



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 241S Practice: Hearing Screenings	Section: 01
Meeting Days: Wednesdays Fridays	Meeting Times: 12:00-12:50pm 8:45am-12:00pm (hearing screening) 12:15-2:45pm (Optimal Hearing class)	Location: Folsom Hall 1051 TBA (hearing screening) NSA room of Maryjane Rees Language, Speech, and Hearing Center (Optimal Hearing class)
Instructor: James McCartney, Ph.D., CCC-A Laura Gaeta, Ph.D. (Guest Speaker)	Email: harpeat@csus.edu l.gaeta@csus.edu	Phone: 916-278-4867 916-278-4701
Office Location: Folsom Hall 2316	Office Hours/Appointments: Dr. McCartney: Email for appointment Dr. Gaeta: Monday (1:00-2:00pm), Tuesday (2:00-3:00pm), Thursday (10:30-11:30am)	

Catalogue Course Description:

CSAD 241S. Practice: Hearing Screenings.

1 Unit

Prerequisite(s): [CSAD 130](#)

Term Typically Offered: Fall, Spring

Supervised clinical practice in the administration of hearing screening tests. The student must furnish his/her own transportation. Fifteen to twenty hours for one unit.

Credit/No Credit

Place of Course in Program

This course provides advanced study and practical experiences related to hearing-related communication difficulties in children and adults. Students taking this course will meet weekly to review concepts related to hearing and hearing loss while preparing for practical experiences with clients with hearing impairments. Students will also be guided through hearing screenings with preschool and school-aged children, and group aural rehabilitation classes with older adults with hearing loss. Topics covered include a review of the foundations of audiology, hearing testing and interpretation of findings, principles of aural rehabilitation, the scope of practice of speech-language pathologists, effects of hearing loss on the individual and his/her communication partners, advocacy and resource identification, communication strategies, and lipreading.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

Course Learning Outcomes:

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 241S SPECIFIC STUDENT LEARNING OUTCOMES:

1. Review policies and procedures for hearing screenings (tympanometry and audiometry).
2. Perform biologic listening checks on portable audiometer.
3. Demonstrate correct screening techniques and processes, including documentation of screening results (per State of California guidelines).
4. Interpret and communicate hearing screening and audiologic evaluation results, indicating necessary referrals (if appropriate).
5. Outline the transduction of sound throughout the auditory system.
6. Describe the effects of common hearing disorders on communication.
7. List and implement major evidence-based strategies for aural rehabilitation with older adults.
8. Discuss barriers and communication strategies related to a case study in an interprofessional context.
9. Identify resources for pediatric and adult clients with hearing loss.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Orientation to hearing screenings Hearing screenings	
2	Hearing screenings	
3	Hearing screenings	

4	Hearing screenings In-class activities	
5	In-class activities Group hearing loss class	
6	In-class activities Group hearing loss class	
7	In-class activities Group hearing loss class	
8	Interprofessional education activity	
9	In-class activities Group hearing loss class	

Textbooks and Materials:

There is no textbook required for this class. However, an “Audiometric Interpretation” workbook is available in the library for additional practice.

Reading materials will be available on Canvas. Any worksheets or activities that need to be printed and brought to class will also be available on Canvas.

Online Resources:

This course utilizes Canvas. All course materials will be available on Canvas.

Course Requirements/Components:

This course has four major components: weekly in-class meetings (Wednesday), nine hours of hearing screenings (three Fridays), five hours of group aural rehabilitation (two Fridays), and one interprofessional education activity (during class on Wednesday). Weekly meetings and the interprofessional education activity occur on Wednesday afternoons, and the hearing screenings and group aural rehabilitation classes are held on selected Fridays. Class time on Wednesday will be spent reviewing information pertinent to the practical experiences (i.e., hearing screening and group aural rehabilitation) and completing activities in preparation for the group aural rehabilitation experience.

Weekly meetings (Laura Gaeta, Ph.D.)

Class will meet from 12:00-12:50pm on Wednesdays in FLS 1051, except for the scheduled interprofessional education activity day (location: TBA). Students are expected to arrive on time so that class can begin at noon. Any worksheets or handouts will be available on Canvas so that they can be printed, completed, and collected in class.

Practical experiences (Jim McCartney, Ph.D., CCC-A; Laura Gaeta, Ph.D.; Julia Ahlquist Tanner, Au.D., CCC-A)

Students will be assigned to two practical experiences in this class. If a student is unable to attend the assigned date, it is the student’s responsibility to notify the Clinical Director and course instructor within the first week of the semester so that he/she can be rescheduled.

Hearing screenings (Jim McCartney, Ph.D., CCC-A)

Hearing screenings are scheduled from 9:00am to 12:00pm on selected Fridays.

- Arrive 15 minutes early for setup.
- A minimum of four students must be present at each school screening with a maximum of six students.
- Each student will be randomly assigned to three screening dates. The Friday schedule for hearing screenings with student assignments will be forwarded by Ms. Annette Kafouros as soon as the schools confirm the schedule. The schedule for hearing screenings will be distributed during the first week of class.
- It is the student's responsibility to request two different portable audiometers and two different tympanometers from the supply room, check and verify that it is working, and return it to the supply room. All supplies (alcohol wipes, otoscope, specula, hearing screening forms, and pencils) can be found in Dr. McCartney's Hearing Screening box in the supply room. Dr. McCartney's Hearing Screening box should be brought to each hearing screening.
- The following equipment should be brought to every screening:
 - Two portable audiometers (different models-e.g., one Maico and one GSI)
 - Two portable tympanometers (different models-e.g., one handheld GSI Auto-Tymp and one other tympanometer)
 - Be sure the handheld GSI Auto-Tymp is charged the night before.
 - Be sure the otoscope is charged the night before.
 - Be sure there is at least one complete box of alcohol wipes available.
- It is the student's responsibility to keep track of the hours completed and have them signed off by Dr. McCartney on the date of the screening.

Optimal Hearing, Wellness, and Balance mini-seminar classes (Laura Gaeta, Ph.D., & Julia Ahlquist Tanner, Au.D., CCC-A)

Classes are scheduled from 12:15-2:45pm on selected Fridays.

- This seminar series is held on September 20, September 27, October 4, and October 11.
- Each student will be assigned to two classes. Students do not attend the classes to which they have not been assigned.
- Arrive by 12:15pm for setup in the NSA room. Students will be assigned a setup activity (e.g., greeting participants, assisting with completion of outcome measures, writing nametags, setting up small therapy rooms for lipreading, testing microphone and PA system, etc.), so it is important for students to arrive on time.
- It is the student's responsibility to ensure that all prepared materials are ready for the start of class.
- Any materials needed for class must be ready by 12:15pm. If materials are needed for class, these items should be organized and ready before the class.
- All backpacks and bags must be kept around the perimeter of the room and not at the tables.
- The use of cell phones, laptops, and other electronics is not permitted during class.
- A debrief will occur at the end of the class after all participants have left the clinic. These debriefs are expected to last no later than 2:45pm.

Interprofessional education activity (Laura Gaeta, PhD., & Tara Sharpp, RN, Ph.D.)

October 30 is a scheduled interprofessional education activity during class. Students will meet in Folsom Hall (room TBA) to complete an interprofessional case study with students enrolled in the RN-BSN program from the School of Nursing. More information about this activity will be provided in class.

Grading Policy:

This course is graded as Credit/No Credit. Students will receive credit for successful completion of hearing screenings, class and practicum attendance, and class and practicum participation and preparation. CALIPSO will be used for all competency forms and recorded hours.

Course Policies/Procedures:

According to the Clinic Handbook, students must dress and conduct themselves in a professional manner, and demonstrate professional responsibility.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Assignment/Activities
8/28	JM introduction (1-4pm)	Review hearing screening procedures Demonstration on equipment
9/04	Anatomy and physiology Nature of sound Types of hearing loss	Review of CSAD 130 Diagram of the auditory system Video of how we hear Disorders and types of hearing loss
9/11	Introduction to lipreading: The basics Hearing testing: Transducers, equipment, and audiograms	Lipreading activities Audio suite and equipment Placement of transducers
9/18	Communication strategies: Introduction Lipreading	Communication strategy skit preparation Lipreading activities preparation
9/20	Optimal Hearing class #1 (arrive 12:15pm)	
9/25	<i>No class</i> (Dr. Gaeta away at conference) – work on preparing a skit illustrating communication strategies and developing lipreading activities	Lipreading activities and lipreading game preparation Communication strategy skit practice
9/27	Optimal Hearing class #2 (arrive 12:15pm)	
10/02	Amplification (hearing aids, cochlear implants, and hearing assistive technology) Repair strategies Lipreading	HAT slideshow and presentation Repair strategy practice Lipreading game practice
10/04	Optimal Hearing class #3 (arrive 12:15pm)	
10/09	Community and online resources Lipreading	Resources slideshow, lipreading game preparation
10/11	Optimal Hearing class #4 (arrive 12:15pm)	
10/16	Outcome measures: How to know you have made a difference	Practice administering commonly used outcome measures Selecting outcome measures for case studies
10/23	Immittance Introduction to IPE	Interpreting tympanograms and immittance values Identifying possible disorders based on immittance findings
10/30	Interprofessional education activity (location TBA)	Introduction to IPE Case study with Nursing students
11/06	Hearing disorders (including CAPD)	Overview of outer, middle, and inner ear disorders, and effects on testing and communication
11/13	Audiogram: Interpretation and explanation of findings	Audiogram practice worksheets (explanation of findings)
11/20	Audiogram: Effects on communication Pediatric assessment methods	Audiogram interpretation practice with case studies (referrals and counseling)

		Videos and summaries of pediatric assessment
11/27	<i>No class</i> – work on AR activities and plan	
12/04	Discussion of AR activities and plans Classroom technology	Discussion of AR activities and plans Overview of classroom technology
12/11	Advocacy	Identifying appropriate resources for case studies Referral and collaboration with other professionals
12/18	Grades reported	

The above information is tentative and subject to change at the discretion of the course instructors. Associated readings and resources are available on Canvas.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 241S Practice: Hearing Screenings

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of hearing.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of hearing.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of hearing.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of hearing.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of hearing.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of hearing.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of hearing.

Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

Standard V-B 3b. Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

Standard V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.