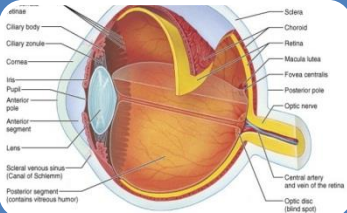
- Working at masters level
- Identifying group experiences, strengths and fears

YEAR 1- Course Units



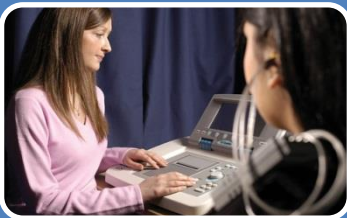
Professional Practice & Introduction to HCS (15 credits)

- MAHSE run- Predominantly taught during week 3 but also has on-line learning
- Communication, pharmacology, genetics, health psychology, imaging, leadership



Neurosensory Science (15 credits)

- Predominantly taught during first 7 weeks
- Anatomy & Physiology within Vision Science, Audiology & Neurophysiology



Clinical Applications of Neurosensory Science (30 credits)

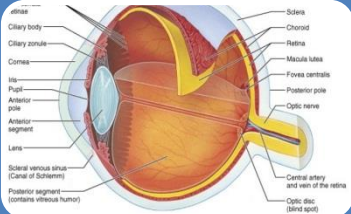
- Predominantly taught during first 7 weeks, with some online work in semester II
- Assessment and pathologies common to Vision Science, Audiology & Neurophysiology

YEAR 1- Assessment 2014-15



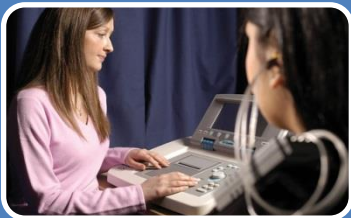
Professional Practice & Introduction to HCS (15 credits)

- 3 short essays focusing on professional practice and how skills/knowledge embedded into specialism
- Exam



Neurosensory Science (15 credits)

- Exam



Clinical Applications of Neurosensory Science (30 credits)

- Assignment 1- exploring evoked potentials in the three specialism
- Assignment 2- reverse case history where patient presents with a disorder that has neurological, vision and auditory symptoms

YEAR 1- Feedback

7 week
campus great
for cohort
bonding &
support

Challenging content if
don't have recent
science background-
advised to complete
guided reading prior to
course commencing

Stressful sorting
out
accommodation
for job +
university with
little money
initially

Very intensive
7 weeks, even
if you have a
background in
Audiology

Practical
labs useful
to
consolidate
learning in
new topics

Start thinking
about a research
project topic
sooner rather than
later

YEAR 2- Audiology



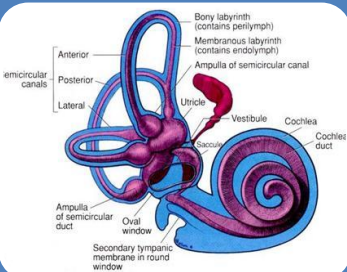
Adult Auditory Assessment & Management (15 credits)

- Focuses on less routine auditory assessments- (speech tests, OAEs, TEN test, testing for NOHL, cortical evoked potentials) and management of HL/tinnitus (Auditory devices & rehabilitation)
- Assessment- Case based evaluative assessment



Paediatric Audiology (15 credits)

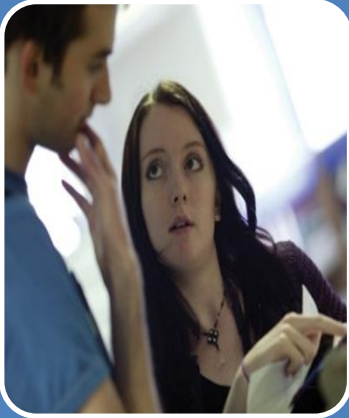
- Places children's hearing as well as hearing loss in the wider developmental, psychosocial and medical context
- Assessment- Exam + Essay



Vestibular Assessment & Management (15 credits)

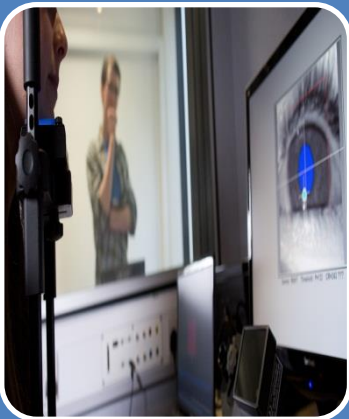
- Detailed look at anatomy & physiology of vestibular system, then focuses on assessment, disease and management of vestibular disorders.
- Assessment- Case based assignment

