



California State University, Sacramento
 Department of Communication Sciences and Disorders
 GRADUATE (AuD) SYLLABUS

Semester/Year: Spring 2021	Course: CSAD 623 Disorders of the auditory system	Section: 01
Meeting Days: T TH	Meeting Times: 7:15 – 8:30 PM	Location: CSAD 623 is being taught synchronously at https://csus.zoom.us
Instructor: Robert Ivory, AuD	Email: robert.ivory@csus.edu	Phone: 916-278-6631
Office Location: Zoom	Office Hours/Appointments: Saturday 11:00 AM – 12 Noon and by appointment (graduate classes only)	

<https://catalog.csus.edu/courses-a-z/csad/csad.pdf>

Prerequisite(s): Admission to Doctor of Audiology program; CSAD 611, CSAD 612, CSAD 613, and CSAD 614.

Corequisite(s): None

Term typically offered: Spring only

Description:

Pathologies of the auditory system, including diagnosis, management, and treatment.

623: This course introduces students to the major disorders and pathologies of the peripheral and central auditory systems. The pathophysiology, diagnosis, management, and treatment of each disorder will be discussed.

	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>	N
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>	N
Research: <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	Y

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

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 623 SPECIFIC STUDENT LEARNING OUTCOMES:

1. List common disorders of the outer, middle, and inner ear.
2. Describe the pathophysiology of disorders affecting the auditory system.
3. Discuss the impact of various disorders on the audiologic evaluation and hearing sensitivity.
4. Describe management and treatment options for various auditory system disorders.

Course Learning Outcome	Components Indicating Competence	Grades Received
1. List common disorders of the outer, middle, and inner ear.	Exam #1, Exam #2, Final, Project, Class participation	
2 Describe the pathophysiology of disorders affecting the auditory system.	Exam #1, Exam #2, Final, Project, Class participation	
3 Discuss the impact of various disorders on the audiologic evaluation and hearing sensitivity.	Exam #1, Exam #2, Final, Project, Class participation	
4 Describe management and treatment options for various auditory system disorders.	Exam #1, Exam #2, Final, Project, Class participation	

Textbooks and Materials:

Musiek, F., Barans, J.A., Shinn, J.B., & Jones, R.O. (2021). *Disorders of the auditory system (2nd ed.)* Plural Publishing. (required)

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

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

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) (required)

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

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

1. Abdel-Aziz, M. (2013). Congenital aural atresia. *The Journal of Craniofacial Surgery*, 24(4), e418 - e422.

2. Kesser, B.W., Krook, K., & Gray, L. (2013). Impact of unilateral conductive hearing loss due to aural atresia on academic performance in children. *The Laryngoscope*, 123, 2270 - 2275.

3. Flynn, T., Moller, C., Jonsson, R., & Lohmander, A. (2009). The high prevalence of otitis media with effusion in children with cleft lip and palate as compared to children without clefts. *International Journal of Pediatric Otorhinolaryngology*, 73, 1441 - 1446.

4. Sheahan, P., Miller, I., Sheahan, J.N., Earley, M., & Blayney, A.W. (2003). Incidence and outcome of middle ear disease in cleft lip and/or cleft palate. *International Journal of Pediatric Otorhinolaryngology*, 67, 785 - 793.

5. American Academy of Family Physicians, American Academy of Otolaryngology-Head and Neck Surgery and American Academy of Pediatrics Subcommittee on Otitis Media With Effusion. *Pediatrics* (2004), 113 (5) 1412-1429; DOI:<https://doi.org/10.1542/peds.113.5.1412>.

6. Jadczyzyn, J., Raczkowska-Labuda, K., & Zawadzka, L. (2019). Congenital cholesteatoma of the middle ear in children: a hidden pathology. *New Med*, 23(4), 127-134.

7. Stankovic, M. (2008). Audiologic results of surgery for cholesteatoma: short- and long-term follow-up of influential factors. *Otology & Neurotology*, 29(7), 933 - 940.

8. Danesh, A. A., Shahnaz, N. & Hall, J.W. (2018). The audiology of otosclerosis. *Otolaryngol Clin N Am*, 51, 327 - 342.

9. McElveen, J. T., & Kutz, J.W. (2017). Controversies in the evaluation and management of otosclerosis. *Otolaryngol Clin N Am*, 51, 487 - 499.

