



California State University, Sacramento
Department of Communication Sciences and Disorders
GRADUATE (Au.D.) SYLLABUS

Semester/Year: Spring/2021	Course: CSAD 622: Amplification I	Section: 01
Meeting Days: Tuesday/Thursday	Meeting Times: 3:00 PM-4:15 PM	Location: Zoom
Instructor: Amy White, Au.D.	Email: amy.white@csus.edu	Phone: 916-627-1494 (office)
Office Location: Zoom	Office Hours/Appointments: Tuesdays/Thursdays 8:00 AM-9:00 AM or by appointment (via Zoom) *Please note that I do not typically check email or Canvas messages/posts during the hours of 5pm and 5am on weekdays, and I do not check these at all on the weekends in order to devote time to family, rest, and religious observances. Otherwise, you can expect to receive a response to your message within 6 hours, often much sooner.	

Catalogue Course Description: 3 units

Prerequisites: Admission to doctorate program in audiology; CSAD 611, CSAD 612, CSAD 613, CSAD 614

Co-Requisites: CSAD 622L

Term Typically Offered: Spring only

Place of Course in Program:

This course is designed to provide first-year Doctor of Audiology students with an understanding of the theoretical basis for the clinical use of hearing aids. The classes will progress through the various stages of hearing aid selection, evaluation, and validation. The cross-listed laboratory course will provide students with hands-on experiences for the concepts presented in class.

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
Research: <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</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 622 SPECIFIC STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Describe the development of hearing aids and hearing aid technology from a historical perspective
2. Explain circuitry and signal-processing strategies used in hearing aids
3. State operational features used by major manufacturers of hearing aids
4. Apply standardized methods of electroacoustic analysis to hearing aids
5. Describe current clinical procedures used to determine hearing aid candidacy for amplification in children and adults
6. Describe how earmolds can be modified for the patient and how these modifications affect the electroacoustic characteristics of the hearing aid
7. Explain troubleshooting procedures used in clinical settings to repair and/or modify hearing aids

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Class Participation, Quizzes Midterm/Final Exam	

2	Class Participation, Quizzes, Hearing Aid Selection Discussion Assignment Final Exam	
3	Class Participation, Quizzes, Hearing Aid Selection Discussion Assignment Final Exam	
4	Class Participation and Quizzes Final Exam	
5	Class Participation, Quizzes, Audiometric Results Discussion Assignment, and Hearing Aid Candidacy Discussion Assignment Midterm/Final Exam	
6	Class Participation, Quizzes, Hearing Aid Candidacy Discussion Assignment, and Hearing Aid Selection Discussion Assignment Final Exam	
7	Class Participation, Quizzes Final Exam	

Textbooks and Materials:

Required:

Ricketts, T.A., Bentler, R. & Mueller, G.H. (2019). *Essentials of modern hearing aids: Selection, fitting and verification*. Plural Publishing.

ISBN-13: 978-1597568531

ISBN-10: 1597568538

Online Resources:

CANVAS

Course Requirements/Components:

Course Format: Lecture (Zoom)

Unless otherwise noted by the instructor, all Spring 2021 CSAD courses are being taught synchronously. Class meetings will be scheduled by your instructor through Zoom through Canvas.

Class Participation: 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. Readings are required and it is expected that they will be read prior to the class in which they will be discussed. The class participation grade will be calculated by students' ability to explain reading material when asked as well as by students' meaningful, thoughtful contributions to further class discussion with comments and/or questions.

Class Attendance: Classroom (Zoom) 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 3:00 PM. If a student becomes ill and/or is placed under quarantine due to the COVID-19 pandemic, with written proof, adjustments will be made so as not to penalize the student.

Class Assignments: Course grades will be based on class participation, discussion board posts, journal club participation/presentation(s), frequent quizzes, a midterm exam, and a comprehensive final exam. All written assignments will be submitted in APA format, points will be removed for formatting errors. All assignments should be submitted in Word.

