



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE (Au.D.) SYLLABUS

Semester/Year: Fall/2020	Course: CSAD 614: Audiologic Evaluation	Section: 01
Meeting Days: MW	Meeting Times: 6:30 PM – 7:45 PM	Location: CSAD 614 is being taught synchronously at <a href="https://csus.zoom.us/j/96908976126">https://csus.zoom.us/j/96908976126</a>
Instructor: Robert Ivory, Au.D.	Email: robert.ivory@csus.edu	Phone: 916-278-6631
Office Location:	Office Hours/Appointments: Thursdays 6:30 – 7:30 and by appointment	

#### Catalogue Course Description:

**Prerequisite(s):** Admission to doctorate program in audiology

3 units

**Term Typically Offered:** Fall only

Introduction to the purpose, diagnostic use, and procedures for basic clinical tests of auditory function in children and adults. Assessments including pure-tone audiometry, speech audiometry, masking, and immittance measures are discussed. Supervised, hands-on experiences will accompany lecture topics.

#### Place of Course in Program:

This course is designed to provide first-year Doctor of Audiology students with an understanding of the fundamentals of the comprehensive audiologic evaluation, including otoscopy, immittance, pure-tone audiometry, and speech audiometry. The course will focus on assessment of older children and adults.

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

614: Disciplinary knowledge, critical thinking/analysis, information literacy, professionalism, research

## 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 614 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. State key parts of a patient case history.
2. Describe the purpose of otoscopy.
3. Perform otoscopy and report results.
4. Explain middle ear status in terms of mass, stiffness, impedance, gradient, etc.
5. Correlate immittance test results with disorders.
6. Perform immittance tests (tympanometry, acoustic reflex threshold, decay, etc.).
7. Relate the middle-ear muscle reflex to the interpretation of the acoustic reflex response.
8. Describe the type, degree, configuration, symmetry, and onset of hearing loss.
9. Explain the process of air conduction and bone conduction and its use in audiometry.
10. Describe the basic components, transducers, and procedures used in audiometry to establish thresholds.
11. Obtain pure-tone thresholds.
12. Perform speech audiometry (speech threshold, word recognition).

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1. State key parts of a patient case history.	Exam #3; Class Participation; Case History assignment; Final Exam.	
2. Describe the purpose of otoscopy.	Exam #1; Class participation; Otoscopy assignment; Final Exam.	
3. Perform otoscopy and report results.	Exam #1; Class Participation; Otoscopy assignment; Final Exam.	
4. Explain middle ear status in terms of mass, stiffness, impedance, gradient, etc.	Exams #1; Class Participation, Final Exam.	

5. Correlate immittance test results with disorders.	Exams #1; Class Participation; Final Exam.	
6. Perform immittance tests (tympanometry, acoustic reflex threshold, decay, etc.).	Exam #1; Class Participation; immittance assignment; Final Exam.	
7. Relate the middle-ear muscle reflex to the interpretation of the acoustic reflex response.	Exam #1; Class Participation; Final Exam.	
8. Describe the type, degree, configuration, symmetry, and onset of hearing loss.	Exam #2; Class Participation; Audiogram interpretation assignment; Final Exam.	
9. Explain the process of air conduction and bone conduction and its use in audiometry.	Exam #2; Class Participation; Audiometry Assignment; Final Exam.	
10. Describe the basic components, transducers, and procedures used in audiometry to establish thresholds.	Exam #2; Class Participation, Final Exam.	
11. Obtain pure-tone thresholds.	Exam #2, Class Participation, AudSim Project, Final Exam.	
12. Perform speech audiometry (speech threshold, word recognition).	Exam #3, Class Participation; Audiometry Assignment; Final Exam.	

## Textbooks and Materials:

Katz, J. (2014). *Handbook of clinical audiology* (7<sup>th</sup> ed.) (M. Chason, K. English, L. Hood, K.L. Tillery, Eds.). Wolters Kluwer. (required)

Hunter, L.L. & Shahnaz, N. (2014). *Acoustic immittance measures basic and advanced practice*. Plural Publishing. (required)

Musiek, F.E. & Baran, J.A. (2020). *The auditory system: anatomy, physiology, and clinical correlates* (2<sup>nd</sup> ed.). Plural Publishing. (required)

Speaks, C.E. (2017). *Introduction to sound, acoustics for the hearing and speech sciences* (4<sup>th</sup> ed). Plural Publishing. (required)

American Psychological Association. (2020). *Publication manual of the american psychological association* (7<sup>th</sup> ed.) (required)

Loven, F. (2009). *Introduction to normal auditory perception*. Delmar Cengage Learning. (reference, not required)

Northern, J.L. (1996). *Hearing disorders* (3<sup>rd</sup> ed.). Allyn & Bacon. (reference, not required)

Martin, F.N. & Clark, J.G. (2015). *Introduction to audiology* (12<sup>th</sup> ed.). Pearson. (reference, not required)

DeRuiter, M. & Ramachandran, V. (2017). *Basic audiometry learning manual* (2<sup>nd</sup> ed.). Plural Publishing. (reference, not required).