YEAR 2- Audiology



Research Methods (15 credits)

- MAHSE run- Focuses on importance of research, development and innovation across the NHS and in healthcare science
- Ethics, research design, statistics, innovation, grant applications & funding



Research Project I (15 credits)

- Literature review + Ethics proposal
- Assessment- formative feedback

YEAR 2- Feedback

Great to come back to campus and see everyone again

Great to have the opportunity to work on academic knowledge without pressure of learning clinical skills

Great to be able to talk/discuss topics/practice in safe non-judgemental environment

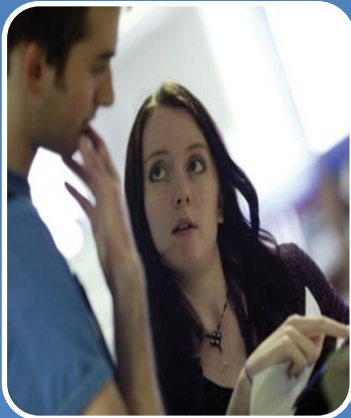
Don't delay ethics application

Full on weeks, not much room for a breather

Excellent to complete all academic units in one calendar year- leaves time to develop clinical skills

Practical classes & tutorials with plenty of discussion good way to consolidate knowledge

YEAR 3- Audiology



Research Project II (45 credits)

- Completion of dissertation- data collection, analysis and writing of academic paper

YEAR 3- Feedback

Organisation particularly crucial- don't delay data collection, and plan study days carefully. There will always be unavoidable delays, build this into your timetable

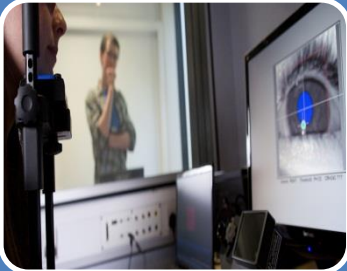
Phew it is over!!!!

YEAR 2- Neurophysiology



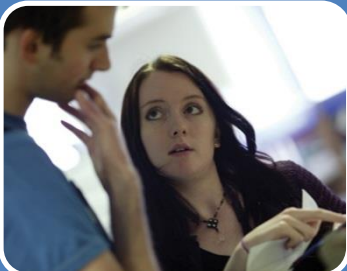
Nerve Conduction Studies, Electromyography and Evoked Potentials (20 credits)

- Focuses on anatomy and physiology of the peripheral nervous system and ability to critically evaluate the main investigative methods



Research Project (30 credits)

- Places children's hearing as well as hearing loss in the wider developmental, psychosocial and medical context
- Assessment- Exam + Essay



Research Methods (10 credits)

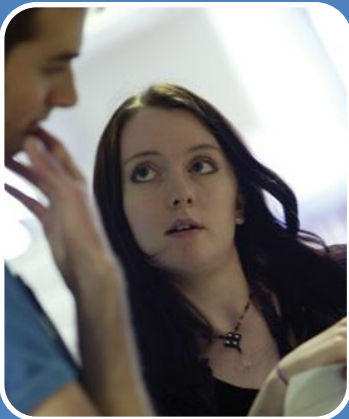
- Focuses on importance of research, development and innovation across the NHS and in healthcare science

YEAR 3- Neurophysiology



Sleep & long term monitoring,; Paediatric Electroencephalogram (EEG), & EEG on intensive care unit (30 credits)

- Provides knowledge, understanding and ability to critically evaluate sleep monitoring methods and EEG in different patient populations



Research Project (30 credits)

- Places children's hearing as well as hearing loss in the wider developmental, psychosocial and medical context
- Assessment- Exam + Essay

Dedication

- Need to be sure this is what you want to do, you will put your life on hold for 3 years
- Need to be self motivated, resilient, independent

Rewarding

- Challenge academic programme, you earn your MSc
- Job itself is rewarding, and MSc allows you to qualify
- Strong friendships built

Challenging

- Difficult balancing academic work, clinical work, home life
- Difficult moving to new job, new university especially if miles apart
- Those new to the specialism's, steep learning curve with information overload initially
- Those with a background in the profession, challenges in thinking outside the box, not being constrained by tradition practice, grasping the academic rigours of M-Level as opposed to UG

Questions?