Class Participation: Participation counts for 9% of your grade in this course. Students will be called upon to keep everyone attentive and to see who has completed the reading. Group work and short presentations on reading materials will also periodically be assigned during class. Being able to express ideas and speak in a group are important skills that will serve you well throughout your career. Behaviors that count toward participation: asking questions, answering questions, making comments, and constructively disagreeing with something in the text or said in class by me or another student. Value-added behaviors that will earn you extra points: comments that relate to material in the text, sharing relevant experiences, and responding to something another student says (including answering a question they ask).

Discussion Board Posts: Discussion board posts will require a response of at least 250 words, citing material (with APA citations) as well as a meaningful response to other student's posts (see assignments in Canvas for full descriptions).

Exams: The midterm and final exams will be equally weighted and may consist of a mix of multiple choice, fill-in-the-blank, short answer, and essay questions. The final exam will be comprehensive.

Journal Article Presentation(s): Each student will be paired with one other student and will be responsible for choosing a scholarly article, analyzing the article, and presenting the article once during the semester. When not presenting, students are expected to contribute meaningfully to the discussion of the presented article (via discussion board on Canvas and during the presentation). To acquire full points, both presenting and participating in discussion posts must be completed. See the assignment in Canvas for a full description.

Quizzes: Quizzes will be equally weighted and based on reading material. Quizzes will be unannounced and will be given at the beginning of the class period.

Exams:

Exam absences: No make-up examinations will be given unless there is a documented emergency for which you have written proof, that occurred the day of the exam. Any approved make-up exams will be scheduled for the end of the semester (during finals week) and may be administered in a different format from the original exam. Any missed assignments due to the documented emergency will be due the day the student is able to return to class.

Exam Procedures: Exams will take place for the duration of the normal class period and will be conducted via Zoom/Canvas and Lockdown Browser. Exams will be accessed through Canvas and may be assigned for a pre-determined window of time.

Grading Policy:

Note: If a student becomes ill and/or is placed under quarantine due to the COVID-19 pandemic, with written proof, adjustments will be made so as not to penalize the student.

Source	Points	% of Grade
Class Participation (2 points x 28)	56	10%
Dicussion Assignments (30 points x 3)	90	17%
Exams (100 points x 2)	200	36%
Journal Article Assignments: Presentation (60 points) Participation (11 points x 4)	104	19%
Quizzes	100	18%
Total Course Points Available	550	

Letter grades are assigned according to the following scores:

Letter	%
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	<60%

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. Students are advised that instructional faculty may include an attendance policy in courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus.

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.

Health & Safety Information: 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: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> 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>. If a student becomes ill and/or is placed under quarantine due to the COVID-19 pandemic, with written proof, adjustments will be made so as not to penalize the student.

Late Work

No late work will be accepted unless there is a documented emergency for which you have written proof, that occurred the day the work was due. Any missed assignments due to the documented emergency will be due the day the student is able to return to class. It is incumbent upon the student to be certain that technological difficulties do not cause deadlines to be missed.

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.

I will respond to an email that meets the following guidelines within 6 hours on a weekday (not between the hours of 5:00 PM and 5:00 AM) and 48 hours on a weekend (I will not respond during University or Federally recognized holidays):