Lentz, J. (2020). *20Q: the importance of psychoacoustics in clinical audiology*.

<https://www.audiologyonline.com/articles/20q-importance-psychoacoustics-in-clinical-27181>

Battista, R. A. (2012). *Otoscopy for audiologists* [Webinar]. <https://www.audiologyonline.com/audiology-ceus/course/otoscopy-for-audiologists-21034>

Mueller, H.G. & Hornsby, B.W.Y. (2020). *20Q: word recognition testing – let’s just agree to do it right!*

<https://www.audiologyonline.com/E/34293/85447/0ef33ed90878f3b19e>

AudSim Flex. (2020). <http://audsim.com/>

Lentz, J., Walker, M., Short, C., & Skinner, K. (2017). Audiometric testing with pulsed, steady, and warble tones in listeners with tinnitus and hearing loss. *American Journal of Audiology*, 26, 328 – 337.

Munro, K.J., & Agnew, N. (1999). A comparison of inter-aural attenuation with the Etymotic ER-3A insert earphone and the Telephonics TDH- 39 supra-aural earphone. *British Journal of Audiology*, 33(4), 259-262.

Smith, P.A., Davis, A.C., Pronk, M., Stephend, D., Kramer, S.E., Thodi, C., Antenuis, L.J.C., Parazzini, M. & Grandori, F. (2011). Adult hearing screening: What comes next? *International Journal of Audiology*. 50(9), 610-612.

Carhart, R (1951). Basic principles of speech audiometry. *Acta Otolaryngology*, 40(1-2), 62-71.

Hurley, R. & Sells, J. (2003). An abbreviated word recognition protocol based on item difficulty. *Ear and Hearing*, 24(2), 111-118.

Kringelbotn, M. (1999). A graphical method for calculating the speech intelligibility index and measuring hearing disability from audiograms. *Scandinavian Audiology*, 28(3), 151-160.

Barrenas, M.L., & Wikstrom, I. (2000). The influence of hearing and age on speech recognition scores in noise in audiological patients and in the general population, *Ear & Hearing*, 21(6), 569-577.

Summers, V., & Cord, M.T. (2007). Intelligibility of speech in noise at high presentation levels: Effects of hearing loss and frequency region. *Journal of the Acoustical Society of America*, 122(2), 1130- 1137

Kelly, E, Li, B & Adams, M. (2018) Diagnostic accuracy of tuning fork tests for hearing loss: a systematic review, *Otolaryngology-Head and Neck Surgery*, 159 (2), 220 -230.

McGuran, I.J. & Nciholl, D.J. (2017). Weber’s and rinne’s tests: bad vibrations? *Practical Neurology*, 17(4), 323-324

## Online Resources:

CANVAS

AudSim

Audiology Online

## Course Requirements/Components:

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not, unless otherwise indicated.

**Class Participation:** Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

**Class Attendance:** Classroom attendance is necessary for this course. No more than three unexcused absences are allowed. Students are expected to arrive on time as class begins at 6:30 PM.

There will be 3 exams and a final. The exams will cover material covered up to that point, the final will be cumulative. **Exam absences:** No make-up examinations will be given unless there is a documented emergency for which you have written proof. Any approved make-up exams will be scheduled for a later date and may be administered in a different format from the original exam.

There are 10 short quizzes spread through the calendar. **Quiz absences:** No make-up quizzes will be given unless there is a documented emergency for which you have written proof. Any approved make-up quiz will be scheduled for a later date and may be administered in a different format from the original quiz.

There are 6 assignments. Assignments are to be emailed to instructor by midnight of the due date.

