



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2020	Course: CSAD 241S Practice: Hearing Screenings	Section: 01
Meeting Days: Tuesdays Fridays	Meeting Times: Wednesdays: 12:00-12:50 PM Fridays (09/11, 09/18, 09/25) 9:45am-12:00pm	Location: Zoom (Meeting ID: 995 9667 1352)
Instructor: James McCartney, Ph.D., CCC-A Laura Gaeta, Ph.D. (Guest lecturer)	Email: harpeat@csus.edu (Dr. McCartney) lgaeta@csus.edu (Dr. Gaeta)	Phone: 916-278-4867
Office Location: Folsom Hall 2316	Office Hours/Appointments: Email for appointment (Dr. McCartney) Email for appointment (Zoom meeting information will be included in email) (Dr. Gaeta)	

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.

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:

Upon completion of this course, students will demonstrate clinical competency in the following areas when working with clients exhibiting hearing impairment.

1. Evaluation
2. Intervention
3. Writing
4. Interaction and Personal Qualities (Professional Behaviour)

Textbooks and Materials:

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

Required reading materials will be available on Canvas. Any worksheets or activities that need to be ready for class (denoted by an asterisk) will also be available on Canvas. It is the student’s responsibility to check Canvas before each class meeting.

Other recommended textbooks:

Title: *Foundations of aural rehabilitation: Children, adults, and their family members*

Author: Nancy Tye-Murray

Edition: 5th (2020)

ISBN13: 978-1-63550-073-8

Title: *Children with hearing loss: Developing listening and talking, birth to six*

Authors: Elizabeth Cole and Carol Flexer

Edition: 4th (2020)

ISBN13: 978-1-63550-154-4

Online Resources:

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

Course Requirements/Components:

The student clinician will be responsible for:

1. Attending all Wednesday class meetings (12:00-12:50pm)
2. Completing all preparation and Canvas/class activities
3. Actively participating in Renaissance seminar experience
4. Completing all assignments

Dr. McCartney has posted information about the course’s written/oral assignments. Dr. Gaeta will provide weekly guest lectures (Wednesdays) that accompany the practical experiences in this course (Fridays).

Grading Policy:

A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical instructor at midterm and at final, but it is the **final** Clinical Competency Report on which your clinic grade is based. The Clinical Competency Form is separated into four (4) general competency categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 4 general competency categories **and** (b) a minimum score of 3.0 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of 3.99 or less for a competency category will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.**

Letter grades will be based upon the following:

SCORE	GRADE	DESCRIPTION
4.65 - 5.00	A	<u>Exceeds Performance Expectations</u> (Minimum assistance required) <ul style="list-style-type: none"> Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented Demonstrates creative problem solving Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 - 4.64	A-	
4.35 - 4.49	B+	<u>Meets Performance Expectations</u>
4.15 - 4.34	B	(Minimum to moderate assistance required) <ul style="list-style-type: none"> Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency Student can problem solve and self-evaluate adequately in-session Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.00 - 4.14	B-	
3.85 - 3.99	C+	<u>Needs Improvement in Performance</u> (Moderate assistance required) <ul style="list-style-type: none"> Inconsistently demonstrates clinical skill/behavior Student's efforts to modify performance result in varying degrees of success Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.65 - 3.84	C	
3.50 - 3.64	C-	
3.35 - 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) <ul style="list-style-type: none"> Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate Student is aware of need to modify behavior, but is unsure of how to do so Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.15 - 3.34	D	
3.00 - 3.14	D-	
1.00 - 2.99	F	<u>Unacceptable Performance</u> (Maximum assistance is not effective) <ul style="list-style-type: none"> Clinical skill/behavior is not evident most of the time

		<ul style="list-style-type: none"> • Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so • Specific direction from Clinical Instructor does not alter unsatisfactory performance
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Course Policies/Procedures:

As per the Interim Syllabus Policy, this is a course that requires live webcam access for pedagogical reasons related to clinical service delivery. You and your client will need to be able to see and hear each other during all assessment and treatment sessions.

[Hearing screenings \(Jim McCartney, Ph.D., CCC-A\)](#)

See assignments and documents on Canvas.

