



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Table 1: Class Information

Semester/Year: Spring 2024	Course: CSAD620C– 1 unit	Section: 07
Meeting Days: Tuesday/Thursday	Meeting Times: 5:00 – 7:00 pm	Location: Maryjane Reese Speech Center – Booth 5 & Vestibular Suite
Instructor: Stephanie Cate Au.D. - CCC-A	Email: Stephanie.cate@csus.edu	Phone: 916-278-4867
Office Location: via Zoom	Office Hours/Appointments: open virtual office hours every Friday 8:30 – 10:30am. For other times, please set up appointment set up via email or Canvas messaging.	

Catalogue Course Description:

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

Co-Requisite: CSAD620

Term typically offered: Spring Only

Description: Supervised clinical practice in audiology with an emphasis on developing first-semester clinical skills for audiologic evaluations (otoscopy, immittance, pure-tone air-and bone-conduction audiometry, speech audiometry).

Place of Course in Program

CSAD 620C: The purpose of this course is to introduce the policies and procedures, knowledge, and skill areas necessary for on-campus clinic placements. The course is designed to prepare students for graduate-level clinical practicum.

Table 2: Sacramento State Graduate Learning Goals for the 21st Century (GLG)

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: <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>	Y

Clinical Handbook & Reading:

Clinical Handbook:

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Supplemental reading will be assigned based on student need to support clinical learning and stay up-to-date on current clinical research. Supplemental readings will be posted on Canvas and students will be notified of when the reading is due

Student Responsibilities:

This course is designed to support supervised clinical practice of audiology with an emphasis on developing second-semester clinical skills for the basics of the audiologic evaluation (otoscopy, immittance, pure-tone air- and bone-conduction audiometry, speech audiometry), amplification, aural rehabilitation (group sessions, orientation, counseling) and possibly specialized testing and services such as tinnitus assessment and management, cerumen management, aural rehabilitation & cochlear implant evaluations. This class corresponds with CSAD620.

The student clinician will be responsible for:

- a. Reviewing, familiarizing, and signing the clinic handbook at the beginning of the semester.
- b. Reading and having knowledge of this syllabus and corresponding assignments.
- c. Assessing patient's auditory and/or vestibular systems in terms of structure and function.
- d. Arriving on time to clinic (i.e. 30 minutes before scheduled patient appointment).
- e. Prescribing appropriate management and/or treatment methodologies for hearing and/or balance disorders.
- f. Interpreting results of case history, previous evaluations and/or referrals.
- g. Writing pertinent HIPAA compliant information to prepare for appointments. Outline measurable outcomes/clinic goals for every appointment.
- e. First drafts of written reports must be completed in Counsel Ear **within two business days**. Please print a copy of the professional report and check the following: student clinician, supervisor, calibration date, patient reliability, transducer, tympanometry type and case history information. Please give the copy of the report to your supervisor once the first draft is completed. Revisions will be discussed at each following meeting. Edits will be given back in person and changes should be made to the report in CounselEar. Once the final draft is ready, please change the status in CounselEar to "Ready to be Reviewed". **Two late submissions or excessive corrections after two attempts will automatically drop your final writing area clinical competency grade by one letter grade through reduction of points.**
- f. Meeting with all assigned patients. Once the student clinician has begun the practicum, dropping clinical practicum classes by the student clinician is prohibited except for medical reasons or extraordinary

circumstances as approved by the Department.

- g. Evaluating performance midterm and final. Written self-reflections (identifying clinical strengths and areas for improvement) are to be submitted to the assigned clinical instructor.
- h. Meeting with the assigned Clinical Instructor on a once weekly basis is mandatory. The clinical instructor will be available to at other times also, but the weekly meeting should center on specific questions/concerns you have about assigned patients. Prepare for these weekly meetings: Have specific questions written and ready to discuss. If you are unable to keep your appointment, you must cancel prior to meeting time and reschedule with your Clinical Instructor.
- i. No-show appointments, students will be responsible for (but not limited to) performing lab/sim-lab assignments, reviewing pathologies, practicing basic and specialized test batteries, taking clinic inventory, and administrative tasks.