10. Batson, L. & Rizzolo, D. (2017). Otosclerosis: an update on diagnosis and treatment. *Journal of the American Academy of Physician Assistants*, 30(2), 17 - 22. doi: 10.1097/01.JAA.0000511784.21936.1b

11. Cureoglu, S., Baylan, M. Y., & Paparella, M. M. (2010). Cochlear otosclerosis. *Current opinion in otolaryngology & head and neck surgery*, 18(5), 357-362. <https://doi.org/10.1097/MOO.0b013e32833d11d9> (Links to an external site.)

12. Qiu, W.W., Yin, S.S., Stucker, F.J. (1997). Audiological findings in glomus tumours. *The Journal of Laryngology and Otology*, 111, 218 - 222.

13. Medina, M., Prasad, S.C., Patnaik, U., Lauda, L., DiLella, F., DeDonato, G., Russo, A., & Sanna, M. (2014). The effects of tympanomastoid paragangliomas on hearing and the audiological outcomes after surgery over a long-term follow up. *Audiology & Neurotology*, 19, 342 - 350.

14. Dimitriadis, P.A., Bamiou, D., & Bibas, A.G. (2012). Hearing loss paget's disease: a temporal bone histopathology study. *Otology & Neurotology*, 33, 142 - 146.
15. Monsell, E.M. (2004). The mechanism of hearing loss in paget's disease of bone. *The Laryngoscope*, 114, 598 - 606.
16. Kirchner, D. B., Evenson, E., Dobie, R. A., Rabinowitz, P., Crawford, J., Kopke, R., Hudson, T. W., Occupational Noise-Induced Hearing Loss: ACOEM Task Force on Occupational Hearing Loss, *Journal of Occupational and Environmental Medicine*: January 2012 - Volume 54 - Issue 1 - p 106-108 doi: 10.1097/JOM.0b013e318242677d.
17. Kurabi, A., Keithley, E.M., Housley, G.D., Ryan, A.F., & Wong, A.C. (2017). Cellular mechanisms of noise-induced hearing loss. *Hearing Research*, 349, 129 - 137.
18. Bielefeld, E.C., Harrison, R.T., & DeBacker, J.R. (2019). Pharmaceutical otoprotection strategies to prevent impulse noise-induced hearing loss. *The Journal of the Acoustical Society of America*, 146, 3790 - 3799.
19. Di Stadio, A., Dipietro, L., Ricci, G., Della Volpe, A., Minni, A., Greco, A., De Vincentiis, M., & Ralli, M. (2018) Hearing loss, tinnitus, hyperacusis, and diplacusis in Professional Musicians: A Systematic Review. *International Journal of Environmental Research and Public Health*. 15(10):2120. <https://doi.org/10.3390/ijerph15102120> (Links to an external site.).
20. King, K.A., & Brewer, C.C. (2018). Clinical trials, ototoxicity grading scales and the audiologist's role in therapeutic decision making. *International Journal of Audiology*, 57, S19 - S28.
21. Sajjadi, H., & Paparella, M.M. (2008). Meniere's disease. *The Lancet*, 372(9636), 406 - 414.
22. Paparella, M.M., & Djalilian, H.R. (2002). Etiology, pathophysiology of symptoms, and pathogenesis of meniere's disease. *Otolaryngol Clin N Am*, 35, 529 - 545.
23. Mancini, P., Atturo, F., DiMario, A., Portanova, G., Ralli, M., DeVirgilio, A., DeVincentiis, M., & Greco, A. (2018). Hearing loss in autoimmune disorders prevalence and therapeutic options *Autoimmunity Reviews*, 17, 644 - 652.
24. Greco, A., Fusconi, M., Gallo, A., Marinelli, C., Macri, G.F., & DeVincentiis, M. (2011). Sudden sensorineural hearing loss: an autoimmune disease? *Autoimmunity Review*, 10, 756 - 761.
25. Fowler, K.B., & Boppana, S.B. (2018). Congenital cytomegalovirus infection. *Seminars in Perinatology*, 42, 149 - 154.
26. Kim, C. H., Choi, H., & Shin, J. E. (2016). Characteristics of hearing loss in patients with herpes zoster oticus. *Medicine*, 95(46), e5438. <https://doi.org/10.1097/MD.0000000000005438> (Links to an external site.).
27. Abuzeid, W.M., Ruckenstein, M.J., Spirochetes in otology: Are we testing for the right pathogens? *Otolaryngology-Head and Neck Surgery*. 138(1):107-109. doi:[10.1016/j.otohns.2007.10.012](https://doi.org/10.1016/j.otohns.2007.10.012) (Links to an external site.)
28. Rodenburg-Vlot, M.B., Ruytjens, L., Oostenbrink, R., & van der Schroeff, M.P. (2018). Repeated audiometry after bacterial meningitis: consequences and future management. *Otology & Neurotology*, 39, e301 - e306.
29. Alemi, A.S., & Chan, D.K. (2015). Progressive hearing loss and head trauma in enlarged vestibular aqueduct: a systematic review and meta-analysis. *Otolaryngology - Head and Neck Surgery*, 153(4), 512 - 517.

