



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Summer 2023	Course: CSAD 661: Aural Rehabilitation	Section: 01
Meeting Days: Monday/Wednesday	Meeting Times: 11:00am-12:35pm	Location: Folsom 2604
Instructor: Laura Gaeta, Ph.D.	Email: <a href="mailto:lgaeta@csus.edu">lgaeta@csus.edu</a>	Phone: 916-278-4701
Office Location: Folsom 2207A or Zoom	Office Hours/Appointments: To schedule, click <a href="#">here</a> .	

#### Catalog Course Description:

#### **CSAD 661 Aural rehabilitation**

3 Units

**Prerequisite(s):** Admission to the Doctor of Audiology program; CSAD611, CSAD612, CSAD613, CSAD614, CSAD621, CSAD622, CSAD622L, CSAD623, CSAD624, CSAD631, CSAD632, CSAD641, CSAD641L, CSAD642, CSAD643, CSAD651, CSAD652, CSAD653

**Term Typically Offered:** Summer only

Rehabilitative techniques and communication needs for adults and the aging population. Focus on minimizing communication difficulties and managing psychosocial aspects of hearing loss.

#### Place of Course in Program

This course addresses the communication needs of adults and older adults with hearing loss. Students will learn the history of audiologic rehabilitation (AR), evidence for AR, clinical outcome measures and tools, and the impact of comorbidities associated with hearing impairment.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y
<b>Research:</b> <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. 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](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. Summarize the age-related changes that occur throughout the peripheral and central auditory systems.
2. Apply the World Health Organization ICF model to hearing impairment.
3. Define “disability” and “handicap” as they relate to hearing impairment.
4. Describe the use of hearing aids and hearing assistive technology in the older adult population, including types, considerations, and limitations.
5. Summarize the evidence for auditory training in older adults.
6. Discuss the role of the audiologist in the counseling and instruction of communication strategies, devices, and psychosocial support in the rehabilitative process.
7. List examples of outcome measures for adults and older adults with hearing loss.
8. Develop a plan for aural rehabilitation given a case study.
9. Discuss the association of hearing loss with other medical conditions and the effects of other sensory impairments on a patient's quality of life and communication.

ELO	Component Indicating Competency	Grade(s) Received
1	Quiz, Exam, Projects	
2	Quiz, Exam, Projects	
3	Quiz, Exam, Projects	
4	Quiz, Exam, Projects	
5	Quiz, Exam, Projects	
6	Quiz, Exam, Projects, Final paper	
7	Quiz, Exam	
8	Projects	
9	Quiz, Exam, Final paper	

Textbooks and Materials:

No textbook is required. See Canvas for readings and other materials.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

## **Online Resources:**

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

Course Requirements/Components:

## **Course Format**

Lecture

## **Class Preparation:**

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.

## **Class Participation:**

Students are required to actively participate in class discussions and read/view any assigned materials prior to class meetings. Students may also need to watch recorded lectures to prepare for class.

## **Class Attendance:**

Students are expected to be ready for class at 12:00pm. The class period is 95 minutes. Attendance grades will be entered into Canvas. If a student is unable to attend class, it is the student's responsibility to notify the instructor before class. Documentation for an excused absence is at the discretion of the instructor. After three unexcused absences, an APIP will be initiated.

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:**

Course grades will be based on attendance, exams, projects, a mock group AR class, a simulation exercise, a paper, and quizzes. Assignments must be submitted on time. Any instances of academic misconduct will result in a 0 on that assignment or exam and will be reported according to department- and campus-level policies; no make-up opportunities will be given for assignments with academic misconduct.

Rubrics for all assignments will be available on Canvas. Turnitin.com will be used for written assignments submitted online.

Classes may not be recorded without permission from the instructor through DAC accommodations.

For students who become ill or who are placed under quarantine during the COVID-19 pandemic, contact the instructor so that due dates for the below assignments can be adjusted (student will not be penalized in these cases). Follow the Sacramento County Public Health Department's advice: frequently wash hands with warm, soapy water for at least 20 seconds; avoid touching eyes, nose, and mouth; cover coughs and sneezes with a tissue then throw the tissue in the trash; and stay home when you are sick. For information about COVID-19 assessment and remote learning, students are directed to the Sac State mobile app.