Course Learning Outcomes:

GRADUATE LEARNING OUTCOMES

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. You should track your progress toward meeting each learning outcome by listing your grades on the table below over the course of the semester.

CSAD620C SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. Communicate effectively, orally and in written form, with patients, families, caregivers, and other health care providers
2. Develop written reports for diagnosis, evaluation, and recommendations
3. Diagnose, triage, treat, and manage auditory and vestibular conditions and diseases for patients across the lifespan
4. Discuss findings, diagnosis, and treatment options with the client, family, and other health care providers
5. Adhere to professional ethics as they relate to the practice of audiology
6. Evaluate and reflect on performance in at least three sessions followed by discussion with clinical instructor
7. Identify relationships between clinical experiences and didactic learning.

Table 2: Course Learning Outcomes, and Components

Course Learning Outcome	Components Indicating Competence	Grades Received
Assessment: 3,7	Audiological Evaluation Documentation	
(Re)habilitation: 1, 4	Clinical Instructor session notes	
Writing: 1, 2	Establish Rapport	
Professional Practice: 5, 6	Clinical Instructor session notes; Required student self-reflections; Attendance at weekly meetings	

Course Requirements/Components:

Format:

2 hour hands on clinical sessions twice a week.

Preparation:

All students are expected to have performed chart reviews (when available), have patient information entered into all systems required for the specific appointment type, and keep up with any assigned required reading to support clinical practice.

Attendance:

If a student is ill and cannot attend clinic, please contact your clinical supervisor. This must be completed 4 hours prior to assigned clinic start time. Students are expected to **meet all clinic appointments**. Students need to fill out an [Absence Form](#) when they are expecting to miss clinic for a pre-excused (approved by your supervisor) absence. Make-up day(s) must be arranged within a week of missing clinical time, failure to coordinate make-up days on time will result in missed clinical hours.

Given the full-time, intensive nature of this doctoral program, it is important that students contact instructors if they are anticipating an absence, especially over an extended period. 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.

Failure to notify your supervisor of any absences via email and the absence form, as well as excessive tardiness, will result in 2% reduction per occurrence up to a maximum of a 10% grade reduction.

Conference excused absence form: https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/policy/csad-student-travel-policy.pdf

Communication:

Students must maintain timely, respectful, and professional communication with their clinical supervisor. Students and supervisors should meet on a weekly basis to prepare for patient appointments, discuss cases, etc. For email correspondence (your instructors preferred method of contact), students should be:

1. Using the CSUS email (____@csus.edu)
2. Checking emails daily.
3. Responding within 48 hours of receipt of email.

Failure to do so may result in a 2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

Professionalism:

Students are required to wear CSUS Clinic scrubs and present well-groomed and professional in appearance. Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed. Students need to adhere to the standards set forth in the clinic handbook regarding patient confidentiality. Any violation of these policies will result in the student receiving a failing grade in the clinic. Students should be engaged throughout all appointments, even when they are not the lead student clinician. Cellphone use during clinic will not be tolerated.

Any violation of the above may result in a 2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

Assignments:

Practice Audiometric Evaluations:

Student will complete a bi-weekly full audiometric test battery (7 in a semester) outside clinic hours and record the time it takes to complete each portion of the test battery. This assignment aims to enhance student's technical skills in audiometry while also enhancing your communication skills through completing case history and report writing. These can be completed on the population of the student's choice. Full test battery includes the following: case history, otoscopy, tympanometry, acoustic reflexes,

air conduction, bone conduction, speech reception threshold, word recognition and full professional report. Student also needs to ensure they complete 5 of the following special tests throughout the semester: Stenger, rollover, reflex decay, tone decay, and Eustachian tube function testing. Students are required to log their total practice time on the clinical log-sheet at the front desk. Students are required to submit both hard and electronic copies of their comprehensive report bi-weekly to their clinical supervisor. Failure to complete will affect professionalism and Audiometric testing grade in final Calipso grade.

Clinical SMART Goals:

Students are required to submit at least three goals by the end of the first week in clinic. These goals must be submitted in Canvas by 5:00 pm Monday June 5th, 2023. These must be completed using the **SMART** goal-setting method- **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely.

- Appropriate SMART goal: “I want to successfully complete an audiometric evaluation within the allotted time frame 3 out of 5 times with no more than two interjections from my clinical supervisor”
- Inappropriate SMART goal: “I want to improve my skills with audiometric evaluation this semester”.

Format for SMART Goals should be similar to the following example:

Short Term Goal: “I will complete all parts of a comprehensive audiologic evaluation with no more than two interjections from my supervisor by May 1st, 2024.”

SMART Objectives: To achieve this goal, I will:

- Utilize my weekly clinic practice time.
- Discuss and ask for feedback from my supervisor on ways I can improve my testing.
- Practice the test batteries on my peers during spare moments in clinic or in my free time.
- Utilize virtual simulation to familiarize myself with clinical concepts and understanding such as case history presentation level, masking and counseling.

Your goals may include fewer or more objectives than the example shown above. Ultimately, this is your professional goal, so the more you put into it, the more experience you get out.

Goals that are not specific/measurable will be returned to you to rewrite. A 2% reduction (per occurrence) will be applied for all late submissions or goals that must be re-written more than twice. It is highly recommended that you consult your supervisor and schedule a time during that first week of clinic to establish your identified goals prior to the assignment due date, to ensure they are realistic, attainable, and appropriate.

Calipso:

Calipso Patient Clock Hours, Supervisor Feedback Form & Self-Evaluations

Patient contact hours- clock hours must be submitted to your supervisor *weekly* in Calipso. It is your responsibility to periodically remind your clinical supervisor to sign off on your Calipso hours. Please include the date and nature of the appointment for every clock hour submission in the “Comments” section. Failure to submit clock hours weekly will result in 2% reduction of your grade per occurrence up to a maximum of 5% grade reduction.

Supervisor Feedback Forms (Due May 17th):

1. Login to Calipso
2. From the Lobby page, click “Supervisor Feedback forms”
3. Clinic “New Supervisor feedback”
4. Complete form and click “Submit Feedback”
5. Your completed feedback will be posted for Clinical Education Coordinator approval. Once approved, feedback will be posted for the clinical supervisor to view. Until approved, the feedback may be edited by clicking on “View/edit”.

Self-Evaluations (Due April 5th & May 17th)

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete a self-evaluation.
- From the lobby page, click on the “Self-evaluations” link.
- Click on “New self-evaluation.”
- Complete required fields designated with an asterisk and press “save.”
- Continue completing self-evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, check the “final submission” box and click “save.”
- Receive message stating, “evaluation recorded.”
- Please note you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation saved, the status will change from “in progress” to “final”.
- To view the evaluation, click “Evaluations list” located within the blue stripe.

COVID 19 information:

If you are sick, stay home and do not attend clinic. 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.

Grading Policy:

Table 3: Course Requirements and Grade Distribution

Source	% of Grade	Due Date
Final Evaluation in Calipso	70%	May 17, 2024
Attendance, Communication & Professionalism	10%	Weekly
Practice Audiograms	Affects final calipso grade & professionalism. Failure to complete on time will result in PIP	Bi-Weekly
Clinical Goals	5%	January 26, 2024
Clinic Handbook & Syllabus Quiz & Contract	5%	January 30, 2024
Calipso Patient Clock Hours & Supervisor Feedback Form & Self-Reflections (Mid-term & Final)	5% - Clock hours (weekly), Supervisor Feedback & Self-Reflections (April 5th & May 17th)	

Letter grades are assigned according to the following scores:

Table 4: Points, Percentages and Letter Grades

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%

Calipso Grading Structure

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. The Clinical Competency form will be completed by your clinical supervisor at midterm and at final, but it is the final Clinical Competency Report on which your final evaluation grade is based. The Clinical Competency Form is separated into seven (7) general competency categories: Prevention, Screening, and Identification; Assessment; Audiologic (Re)habilitation; Pediatric Audiology (Re)habilitation; Counseling; Communication; and Professional Practice. Each general competency area consists of numerous individual line items.

Your final evaluation grade is based on an average of all the clinical competencies that your clinical supervisor completes.

Each general competency area consists of numerous individual items. A passing grade is obtained by achieving a rating of 4.25 or better on the average combined score of the seven general competency categories, provided that the student achieves a minimum score of 4.25 on **all** individual competency line items at the end of the rotation. Therefore, any student receiving (a) a rating of 4.24 or less on one (or more) specific line item on the final session or (b) an average rating of 4.24 or less across all sessions for a competency category will not pass the clinic, even if their average combined score of the seven general competency categories is a B or higher. In such cases, a grade of B- will be given for the clinic. A student may receive a passing grade in the clinic after receiving 4.24 or lower on one (or more) specific line item on any Clinical Competency form IF the student successfully completes a Performance Improvement Plan directed by their assigned Clinical Instructor.

SCORE	LETTER GRADE	DESCRIPTION
4.65 - 5.00	A	Exceeds Performance Expectations* (Pass)

4.50 - 4.64	A-	(Minimum assistance required) <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
4.35 – 4.49	B+	<u>Meets Performance Expectations* (Pass)</u>
4.15 – 4.34	B	(Minimum to moderate assistance required) <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-	<u>Needs Improvement in Performance</u>
3.85 – 3.99	C+	(Moderate assistance required)
3.65 – 3.84	C	<ul style="list-style-type: none"> Inconsistently demonstrates clinical skill/behavior Student’s efforts to modify performance result in varying degrees of success Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.50 – 3.64	C-	
3.35 – 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) <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 Maximum amount of direction and support from clinical
		<ul style="list-style-type: none"> Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<u>Unacceptable Performance</u> (Maximum assistance is not effective) <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

Course Policies/Procedures:

Academic conduct

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

- Ethics: Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D).
- Respect: Students should demonstrate respect to their peers, instructors, and staff.
- Feedback: Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.

- Health: Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- Attire: Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- Accountability: Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- Language: Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- Scholarship: Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.
- Effort: Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

Attendance

Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule. Students are advised that instructional faculty may include an attendance policy in courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus. Given the full-time, intensive nature of 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.

I will respond to an email that meets the following guidelines within 24 hours on a weekday (not between the hours of 8:00 PM and 7:00 AM), and up to 48 hours on a weekend. I will not respond during university recognized holidays:

- a. I only respond to emails posing questions that can be answered in no more than 3 sentences. For detailed questions or other discussions, please come to my office hours or make an appointment.
- b. To discuss results on graded materials, please come to my office hours.

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote

Instruction Period.

- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go to this website: <https://www.csus.edu/information-resources-technology/canvas/canvas-for-students.html>

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone.

Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <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.

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. 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

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

Scientific and Research Foundations

- The basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing)

Standard II-A: Foundations of Practice

- A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span
- A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties
- 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
- 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
- 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
- B9. Referring persons who fail the hearing screening for appropriate audiologic/medical evaluation

Standard II-C: Audiologic Evaluation

- C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors
- C2. Obtaining a case history and client/patient narrative
- C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function
- C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used

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

- E1. Engaging clients/patients in the identification of their specific communication and adjustment difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures
- 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
- E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options
- 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
- E16. Providing programming and fitting adjustments; providing postfitting counseling for cochlear implant clients/patients
- 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
- E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances

Standard II-F: Pediatric Audiologic (Re)habilitation

- F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment
- F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for children with hearing impairment
- F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social–emotional development and functioning
- F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth

- F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices and HATS
- F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties
- F11. Counseling the child with hearing impairment regarding peer pressure, stigma, and other issues related to psychosocial adjustment, behavioral coping strategies, and self-advocacy skills

Accreditation Commission for Audiology Education (ACAE) Competencies

This class will fulfill in whole or in part, the following methods of evaluation required by the Accreditation Commission for Audiology Education (ACAE):

- Foundation: F1, F2, F3, F5, F6, F7, F9, F10,
- Diagnosis and Management: D1, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D14
- Communication: C1, C2, C3, C4, C5, C6, C7, C8
- Professional Responsibilities and Values: P2, P3, P4, P5, P6, P10, P11, P13, P12, P13, P14, P15, P16, P17