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

## Grading Policy:

Source	Points	% of Grade
Quizzes	100 (10 x 10)	6
Attendance and Participation	250 (25 classes x 10)	17
Case History Project	50	3
Otoscopy Assignment	100	7
Immittance Assignment	100	7
Report Writing Assignment	100	7
Audiogram interpretation assignment	100	7
Audiometry/AudSim Assignment	200	13
Exams	300 (3x100)	20
Final	200	13
Total	1500	100

Letter grades are assigned according to the following scores:

Points	%	Letter
1500.00 - 1395.00	100 – 93.0	A
1394.99 - 1350.00	92.99 – 90.0	A-
1349.99 - 1305.00	89.99 – 87.0	B+
1304.99 - 1245.00	86.99 – 83.0	B
1244.99 - 1200.00	82.99 – 80.0	B-
1199.99 - 1155.00	79.99 – 77.0	C+
1154.99 - 1095.00	76.99 – 73.0	C
1094.99 - 1050.00	72.99 – 70.0	C-
1049.99 - 1005.00	69.99 – 67.0	D+
1004.99 - 945.00	66.99 – 63.0	D
944.99 - 900.00	62.99 – 60.0	D-
898.99 or below	59.9 or below	F

The Department of Communication Science and Disorders Dept requires that students must achieve a B grade or higher for the Au.D. degree.

## Course Policies/Procedures:

### Academic conduct

Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department’s policy on academic misconduct (“Policy on Student Academic and Clinical Conduct”). The following are expectations for professional behavior in the classroom:

- **Ethics:** Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D of the Au.D. Student Handbook).
- **Respect:** Students should demonstrate respect to their peers, instructors, and staff.
- **Feedback:** Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- **Health:** Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- **Attire:** Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- **Accountability:** Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- **Language:** Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- **Scholarship:** Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.
- **Effort:** Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

### Attendance

Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule. Classroom attendance is necessary for this course.

No more than three unexcused absences are allowed. Students are expected to arrive on time as class begins at 6:30 PM. Arrangements will be made for documented absences due to Covid-19 and/or quarantine.

Given the full-time, intensive nature this doctoral program, **it is important that students contact instructors if they are absent or are anticipating absence**, especially over an extended period of time. In the case of the latter, the Au.D. Program Director must also be notified.

#### Email

Students in the Au.D. program are required to maintain an active CSUS email address, which is linked to the student ID number. Official emails will be sent through CSUS email. Students are expected to regularly check their CSUS emails.

**Drop/Add:** Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

**Special Needs/Accommodations:** Any student who does not understand or accept the contents or terms of this syllabus or has a disability or condition that compromises his or her ability to complete course requirements must notify the instructor in writing within one week of receiving this syllabus. They must then seek assistance from Disabled Students Services and/or the Learning Center.

### TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	Notes
<b>8/31</b>	<b>Introduction to Course Overview of acoustics</b>	Katz - Forward, Preface, and Ch 1 AudiologyOnline 1	Lecture, discussion, class participation	
<b>9/2</b>	<b>Overview of anatomy and physiology of the auditory system</b>	Hunter - Ch 2 Musiek - Ch 1, 2, 3, pp 57-64, 68-72	Lecture, discussion, class participation	
<b>9/7</b>	Holiday			
<b>9/9</b>	<b>Examination of the Outer Ear/ Otoscopy</b>  <b>Overview of Acoustic Immittance Principle of Aural Acoustic Immittance</b>	Audiology Online. (2012). Otoscopy for audiologists (to be viewed before class). Musiek – Ch 3, pp 64 - 68 Hunter – Ch 1,3 AudiologyOnline 2	Quiz 1 – material from 8/31 and 9/2  Lecture, discussion, class participation	We will probably spend most of the lecture on otoscopy and only begin immittance, so all of the immittance readings are not due today, but try to start them
<b>9/14</b>	<b>Overview of Acoustic Immittance Principle of Aural Acoustic Immittance</b>	Hunter – Ch 1,3	Lecture, discussion, class participation  <b>Otoscopy Assignment Due</b>	
<b>9/16</b>	<b>Tympanometry, Single Frequency &amp; multifrequency</b>	Katz – Ch 9 Hunter – Ch 4,5	Quiz 2 – material from 9/9 and 9/14	

			Lecture, discussion, class participation	
9/21	<b>Tympanometry continued Acoustic Reflex Thresholds</b>	Katz – Ch 9, 10 Hunter - Ch 6	Lecture, discussion, class participation	
9/23	<b>Acoustic Reflex Thresholds</b>	Katz – Ch 10 Hunter - Ch 6	Quiz 3  Lecture, discussion, class participation	
9/28	<b>Wide band reflectance</b>	Katz - Ch 9 Hunter – Ch 7	Lecture, discussion, class participation	
9/30	<b>Review for Exam 1 Introduction to Pure Tone Evaluations</b>		Quiz 4  Lecture, discussion, class participation  <b>Immittance Assignment Due</b>	
10/5	<b>Exam 1</b>		<b>Exam 1</b>	
10/7	<b>Pure tone Evaluations</b>	Katz – Ch 3,4 Readings 1,2,3	Lecture, discussion, class participation	
10/12	<b>Pure tone air conduction Pure tone bone conduction</b>	Katz – Ch 3, 4 AudSim Practice	Lecture, discussion, class participation	
10/14	<b>Pure tone bone conduction Audiogram interpretation</b>	Katz – Ch 3, 4 AudSim Practice	Quiz 5  Lecture, discussion, class participation	
10/19	<b>Masking</b>	Katz – Ch 6 AudSim Practice Reading 4	Lecture, discussion, class participation	
10/21	<b>Masking</b>	Katz – Ch 6 AudSim practice	Quiz 6  Lecture, discussion, class participation	
10/26	<b>Hearing Screening</b>	Reading 5	Lecture, discussion, class participation  <b>AudSim Assignment Due</b>	
10/28	<b>Otoacoustic Emissions Review</b>	Katz – Ch 19	Quiz 7  Lecture, discussion, class participation  <b>Audiogram Interpretation Assignment Due</b>	