- a. I only respond to emails **posing questions** that can be answered in 1-3 sentences. For detailed questions or other discussions, please come to my office hours.
- b. I do not respond to emails that request information that can be found on the class Canvas page, the University or CSAD web pages or the syllabus.
- c. To discuss results on graded materials, please come to my office hours.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	Notes
1/26	Welcome, class format overview Evidence-based practice	Ricketts, Bentler & Mueller (2019)- CH 1 Oh, S.H., & Lee, J. (2016). General framework of hearing aid fitting management. <i>Journal of Otology</i> , 20(1), 1-7.		
1/28	History, Laws/Regs, Ethical considerations	Ricketts, Bentler & Mueller (2019)- CH 2, Appendices 9, 25, & 27		
2/2	HA candidate motivation/stages of grief	Ricketts, Bentler & Mueller (2019)- CH 3		
2/4	Motivational interviewing, 4 habits model	Ricketts, Bentler & Mueller (2019)- CH 3 Preminger, J.E., Oxenboll, M., Barnett, M.B., Jensen, L.D., & Laplante-Levesque, A. (2015). Perceptions of adults with hearing impairment regarding promotion of trust in hearing healthcare service delivery. <i>International Journal of Audiology</i> , 54 (1), 20-28.		
2/9	LTASS, dynamic range considerations	Ricketts, Bentler & Mueller (2019)- CH 4	Article 1 Posted <i>Participate in Article Discussion</i>	
2/11	SII vs AI, SNR, reverberation	Ricketts, Bentler & Mueller (2019)- CH 4	<i>Participate in Article Discussion</i>	
2/16	Audiogram and audibility	Ricketts, Bentler & Mueller (2019)- CH 5	Journal Article Presentation 1 Article 2 Posted <i>Participate in Article Discussion</i>	<i>Presenters TBD</i>

2/18	LDLs, RECD, frequency lowering	Ricketts, Bentler & Mueller (2019)- CH 5	<i>Participate in Article Discussion</i>	
2/23	Speech testing overview, WRS testing	Ricketts, Bentler & Mueller (2019)- CH 6	Journal Article Presentation 2	<i>Presenters TBD</i>
2/25	SIN testing, other speech tests	Ricketts, Bentler & Mueller (2019)- CH 6	Audiometric Results Discussion Assignment	
3/2	Rationale for self-assessments, intro to scales	Ricketts, Bentler & Mueller (2019)- CH 7 Ferguson, M., Woolley, A., & Munro, K.J. (2016). The impact of self-efficacy, expectations, and readiness on hearing aid outcomes. <i>International Journal of Audiology</i> , 55, 34-41.	Continue Audiometric Results Discussion Assignment	
3/4	Self-assessment scales continued Review for MIDTERM	Ricketts, Bentler & Mueller (2019)- CH 7		
3/9	MIDTERM			
3/11	Considerations in unilateral vs bilateral fitting and HA style selection	Ricketts, Bentler & Mueller (2019)- CH 8	Hearing Aid Candidacy Discussion Assignment	
3/16	HA styles, user controls	Ricketts, Bentler & Mueller (2019)- CH 8	Continue Hearing Aid Candidacy Discussion Assignment	
3/18	CROS/BiCROS and other amplification devices	Ricketts, Bentler & Mueller (2019)- CH 8 Pedley, A.J., & Kitterick, P.T. (2017). Contralateral routing of signals disrupts monaural level and spectral cues to sound localization on the horizontal plane. <i>Hearing Research</i> , 353, 104-111. Arndt, S., Laszig, R., Aschendorff, A., Hassepass, F., Beck, R., & Wesarg, T. (2017). Cochlear implant treatment of patients with single-sided deafness or asymmetric hearing loss. <i>HNO</i> , 65(S2), 98-108.		
3/23-3/25	SPRING BREAK			
3/30	Impression tools, materials, and steps	Ricketts, Bentler & Mueller (2019)- CH 9		
4/1	Earmold selection, materials, styles Other custom products	Ricketts, Bentler & Mueller (2019)- CH 9	Hearing Aid Selection Discussion Assignment	

