California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2023	Course: CSAD520: Audiology Comprehensive Exam	Section: 01
Meeting Days: TBD	Meeting Times: TBD	Location: TBD
Instructor: Laura Gaeta, Ph.D. Hamid Motallebzadeh, Ph.D. Soumya Venkitakrishnan, Au.D., Ph.D.	Email: l.gaeta@csus.edu H.motallebzadeh@csus.edu s.venkitakrishnan@csus.edu	Phone: 916-278-4701 916-278-3589 916-278-4899
Office Location: Folsom 2207A (Gaeta) Folsom 2404E (Motallebzadeh) Folsom 2404G (Venkitakrishnan)	Office Hours/Appointments: Gaeta: Monday 1-3, Wednesday 1-2 Motallebzadeh: Monday and Wednesday 1-2 Venkitakrishnan: Monday 10:30-12:30, 10:15-11:15	

Catalog Course Description:

CSAD 520. Audiology Progress Exam   1 Unit

Prerequisite(s): Admission to Doctor of Audiology program: CSAD 610, CSAD 611, CSAD 612, CSAD 613, CSAD 614, CSAD 620, CSAD 620C, CSAD 621, CSAD 622, CSAD 622L, CSAD 623, CSAD 624, CSAD 630, CSAD 630C, CSAD 631, CSAD 632, CSAD 340, CSAD 640C, CSAD 641, CSAD 642, CSAD 643, CSAD 650, CSAD 650C, CSAD 651, CSAD 652, CSAD 653, CSAD 660, CSAD 660C, CSAD 661, CSAD 662, CSAD 663, CSAD 670, CSAD 670C, CSAD 671, CSAD 672, CSAD 673, CSAD 651, CSAD 652, CSAD 653, CSAD 660, CSAD 660C, CSAD 661. CSAD 662, CSAD 663, CSAD 670, CSAD 670C, CSAD 671, CSAD 672, CSAD 673

Term Typically Offered: Spring only

Summative written and practical exam based on coursework and clinical experiences from the first three years of the Doctor of Audiology program.

Credit/No Credit

Place of Course in Program

This course assesses third-year Au.D. students' knowledge of various areas of audiology and clinical knowledge and skills.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: *Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.*	Y
Communication: *Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.*	Y
Critical thinking/analysis: *Demonstrate the ability to be creative, analytical, and critical thinkers.*	Y
Information literacy: *Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.*	Y
Professionalism: *Demonstrate an understanding of professional integrity.*	Y
Intercultural/Global Perspectives: *Demonstrate relevant knowledge and application of intercultural and/or global perspectives.*	Y
Research: *Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program*	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. See the program's Academic Performance Improvement Plan (APIP) policy at https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/audiology/csad-apip-policy-spring-2020.pdf

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

GRADUATE EXPECTED LEARNER OUTCOMES (ELO)

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

1. Be assessed on their ability to effectively communicate (written and oral) with faculty about core and higher-level (advanced) content areas in audiology
2. Demonstrate understanding of core and advanced content presented in the second and third year of the Doctor of Audiology program, in addition to foundational knowledge and skills from the first-year coursework
3. Perform clinical procedures under supervision of examining faculty
4. Discuss questions related to advanced academic coursework and clinical experiences from off- and on-campus rotations with examining faculty

ELO	Component Indicating Competency	Grade(s) Received
1-4	Exam	

Textbooks and Materials:

None.

Online Resources:

None.

Course Requirements/Components:

Course Format

Comprehensive exam.

Class Preparation:

Written:

Students should review materials covered in coursework in the first three years of the Au.D. program. Questions will be 200 multiple choice, and will include case study questions. Students will have 3 hours to complete the exam.

Clinical case study and practical:

Practical and case study: Students will be given three case studies from three different areas of audiology. They may be asked to perform or interpret clinical information, and answer questions about those areas. Each student will have 45 minutes to complete the clinical portion.

Class Attendance:

Exam dates will be in the spring semester. Clinical case study and practical testing will be done in the audiology clinic. The written exam location is TBD. Students with testing accommodations should arrange with the Testing Center to take the written exam on the main campus.

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

Class Assignments:

From course catalog:

The written portion consists of 200 questions that evaluate students' knowledge of the first two years of didactic and clinical coursework. Students must score 80% or better on this section to pass. The exam period is up to four hours on one day (note: the exam period is three hours for spring 2023).

Students who receive less than 80% on the exam must develop a plan for remediation with the Au.D. program faculty. Students may retake the written portion of the exam once. Failure to achieve a passing score on the second attempt will result in dismissal from the program.

The oral exam includes three cases (e.g., pediatric, adult, vestibular, etc.). The student will discuss the case history information, diagnostic results, and management plan with the examining committee. Questions pertaining to interpretation of the test results, site-of-lesion determination, recommendations or referrals, and rehabilitation of cases will be asked. Students will be expected to reference research and/or evidence-based practice guidelines in their responses. Students will also be asked additional questions to respond to during this examination period.

Each response to the oral exam will be evaluated by three Au.D. faculty members. Faculty will evaluate responses using a rubric for thorough discussion, appropriate assessments and recommendation, and correct responses to questions.

Upon completion and review by the examiners, each question is given a grade of "Pass" or "No-Pass."

"Pass" indicates a satisfactory completion of the question.

"No-Pass" indicates an unsatisfactory answer to any of the discussion questions of the oral exam. Students who receive a "No-Pass" result are not permitted to begin the third-year externship. Students will be given the opportunity to develop a remediation plan with Au.D. program faculty before retaking the exam at the end of the summer semester. Failure to receive a "Pass" result on the second attempt will result in dismissal from the program.

Au.D. Program Policies

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 or on Zoom on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students 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 practica 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.

There is a two-week testing period.

Written exam: Scheduled for one half-day.

Clinical case studies exam: Scheduled for the week following the written exam.

Dates and locations for these will be announced.

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: https://www.csus.edu/umanual/student/stu-100.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. Prefer 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.

Locations of gender-neutral restrooms on campus:

Maryjane Rees Language, Speech and Hearing Clinic, 2nd Floor of Folsom Hall

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