11/2	<b>Exam 2</b>		<b>Exam 2</b>	
11/4	<b>Speech audiometry Masking for Speech Audiometry</b>	Katz – Ch 5 Reading 6, 7 AudiologyOnline 3	Lecture, discussion, class participation	
11/9	<b>Speech intelligibility index</b>	Reading 8	Quiz 8  Lecture, discussion, class participation	
11/11	<b>Holiday</b>			
11/16	<b>Speech in noise testing Suprathreshold tests</b>	Reading 9, 10	Lecture, discussion, class participation	
11/18	<b>Considerations for speech audiometry testing Rollover</b>		Quiz 9  Lecture, discussion, class participation	
11/23	<b>Functional hearing loss</b>	Katz – Ch 33	Lecture, discussion, class participation  <b>Audiometer Assignment Due</b>	
11/25	<b>Case History/Report writing Introduction to Diagnostic</b>	Katz – Ch 7, 8	Quiz 10 Lecture, discussion, class participation.	
11/30	<b>Catch up Review</b>		Lecture, discussion, class participation	
12/7	<b>Exam 3</b>		<b>Exam 3</b>	
12/9	<b>Review for Final</b>		Lecture, discussion, class participation  <b>Case History/Report Writing Assignment Due</b>	
12/14?	<b>Final Exam</b>			

## Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website  
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

### Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.

- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

## Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course.

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed.

## Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

## Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

## Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use

strong passwords that include a combination of letters and numbers that no one can guess.

## Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

## 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](#).

### Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

### 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.

### Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your

instructor will work with you to ensure that you become an active and engaged member of our class and community.

## 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](mailto:sswd@csus.edu).

## Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

## Health and Safety Information

1. If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form. Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
2. If there is face-to-face contact in the course, include description of how attendance will be limited to ensure health and safety requirements are satisfied as determined by EH&S and the department.
3. If there is face-to-face contact in the course, Sacramento State is requiring all courses that have a face-to-face contact component to require the wearing of masks and maintenance of 6 ft physical distancing as mandated by the state of California. Students who refuse to wear a mask will be asked to leave.
4. If there is face-to-face contact in the course, description of the health and safety requirements for classes with face-to-face contact (e.g. Masks required, classroom spacing, how to enter and exit the room, sanitizing desks and chairs, etc.) as determined by EH&S and the department.
5. If this course is required to pivot from face-to-face to virtual instruction, this information will be communicated to students via email and Canvas.
6. If there is face-to-face contact in the course, details on what the class will do in the event there is a student in class who receives a positive COVID-19 test result (e.g. will assignments be delayed? will assignments and activities be moved virtual?)

## Knowledge And Skills Acquisition (KASA) For Certification in Audiology

### CSAD 614 Audiologic Evaluation

#### Scientific and Research Foundations

- The basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing)

#### Standard II-A: Foundations of Practice

- A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span
- A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards
- A6. Standard safety precautions and cleaning/disinfection of equipment in accordance with facility-specific policies and manufacturers' instructions to control for infectious/contagious diseases
- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management

- A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making
- A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)
- A17. Importance, value, and role of interprofessional communication and practice in patient care
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals

#### **Standard II-B: Prevention and Screening**

- B1. Educating the public and those at risk on prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders

#### **Standard II-C: Audiologic Evaluation**

- C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors
- C2. Obtaining a case history and client/patient narrative
- C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function
- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system
- C6. Providing assessment of tolerance problems to determine the presence of hyperacusis
- C7. Selecting, performing, and interpreting a complete immittance test battery based on patient need and other findings; tests to be considered include single probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function
- C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated
- C9. Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRSs); obtaining a performance intensity function with standardized speech materials, when indicated
- C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used
- C13. Selecting, performing, and interpreting tests for nonorganic hearing loss