4/6	Plumbing acoustics, sound bores, tubing, etc.	Ricketts, Bentler & Mueller (2019)- CH 9	Continue Hearing Aid Selection Discussion Assignment	
4/8	Electronic principles of HAs	Ricketts, Bentler & Mueller (2019)- CH 10 Levitt, H. (2007). A historical perspective on digital hearing aids: How digital technology has changed modern hearing aids. <i>Trends in Amplification</i> , 11(1), 7-24.	Article 3 Posted <i>Participate in Article Discussion</i>	
4/13	HA hardware	Ricketts, Bentler & Mueller (2019)- CH 10	<i>Participate in Article Discussion</i>	
4/15	HA software; gain and compression	Ricketts, Bentler & Mueller (2019)- CH 10	Journal Article Presentation 3	<i>Presenters TBD</i>
4/20	Signal classification and noise reduction	Ricketts, Bentler & Mueller (2019)- CH 11		
4/22	HA features; datalogging, AGC, DFC	Ricketts, Bentler & Mueller (2019)- CH 12	Article 4 Posted <i>Participate in Article Discussion</i>	
4/27	Bilateral data sharing, smart phone integration, extended HFs	Ricketts, Bentler & Mueller (2019)- CH 12	<i>Participate in Article Discussion</i>	
4/29	Quality control, government and other regulatory bodies	Ricketts, Bentler & Mueller (2019)- CH 13, Appendix 26 Holder, J.T., Picou, E.M., Gruenwald, J.M., & Ricketts, T.A. (2016). Do modern hearing aids meet ANSI standards? <i>Journal of the American Academy of Audiology</i> , 27(8), 619-627.	Journal Article Presentation 4	<i>Presenters TBD</i>
5/4	EAA couplers, measurements	Ricketts, Bentler & Mueller (2019)- CH 13 Gustafson, S., Pittman, A., & Fanning, R. (2013). Effects of tubing length and coupling method on hearing threshold and real-ear to coupler difference measures. <i>American Journal of Audiology</i> , 22, 190-199.		
5/6	Correction factors and prescriptive formulae (linear)	Ricketts, Bentler & Mueller (2019)- CH 14		
5/11	Prescriptive formulae (non-linear)	Ricketts, Bentler & Mueller (2019)- CH 14		
5/13	HIMSA, NOAH, connections for programming Review for FINAL	Ricketts, Bentler & Mueller (2019)- CH 14		
5/18	FINAL	Date/time TBD		

Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.

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. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***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. Please see [Guidelines for Online Discussions](#).

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.

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 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
- 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>

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

CSAD 622 Amplification I

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)
- A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates

Standard II-B: Prevention and Screening

- B4. Utilizing instrument(s) (i.e. sound-level meter, dosimeter, etc.) to determine ambient noise levels and providing strategies for reducing noise and reverberation time in educational, occupational, and other settings

Standard II-C: Audiologic Evaluation

- C2. Obtaining a case history and client/patient narrative
- C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function

Standard II-D: Counseling

- D1. Identifying the counseling needs of individuals with hearing impairment based on their narratives and results of client/patient and/or caregiver responses to questionnaires and validation measures

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E8. Selecting and fitting appropriate amplification devices and assistive technologies
- E9. Defining appropriate electroacoustic characteristics of amplification fittings based on frequency-gain characteristics, maximum output sound-pressure level, and input-output characteristics
- E10. Verifying that amplification devices meet quality control and American National Standards Institute (ANSI) standards

- E11. Conducting real-ear measurements to (a) establish audibility, comfort, and tolerance of speech and sounds in the environment and (b) verify compression, directionality, and automatic noise management performance
- E13. Conducting individual and/or group hearing aid orientations to ensure that clients/patients can use, manage, and maintain their instruments appropriately
- E14. Identifying individuals who are candidates for cochlear implantation and other implantable devices
- E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients'/patients' communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit
- E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations
- E19. Ensuring compatibility of HATS when used in conjunction with hearing aids, cochlear implants, or other devices and in different use environments
- E20. Providing or referring for consulting services in the installation and operation of multi-user systems in a variety of environments (e.g., theaters, churches, schools)
- E23. Counseling clients/patients to promote the effective use of ear-level sound generators and/or the identification and use of situationally appropriate environmental sounds to minimize their perception of tinnitus in pertinent situations
- E25. Monitoring and assessing the use of ear-level and/or environmental sound generators and the use of adaptive coping strategies to ensure treatment benefit and successful outcome(s)

Standard II-F: Pediatric Audiologic (Re)habilitation

- F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for children with hearing impairment
- F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth
- F5. Selecting age/developmentally appropriate amplification devices and HATS to minimize auditory deprivation and maximize auditory stimulation
- F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices and HATS