**AR paper:** See assignment on Canvas.

**Quizzes:** There are seven quizzes in this course, and each quiz is worth up to 10 points.

**Exams:** There are two exams in this course. No outside materials are permitted for use during the exam.

**Projects:** There are six projects in this course, and each is worth up to 40 points. Projects will be introduced in class, but they may be due at a later date. See Canvas for the project details and requirements.

Grading:

Activity	Points Available	Points Earned	Percentage of Grade
Final paper	50		8%
Mock group AR class	30		5%
Simulation exercise	20		3%
Attendance (0.5 point each x 20)	10		1.5%
Quizzes (10 points each x 7)	70		1.5%/quiz
Projects (40 points each x 6)	240		37%
Exam I	100		15%
Exam II	100		15%
IPE activity	30		5%
<b>TOTAL COURSE POINTS AVAILABLE</b>	<b>650</b>		

Overall percentage needed:

Note: A grade of "B" or higher is required to count toward the minimum number of units needed to advance.

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%
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Note: Scores that are on the border between two grades will be rounded (e.g., 94.5% will be 95%, 89.5 will be 90%, etc.) Scores that will round to another letter grade by the second digit after the decimal place (e.g., 89.45) will round to the tens decimal place and follow the first note (e.g., 89.5 will round to 90%).

## 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 on time, prepared to participate and engage in classroom activities for both in-person and any 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 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.

## **Communication and Emergency Information**

If a faculty member is not available during the semester, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality.

## TENTATIVE Course Schedule/Outline:

Date	Topic	Due Date
05/31	History of AR, definition of AR	
06/05	Conceptual frameworks in AR	
06/07	Stigma	
06/12	Help-seeking behaviors Self-efficacy	
06/14	Communication difficulties Communication strategies	Quiz 1
06/19	<i>No class – Juneteenth</i>	
06/21	Self-assessment measures in AR Introduction to outcome measures	Project #1
06/26	Outcome measures	Quiz 2
06/28	Outcome measures	Project #2
07/03	<b>Exam I</b>	Project #3
07/05	Assessment for amplification Hearing assistive technology	IPE Activity
07/10	Relationships and socialization Approaches to counseling	
07/12	Auditory training	Project #4
07/17	Speechreading and lipreading	Quiz 3
07/19	Mock speechreading and auditory training practice Clear speech training Technology in AR	Project #5
07/24	Involvement of the family and FCP	Quiz 4
07/26	Group AR Auditory and cognitive processing	Quiz 5
07/31	Aging and the auditory system	Project #6
08/02	<b>Exam II</b>	Quiz 6 Quiz 7
08/07	Group AR	AR Paper
08/09	Group AR	
08/14	<b>Group AR</b>	
08/16	Walk-through AR plan group exercise discussion Last day of class	Group AR Assignment

# 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/umannual/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. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

## Inclusivity:

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

## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before



classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

*Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>*

## Basic Needs Support

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

## Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen

Email: [weave@csus.edu](mailto:weave@csus.edu)

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

## CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/manual/acad/umg05150.htm>

## Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
- 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): 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. <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

## Standard II-A: Foundations of Practice

- A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span
- 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
- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
- A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- A11. Manual and visual communication systems and the use of interpreters/transliterators/translators
- A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication
- 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)
- A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation
- A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision making regarding treatment options and goals
- 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
- A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the individuals served

## 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
- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span

## Standard II-C: Audiologic Evaluation

- 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

- D2. Providing individual, family, and group counseling as needed based on client/patient and clinical population needs
- D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders
- D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices
- D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life
- D6. Facilitating patients' acquisition of effective communication and coping skills
- D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems
- D8. Enhancing adherence to treatment plans and optimizing treatment outcomes
- D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed

### **Standard II-E: Audiologic Rehabilitation Across the Life Span**

- E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship
- E4. Providing assessments of family members' perception of and reactions to communication difficulties
- E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning
- E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties
- E13. Conducting individual and/or group hearing aid orientations to ensure that clients/patients can use, manage, and maintain their instruments appropriately
- E15. Counseling cochlear implant candidates and their families regarding the benefits and limitations of cochlear implants to (a) identify and resolve concerns and potential misconceptions and (b) facilitate decision making regarding treatment options
- 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
- 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)
- E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication
- E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome