



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Semester/Year: Fall 2023	Course: CSAD 720 Clinical Methods: Externship II	Section: 01
Meeting Days: Thursdays	Meeting Times: 6:00-7:50 pm PST	Location: Zoom
Instructor: Elaine Xu, Ph.D.	Email: c.xu@csus.edu	Phone: 916-278-4898
Office Location: Folsom 2306A or Zoom	Office Hours/Appointments: Mondays 1-2 pm, Wednesdays 10 am-noon, or by appointment	

Catalogue Course Description:

Prerequisite(s): CSAD 710

2 units

Corequisite(s): CSAD 720E

Term Typically Offered: Fall only

Seminars and discussions of cases from externship placements.

Required Textbook/Reading:

Course materials will be provided as needed.

Place of Course in Program:

This rotation is important for gaining experience in various settings in audiology.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y
Research: <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	N

Course Objectives:

The primary focus of this course is to successfully integrate class work with clinical experiences. Students will demonstrate a strong grasp of:

1. Case Studies
2. Professional Issues
3. Externship Roles and Responsibilities
4. Ethics & Obligations
5. Professional Communication

Knowledge and Skills Outcome (KASO) Standards Met:

This class will fulfill, in whole or in part, the following KASO Standards as required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). Click links for detailed description of standards.

2020 Certification Standards

Standard II A: A5, A7, A8, A10, A12, A13, A14, A15, A16, A17, A18, A20, A21
Standard II B: B1, B2, B3, B6, B7, B9, B13
Standard II C: C1, C2, C3, C4, C5, C7, C8, C9, C10, C11, C14
Standard II D: D3, D9
Standard II E: E3-29
Standard II F: F1-13, F103
Standard III.1: 1A, 2A, 3A, 4A, 5A, 6A

2023 Accreditation Standards

3.1.1 A: 1 – 10
3.1.2 A: 2, 8, 9, 12, 13
3.1.3 A: 1, 2, 3, 5, 6, 8, 9
3.1.4 A: 1 – 24
3.1.5 A: 1 – 18
3.1.6 A: 1 - 9

Course Structure:

COURSE FORMAT:

This class will meet virtually on August 31st and then every other week. Coursework and assignments will be completed online, both synchronously and asynchronously.

COURSE REQUIREMENTS:

1. Journal Club
2. Clinical Case Studies
3. Virtual Discussions/ In class participation

GRADING:

This course is graded as Credit/No Credit basis, with an 83% pass criterion based on the following requirements (see individual descriptions below):

Journal Club Presentation	30%
Clinical Case Studies	40%
Participation/Discussions	30%

Journal Club - 30%

Journal topics will be posted on the Canvas discussion post. If a student has already posted their topic, the topic cannot be repeated. Each student will choose a clinically relevant area of audiology that they would like to discuss current research findings. These can include but are not limited to best practice topics such as diagnostics, testing protocols, population-based findings, tinnitus, cochlear implants, and other sub-specialties etc. You will present one peer-reviewed journal article for at least 15 minutes and 10 minutes for Q&A during our biweekly meetings (every other week). Papers should be no more than 3-5 years old. The presentations should at least include the following:

- Summary of the Intro, Methods, and Conclusion
- Rate the level of evidence.
- Do you think the findings were accurate or conclusive?
- Do you agree with the protocols?
- What are the clinical implications of this topic?
- Will they affect your everyday practice?
- Do you have any cases in your current rotation that relates to this topic?
- Did you enjoy reading the article? If so, why? If not, why not?

Articles must be posted a week before you present, under your Topic Discussion Post. All students are responsible for reading each article and posting two relevant and unique questions or comments about the article in the discussion post before the presentation. Presenters should address the questions to the best of their ability during the presentations. Presenters may also address comments as they wish.

Clinical Case Studies - 40%

Students are required to present one (1) comprehensive case study for at least 15 minutes synchronously during our biweekly meetings and record another one (1) comprehensive case study

for at least 15 minutes. The case study should follow guidelines described in “Guidelines for Writing an Audiology Case Study”, (Joseph & Hall, 2019). Students who do not have full access to clinical records may supplement case detail information as needed.

HIPAA and PHI

Students are responsible to know what information is considered PHI and to not violate any HIPAA laws (i.e., all cases must be de-identified). Any violations will result in no credit for the case presentation and students may jeopardize their ability to pass the course.) Please remain mindful of PHI and make sure that any cases are properly de-identified prior to submission.

Assignment Details

Recorded case study video must be uploaded to the discussion board on the course Canvas page by the due date November 16th. Late submissions will receive no credit.

Participation/Discussions - 30%

Active participation in virtual meetings and on the discussion forum is required. As described above, students must post two (2) relevant questions or comments about each journal article before the journal presentation. For the case study video assignment, students must respond to at least two (2) of their colleague’s case study video postings by December 8th. These responses must be relevant comments or questions with clear and coherent sentences. Students may respond directly to a case study posting but may also respond to a response from another student. Replying twice to the same post or response does not count as 2 replies. Students must respond to at least 2 different students’ posts and cannot respond to their own posts. There is no limit to the number of replies a student may post. “Ditto” or “I’m with you on that” or “I agree with what a class member said” are not acceptable responses. If a student agrees with someone’s responses, elaborate. If a student disagrees with someone’s response, elaborate in a professional, constructive manner. Unprofessional responses such as “you’re an idiot” or “you are bad at audiology” will not be accepted or receive credit. This forum is a safe place for everyone to share thoughts, questions or experiences and to seek advice from fellow colleagues.

- Post Length

Discussion response posts should be limited to no more than 100 words (maximum).

Provide an appropriate, professional, non-judgmental response to your colleague. It is ok to disagree with a colleague, but maintain professionalism and adhere to professional standards of conduct when doing so.

Wellness Activity (Extra Credit)

Mental and physical wellness are incredibly important but are often neglected by graduate students in times of stress. To incentivize you to take care of yourselves, I am offering up to 3 “wellness” points that can be added to a clinical study presentation of your choosing. Additional details on this policy will be provided on the first day of class.

Attendance

- Full-time attendance at virtual class-meetings is mandatory each week.
- Students are allowed **1- pre-excused absence (except on days that presentations are due)**. This absence must be communicated at least 48 hours before the scheduled absence date. Failure to do so or having more than 1- un-excused absence will result in **a 5%**

reduction per occurrence from the Discussion/participation component of your grade up to a maximum of 30% total grade deduction.

Communication

Students must maintain timely communication with instructor. For email correspondence you must adhere to the following:

1. Use your Sac State email address when communicating with your preceptors and/or clinical sites regarding non-patient care issues, such as absences or other professional issues
2. Check your CSUS emails daily.
3. Respond within 48 hours of receipt of an email addressed to you.

Professionalism

Students must be dressed in CSUS Clinic scrubs or business casual as indicated by your site. Students must present well-groomed and professional in appearance and demeanor. Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed. Inappropriate and disrespectful behavior will not be tolerated, and students may also be asked to leave clinic.

Students are expected to conduct themselves according to a high professional ethical standard. They should become well-acquainted with the code of ethics of the profession so that the judgements and decisions made as an Au. D students form a solid ethical foundation for future practice as audiologists. The complete code of ethics can be found at either the [ASHA Code of Ethics](#) and/or [AAA Code of Ethics](#).

A violation of professionalism could result in a 2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

Grades of Incomplete:

Instructors may issue a grade of incomplete only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all the requirements in the course. The instructor and the student should agree upon a deadline by which all work will be completed but no later than the following dates:

January 1st - Incompletes given for a course offered in the fall semester must be completed by this date.

Once a grade is submitted, it shall not be changed except in the case of recording errors. Grade changes will be approved by the appropriate Dean or Director. See Sacramento State's Doctor of Audiology program course catalog.

Clinic handbook

All students are required to adhere to the policies (e.g., use of clinical space, dress code, attendance, professional behavior, etc.) outlined in the clinic handbook and those required by the externship site. The clinic handbook can be found on the department website. Failure to do so may lead to the initiation of a PIP.

Academic conduct: Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department's policy on academic misconduct ("Policy on Student Academic and Clinical Conduct"). The following are expectations for professional behavior in the classroom:

- Ethics: Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D of the Au.D. Student Handbook).
- Respect: Students should demonstrate respect to their peers, instructors, and staff.
- Feedback: Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- Health: Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- Attire: Students must dress professionally. Dress Casual is the most appropriate for an Audiology Clinic setting.
- 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.

TENTATIVE Course Schedule/Outline:

This schedule is tentative and is subject to change depending on the ability to cover materials in the allotted time. In order to account for the Thanksgiving Holiday, we will meet Nov 9th & 16th and not the 23rd.

<u>Date</u>	<u>Topic/Class Content</u>	<u>Assignment/Activities</u>	<u>Due</u>
8/31	<ul style="list-style-type: none"> • Introduction to Course • Syllabus Review • Sign up for journal and case study presentation 	<ul style="list-style-type: none"> • Clinical case study video 	11/16
9/14	<ul style="list-style-type: none"> • Journal Presentation Student 1 • Journal Presentation Student 2 		
9/28	<ul style="list-style-type: none"> • Journal Presentation Student 3 • Journal Presentation Student 4 		
10/12	<ul style="list-style-type: none"> • Journal Presentation Student 5 • Journal Presentation Student 6 		
10/26	<ul style="list-style-type: none"> • Journal Presentation Student 7 • Case study presentation Student 1 		
11/9	<ul style="list-style-type: none"> • Case study presentation Student 2 • Case study presentation Student 3 		
11/16	<ul style="list-style-type: none"> • Case study presentation Student 4 • Case study presentation Student 5 	<ul style="list-style-type: none"> • Responses to recorded case study videos 	12/8
11/30	<ul style="list-style-type: none"> • Case study presentation Student 6 • Case study presentation Student 7 		

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 Disabilities Access Center (formerly 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 Disabilities Access Center (DAC) and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center** 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, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC 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 dac@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 Disabilities Access Center (DAC) to discuss eligibility. A current accommodation letter from DAC 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. DAC is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is dac@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/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
- 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>