



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Table 1: Class Information

Class Information:		
Semester/Year: Fall 2023	Course: CSAD 241S Practice: Hearing Screenings	Section: 01
Meeting Days: Methods: Thursdays Practicum: Fridays	Meeting Times: Methods: 2-2:50pm Practicum: Approx. 9-11am	Location: Methods: Folsom Hall 2204 Practicum: School sites
Instructor: Razi Zarchy, SLPD, CCC-SLP	Email: razi.zarchy@csus.edu	Phone: 916-245-0327
Office Location: Folsom Hall 2000D (in Nursing department)	Office Hours/Appointments: Thursdays 1:45-2pm in Folsom Hall 2204 By appointment	

Catalog Course Description:

CSAD 241S Practice: Hearing Screenings.

1 Unit

Prerequisite(s): [CSAD 130](#)

Terms Typically Offered: Fall, Spring

Supervised clinical practice in the administration of hearing screening tests. The student must furnish his/her own transportation. Fifteen to twenty hours for one unit.

Course Description here from catalog <https://catalog.csus.edu/courses-a-z/csad/>

Place of Course in Program:

This course provides advanced study and practical experiences related to hearing-related communication difficulties in children and adults. Students taking this course will meet weekly to

review concepts related to hearing and hearing loss while preparing for practical experiences with clients with hearing impairments. Students will also be guided through hearing screenings with preschool and school-aged children, and group aural rehabilitation classes with older adults with hearing loss. Topics covered include a review of the foundations of audiology, hearing testing and interpretation of findings, principles of aural rehabilitation, the scope of practice of speech-language pathologists, effects of hearing loss on the individual and his/her communication partners, advocacy and resource identification, communication strategies, and lipreading.

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

Course Learning Outcomes:

Upon completion of this course, students will demonstrate clinical competency in the following areas when working with clients exhibiting hearing impairment.

1. Evaluation
2. Intervention
3. Writing
4. Interaction and Personal Qualities (Professional Behavior)

Textbooks and Materials:

There is no textbook required for this class. However, an “Audiometric Interpretation” workbook is available in the library for additional practice.

Required reading materials will be available on Microsoft Teams. Any worksheets or activities that need to be ready for class will also be available on Teams. **It is the student’s responsibility to check Teams before each class meeting.**

Other recommended textbooks:

Title: Foundations of aural rehabilitation: Children, adults, and their family members

Author: Nancy Tye-Murray. Edition: 5th (2020)

ISBN13: 978-1-63550-073-8

Online Resources:

This course uses Microsoft Teams. All course materials will be available on Teams.

Course Requirements/Components:

The student clinician will be responsible for:

1. Attending all Thursday class meetings (2:00-2:50pm) and assigned hearing screenings
2. Completing all assignments

Grading Policy:

This course is graded as Credit/No Credit. Students will receive credit for successful completion of hearing screenings, class and practicum attendance, and class and practicum participation and activities. CALIPSO will be used for all competency forms and recorded hours.

According to the Clinic Handbook, students must dress and conduct themselves in a professional manner and demonstrate professional responsibility.

A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical instructor at midterm and at final, but it is the final Clinical Competency Report on which your clinic grade is based. The Clinical Competency Form is separated into four (4) general competency categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 4 general competency categories, provided that the student achieves: (a) an average rating of 4.0 or better for each of the 4 general competency categories and (b) a minimum score of 3.0 on all individual competency line items. Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of 3.99 or less for a competency category will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of “no credit” will be given for the clinic.

Grades will be based on the following:

SCORE	GRADE	DESCRIPTION
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4.65 - 5.00	A	<p><u>Exceeds Performance Expectations</u></p> <p>(Minimum assistance required)</p> <ul style="list-style-type: none"> Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented Demonstrates creative problem solving Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 - 4.64	A-	
4.35 - 4.49	B+	<p><u>Meets Performance Expectations</u></p>
4.15 - 4.34	B	<p>(Minimum to moderate assistance required)</p> <ul style="list-style-type: none"> Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency Student can problem solve and self-evaluate adequately in-session Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.00 - 4.14	B-	
3.85 - 3.99	C+	<p><u>Needs Improvement in Performance</u></p> <p>(Moderate assistance required)</p> <ul style="list-style-type: none"> Inconsistently demonstrates clinical skill/behavior Student's efforts to modify performance result in varying degrees of success
3.65 - 3.84	C	<ul style="list-style-type: none"> Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.50 - 3.64	C-	
3.35 - 3.49	D+	<p><u>Needs Significant Improvement in Performance</u></p> <p>(Maximum assistance required)</p> <ul style="list-style-type: none"> Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate Student is aware of need to modify behavior, but is unsure of how to do so
3.15 - 3.34	D	<ul style="list-style-type: none"> Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.00 - 3.14	D-	