30. Ho, M.L., Halpin, C.F., & Curtin, H.D. (2017). Spectrum of third window abnormalities: semicircular canal dehiscence and beyond. *American Journal of Neuroradiology*, 38(1), 2 -9.
DOI: <https://doi.org/10.3174/ajnr.A4922> (Links to an external site.).
31. Sennaroglu, L., & Saatci, I. (2002). A new classification for cochleovestibular malformations. *The Laryngoscope*, 112, 2230 - 2241.
32. Zhou, G., Gopen, Q., & Kenna, M.A. (2008). Delineating the hearing loss in children with enlarged vestibular aqueduct. *The Laryngoscope*. 118, 2062 - 2066.
33. Hlayisi, V.G., Petersen, L., & Ramma, L. High. (2019) Prevalence of disabling hearing loss in young to middle-aged adults with diabetes. *Int J Diabetes Dev Ctries* 39, 148–153. <https://doi.org/10.1007/s13410-018-0655-9> (Links to an external site.).
34. Sachdeva, K & Azim, S. (2018). Sensorineural hearing loss and type II diabetes mellitus. *International Journal of Otorhinolaryngology and Head and Neck Surgery*, 4(2), 499 - 507.
35. Sames, C., Gorman, D. F., Mitchell, S. J., & Zhou, L. (2019). The impact of diving on hearing: a 10-25 year audit of New Zealand professional divers. *Diving and hyperbaric medicine*, 49(1), 2–8. <https://doi.org/10.28920/dhm49.1.2-8> (Links to an external site.)
36. Franchella, S., Borsetto, D., Mazzocco, T., Cazzador, D., & E. Zanoletti. (2019). Audiological outcome for hearing preservation surgery in acoustic neuroma: the need of agreement in reporting results. *Hearing, Balance and Communication*, 17:2, 149-153. DOI: [10.1080/21695717.2019.1567197](https://doi.org/10.1080/21695717.2019.1567197) (Links to an external site.)
37. Salen, N., Galal, A, Mastronardi, V., Talaat, M., Sobhy, O., Sanna, M. (2019). Audiological evaluation of vestibular schwannoma patients with normal hearing. *Audiology & Neurotology*, 24:117-126. doi: 10.1159/000500660.
38. Reka,D.P., Anand, A., Kulasekaran, N., Balachandran, G., Elamparidhi, P., & Sibhithran, R. (2019). Vascular Loops at the Cerebellopontine Angle and their Correlation with Otological Symptoms. *International Journal of Anatomy, Radiology and Surgery*, 8(3), RO11-RO14. <https://www.doi.org/10.7860/JCDR/2019/41335/2493> (Links to an external site.).
39. Masuda, A., Fisher, L. M., Oppenheimer, M. L., Iqbal, Z., Slattery, W. H. (2004). Hearing changes after diagnosis in neurofibromatosis type 2. *Otology & Neurotology*, 25(2), 150-154.
40. Jia, H., El El Sayed, M.M., Smail, M., Mosnier, I., Wu, H., Sterkers, O., Kalamarides, M., Bernardeschi, D. (2018). Neurofibromatosis type 2: hearing preservation and rehabilitation. *Neurochirurgie*, 64(5), 348 - 354.
41. Norrix, L.W., & Velenovsky, D.S. (2014). Auditory neuropathy spectrum disorder: a review. *Journal of Speech, Language, and Hearing Research*, 57, 1564 - 1576
42. Potgieter, I, MacDonald, C, Partridge, L, Cima, R, Sheldrake, J, Hoare, DJ. Misophonia: A scoping review of research. *J. Clin. Psychol.* 2019; 75: 1203– 1218. <https://doi.org/10.1002/jclp.22771> (Links to an external site.)
43. Danesh, Ali PhD; Aazh, Hashir PhD Misophonia: A Neurologic, Psychologic, and Audiologic Complex, *The Hearing Journal*: March 2020 - Volume 73 - Issue 3 - p 20,22,23 doi: 10.1097/01.HJ.0000657984.74790.d5

44. Kenna MA, Wu B, Cotanche DA, Korf BR, Rehm HL. Connexin 26 Studies in Patients With Sensorineural Hearing Loss. *Arch Otolaryngol Head Neck Surg*. 2001;127(9):1037–1042. doi:10.1001/archotol.127.9.1037
45. Kemperman, M.H., Hoefsloot, L.J., & Cremers, C.W.R.J. (2002). Hearing loss and connexin 26. *Journal of the Royal Society of Medicine*, 95, 171 - 177.
46. Starr, A., Picton, T.W., Sininger, Y., Hood, .LJ., & Berlin, C.I. (1996) Auditory neuropathy. *Brain*. 119 (Pt 3):741-53. doi: 10.1093/brain/119.3.741. PMID: 8673487.
47. Estill, C.F., Rice, C.H., Morata, T., & Bhattacharya, A. (2017). Noise and neurotoxic chemical exposure relationship to workplace traumatic injuries: *A review, Journal of Safety Research*, (60), 35-42.
48. Sarna, B., Abouzari, M., Merna, C., Jamshidi, S., Saber, T., & Djalilian, H.R. (2020). Perilymphatic fistula: a review of classification, etiology, diagnosis, and treatment. *Frontiers in Neurology*, 11, 1046. <https://doi.org/10.3389/fneur.2020.01046> (Links to an external site..
49. Ahn, J., Son, S-E., Choi, J., Cho, Y. S., & Chung, W. H. (2019) Surgical Outcomes on Hearing and Vestibular Symptoms in Barotraumatic Perilymphatic Fistula, *Otology & Neurotology*. 40(4). e356-e363 doi: 10.1097/MAO.0000000000002160.
50. Oleksiak, M., Smith, B.M., St. Andre, J.R., Caughlan, C.M., & Steiner, M. (2012). Audiological issues and hearing loss among veterans and mild traumatic brain injury. *Journal of Rehabilitation Research*, 49, 995 - 1004.
51. Paulin, J., Andersson, L., & Nordin, S. (2016). Characteristics of hyperacusis in the general population. *Noise & health*, 18(83), 178–184. <https://doi.org/10.4103/1463-1741.189244>

[Audiologic Guidelines for the Diagnosis & Management of Tinnitus Patients | Audiology](#)

Online Resources:

CANVAS

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 7:15 PM.

There will be 3 exams (final inclusive). The exams will cover material covered up to that point, the final will not 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.

Hearing disorders will be presented by students during class. This will be part of the participation grade. The presentation will follow the books presentation (Introduction, Symptoms, Incidence and Prevalence, Etiology and Pathology, Site of Lesion, Audiology, Medical Examination, Audiologic Management, Medical Management). For disorders not specifically covered in the book, research these findings. A schedule will be provided as to which student will present which disorders. Instructor will do this for the first couple.

There is 1 written assignment. You will choose one of the disorders and write a research paper about it. Requirements: 5 – 7 pages, double spaced, 12 font. Please be sure to cite literature using the APA format. Assignment is due Friday 5/14 at 5 PM. See rubric in Canvas grading criteria.

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
Participation	300	37.5
Exams	300	37.5
Paper	200	25

Letter grades are assigned according to the following scores:

Points	%	Letter
800 - 744	100 -93%	A
743 - 720	92.99 – 90%	A-
719 - 696	89.99 – 87%	B+
695 - 664	86.99 - 83%	B
663 - 640	82.99 - 80%	B-
639 – 616	79.99 – 77%	C+
615 - 584	76.99- 73%	C
583 - 560	72.99 - 70%	C-
559 - 536	69.99 - 67%	D+
535 - 504	66.99 - 63%	D
503 - 480	62.99 - 60%	D-
< 479	< 60%	F

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).
- 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. Attendance for clinical practical is outlined in the clinic handbook.

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.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	Notes
1/26	Introduction to Course Anatomy / physiology review	Chapter 1 Chapter 2	Class Participation	
1/28	Audiologic, vestibular and radiologic Procedures	Chapter 3	Class Participation	
2/2	Outer and Middle Ear: Disorders - Atresia, ETD, External Otitis, OME, Cleft Palate	Chapter 4, pp 115 – 125. Articles: 1, 2, 3, 4, 5.	Class Participation	
2/4	Outer and Middle Ear Disorders: Cholesteatoma, Otosclerosis	Chapter 4, pp134 – 143, 154 – 157. Articles: 6, 7, 8, 9, 10, 11.	Class Participation	
2/9	Paraganglioma Tumors, Temporal Bone Trauma, Ossicular Chain Discontinuity	Chapter 4, pp 146 – 151, 160 – 165, 173. Articles: 12, 13	Class Participation and Presentation	