Assignment 1: Due 11/02

Assignment 2: Due 10/05

[Learning and Listening classes \(Laura Gaeta, Ph.D., & Julia Ahlquist Tanner, Au.D., CCC-A\)](#)

- This seminar is a series of three classes focused on providing education through the Renaissance Society. Participants are older adults with hearing loss who are interested in learning about living with hearing loss, communication strategies, lipreading, etc.
- Classes are from 10:00 to 11:45am on the last three Fridays in September. Note that you must be available 15 minutes before the class to prepare and 15 minutes after the class for a brief discussion.
- All students are required to attend all three classes. However, small groups of students will be assigned to lead/facilitate activities in breakout rooms.
- Sign on by the scheduled time in the Zoom call. If you are not in the assigned lead group for the session, turn off your video and microphone. If you are in the lead group, turn your video on and leave your microphone on mute.
- It is the student’s responsibility to ensure that all prepared materials are ready for the start of class. All materials prepared for class must be typed and saved as either a Word document and/or PowerPoint slide. If materials are needed for class, these items should be organized and ready before the class.

Grading:

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 activities. CALIPSO will be used for all competency forms and recorded hours. Students will meet with Dr. McCartney after each hearing screening to review scores received for the appropriate competencies.

There will be 25 points from Language 1 (instructor: Dr. Tonia Davis) taken from this course for participation, preparation, and completion of Canvas/class activities and the aural rehabilitation classes. These grades will be entered and recorded in Canvas.

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

TENTATIVE Course Schedule/Outline:

TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS (VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR)

*(For additional information, please see the
(a) Student Clinic Handbook or the (b) Student Clinic Handbook, Clinical Instructor edition)*

Date	Topic(s) covered (tentative)	
Week	Topic covered	Due/Graded
09/02	Topics with an asterisk indicate lectures with Dr. Gaeta Dr. McCartney orientation to course and assignments	
09/09	*Renaissance class #1 overview Outcome measure: SESMQ Principles of lipreading <u>Activity</u> Lipreading practice Colors exercise SESMQ administration	Discussion post (Canvas): Hearing loss during the COVID-19 pandemic (due by 8:00am on 09/09; 1 point) Prepare: Scripts for lipreading, outcome measure
09/11	*Renaissance seminar: Class #1	Attend/participate (1 point)
09/16	*Renaissance class #2 overview Clear speech Communication difficulties and strategies Lipreading with context	Prepare: Scripts for lipreading, clear speech exercises Discussion post (Canvas): 15 Things (due by 8:00am on 09/18; 1 point)
09/18	*Renaissance seminar: Class #2	Attend/participate (1 point)
09/23	*Renaissance class #3 overview Smartphone app/online resource preparation Lipreading game activity	Prepare: Lipreading game, app/resource presentation
09/25	*Renaissance seminar: Class #3	Attend/participate (1 point)
09/30	*What is hearing loss? Audiogram layout basics Types of hearing loss Characteristics of age-related hearing loss Immittance <u>Activity</u> Auditory system diagram	Read: SLP scope of practice Quiz (Canvas): SLP scope of practice and audiogram interpretation (2 point)
10/07	State comparison of hearing screening programs (oral report)	Due (email): Assignment 2 on 10/05
10/14	*Audiogram interpretation Immittance <u>Activity</u> Audiogram interpretation practice (breakout room)	Quiz (Canvas): Audiogram case study (adult) (2 points)
10/21	*Auditory skills Auditory training AVT LSLS	Quiz (Canvas): Audiogram case study (adult) (2 points)
10/28	*Classroom accommodations and technology IDEA, 504 Plans, IEP, IFSP, EHDI Referrals, collaboration, advocacy	Quiz (Canvas): Audiogram case study (pediatric) (2 points)

11/04	Video observations (oral report)	Due (email): Assignment 1 on 11/02
11/11	<i>Veterans Day – Campus closed</i>	
11/18	*Pediatric hearing loss Newborn hearing screenings Milestones, early intervention	Quiz (Canvas): Audiogram case study (pediatric) (2 points)
11/25	<i>No class</i> – Review topics for reflection See Canvas for outcome measures assignment.	
12/02	Reflections and screening	Due (Canvas): Outcome measures assignment (5 points)
12/09	*Wrap-up	Upload (Canvas): Reflection exercise (5 points)

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, shall be reported to the Office of Student Conduct, Division 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.