1.00 – 2.99	F	<p>Unacceptable Performance (Maximum assistance is not effective)</p> <ul style="list-style-type: none"> • Clinical skill/behavior is not evident most of the time • Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so • Specific direction from Clinical Instructor does not alter unsatisfactory performance
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Course Policies/Procedures:

1. **Late Work Policy:** Late work will be accepted without penalty for 72 hours (3 days) after the due date. Assignments submitted after the 3-day grace period will be penalized by 10% of the total value of the assignment per additional day late. **Communication is rewarded with flexibility.** Students who experience a home or work hardship and require extra time on assignments are strongly encouraged to contact the instructor immediately and discuss options for late submission of classwork.
2. **Class Discussions:** If you need to speak to your classmate on an issue not pertaining to the lecture, please leave the room. If it pertains to the class, please ask me or address the entire class. Please keep your behavior in class professional.
3. **Cell Phone Policy:** Please keep your cell phones turned off during class. If you absolutely need it to be on, please keep it on “vibrate” mode and sit near the exit. If you need to take a call, please leave the classroom silently and come back when you are finished. You do not need to ask permission to leave or enter the class.
4. **Technology Use:** It is a course expectation that you will participate fully in class discussion and give classmates and discussion your full and undivided attention. You are not permitted to engage in other homework or extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cell phone to avoid distractions during class time.
5. **Drop/Add:** Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes.
6. **Course Evaluations:** This class is continually modified with the aim to promote student learning and to promote knowledgeable students’ entry into graduate programs. At the completion of the course, you are expected to comment on the nature of this course. This procedure allows me to modify segments of the course in order to make it more applicable to future students’ educational and professional growth. You are encouraged to use this modality as a direct and appropriate means of voicing concerns. Your voice matters.
7. **Health and 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. 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>

Students must adhere to COVID-19 policies regarding mask-wearing and vaccinations as described on the CSUS website. Please see <https://www.csus.edu/compliance/risk-management/coronavirus.html> and <https://www.csus.edu/return-to-campus/return-to-campus-faq.html> for more information and updates.

TENTATIVE Course Schedule/Outline:

Date	Class topic
August 31	Introduction
September 1 (Friday)	9:00am-12:00pm Practice and demonstration in audiology clinic
September 7	California hearing screening Play audiometry
September 8	Hearing Screening
September 14	Anatomy and physiology (outer, middle) Pathologies
September 15	Hearing Screening
September 21	Anatomy and physiology (inner) Pathologies
September 22	Hearing Screening
September 28	Anatomy and physiology (central) Audiometric interpretation
September 29	Hearing Screening
October 5	Audiogram interpretation
October 6	Hearing Screening
October 12	Audiogram interpretation Amplification
October 13	Hearing Screening
October 19	Amplification
October 20	Hearing Screening
October 26	Audiogram interpretation
October 27	Hearing Screening
November 2	Audiogram interpretation
November 3	Hearing Screening

November 9	Audiogram interpretation
November 10	Campus closed (Veteran's Day)
November 16	TBD – Dr. Zarchy at ASHA
November 17	TBD – Dr. Zarchy at ASHA
November 23	Campus closed (Thanksgiving)
November 24	Campus closed (Thanksgiving)
November 30	TBD
December 1	Hearing Screening
December 7	TBD
December 8	Hearing Screening (last day)
December 11-15	Finals Week

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, may be reported to the office of student affairs.

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 Publication Manual, Seventh Edition. All assignments are to be composed using APA format and style unless otherwise noted. You may learn more about APA Style at the following websites: <https://apastyle.apa.org/> and https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Understand When You May Drop This Course:

It is the student's responsibility to understand when they 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.

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 ssnd@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 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 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

Campus Confidential Advocate – Laura Swartzen

Email: 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/umannual/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
- 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 Speech-Language Pathology

CSAD 241S Practice: Hearing Screenings

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of hearing.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of hearing.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of hearing.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of hearing.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of hearing.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of hearing.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of hearing.

Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

Standard V-B 3b. Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

Standard V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.