2/11	TM Perforation, tympanosclerosis	Chapter 4, pp 173.	Class Participation and Presentation	
2/16	Paget's Disease	Articles: 14, 15	Class Participation and Presentation	
2/18			Exam 1	
2/18	Inner Ear Disorders – Temporal Bone Trauma, Noise Induced Hearing Loss, Ototoxicity	Chapter 5, pp 182 – 206, 221 – 226. Katz chapter 32 Articles: 16, 17, 18, 19, 20	Class Participation and Presentation	
2/23	Presbycusis, Autoimmune Disease, Meniere's Disease, SSHL	Chapter 5 pp219 – 226, 236-242. Articles: 21, 22, 23, 24	Class Participation and Presentation	
2/25	Syphilis, Herpes Zoster Oticus, Meningitis, CMV	Chapter 5, pp 247 – 251 Articles: 25, 26, 27, 28	Class Participation and Presentation	
3/2	SSCD, Enlarged Vestibular Aqueduct, Mondini malformation, perilymph fistula	Chapter 5, pp228 - 234, 245, 251. Chapter 9, pp438 - 439 Articles: 29, 30, 31, 32, 48	Class Participation and Presentation Audiology online: <u>Unusual Causes of Conductive Hearing Loss</u>	
3/4	Barotrauma, Diabetes,	246, 250 Articles 33, 34, 35, 49	Class Participation and Presentation	
3/9	Auditory Nerve Disorders – AN, Vascular Loop Syndrome,	Chapter 6 Articles: 36, 37, 38	Class Participation and Presentation	
3/11	ANSD, NF2	Chapter 6, 9 p 435 - 436 Articles: 39, 40, 41, 46	Class Participation and Presentation	
3/16	Catch up		Class Participation and Presentation	
3/18			Exam 2	
3/23	Spring Break			
3/25	Spring Break			
3/30	Disorder of Central Auditory Nervous System: introduction, mass lesions, vascular disorders	Chapter 7	Class Participation and Presentation	
4/1	Degenerative disorders, Temporal Lobe Epilepsy	Chapter 7	Class Participation and Presentation	
4/6	Neurotoxicity, TBI	Chapter 7 Articles 47, 50	Class Participation and Presentation	

4/8	Central Auditory Disorders associated with learning disabilities	Chapter 7	Class Participation and Presentation	
4/13	Central Auditory Disorders associated with learning disabilities	Chapter 7	Class Participation and Presentation	
4/15	Hereditary and Congenital Hearing Loss: Introduction Genetics of Hearing Loss	Chapter 9	Class Participation and Presentation	
4/20	Nonsyndromic and Syndromic hearing loss Connexin 26	Chapter 9 Articles: 44, 45	Class Participation and Presentation	
4/22	Syndromic Hearing loss	Chapter 9 Articles: TBD	Class Participation and Presentation	
4/27	Syndromic Hearing loss	Chapter 9 Articles: TBD	Class Participation and Presentation	
4/29	Congenital malformations Auditory Nerve and IAC CANS malformations: microcephaly Genetic Counseling	Chapter 9	Class Participation and Presentation	
5/4	Tinnitus, Hyperacusis, Misophonia and Auditory Hallucinations	Chapter 8 Articles: 42, 43, 51	Class Participation and Presentation	
5/6	Tinnitus, Hyperacusis, Misophonia and Auditory Hallucinations	Chapter 8 Articles: 42, 43, 51	Class Participation and Presentation	
5/11	Review			
5/13	Review			
5/18	Finals			
5/20	Finals			

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 623 Disorders of the Auditory System

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

- A1. Genetics, embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology of hearing and balance over the life span
- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems
- 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
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- 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
- B5. Recognizing a concern on the part of medical providers, individuals, caregivers, or other professionals about hearing and/or speech-language problems and/or identifying people at risk to determine a need for hearing screening
- B9. Referring persons who fail the hearing screening for appropriate audiologic/medical evaluation

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
- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system
- C5. Providing assessments of tinnitus severity and its impact on patients' activities of daily living and quality of life
- C6. Providing assessment of tolerance problems to determine the presence of hyperacusis
- 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
- C11. Selecting, performing, and interpreting physiologic and electrophysiologic test procedures, including electrocochleography, auditory brainstem response with frequency-specific air and bone conduction threshold testing, and click stimuli for neural diagnostic purposes
 - C12. Selecting, performing, and interpreting otoacoustic emissions testing
 - C15. Selecting, performing, and interpreting tests to evaluate central auditory processing disorder

Standard II-D: Counseling

- D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues
- E14. Identifying individuals who are candidates for cochlear implantation and other implantable devices
- E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder