



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Table 1: Class Information

Semester/Year: Spring 2024	Course: CSAD680: Clinical Methods: Differential Diagnosis	Section: 01
Meeting Days: Tuesdays	Meeting Times: 2:00-2:50 PM	Location: Folsom 1051
Instructor: Elaine Xu, Ph.D.	Email: c.xu@csus.edu	Phone: 916-278-4898
Office Location: Folsom 2306A or Zoom	Office Hours/Appointments: Mondays and Wednesdays 1:30-3 PM	

Catalogue Course Description:

CSAD 680. Clinical Methods: Differential Diagnosis.

1 Unit

Prerequisite(s): Admission to Doctor of Audiology program; CSAD610, CSAD620, CSAD630, CSAD640, CSAD650, CSAD660, CSAD670

Corequisite(s): CSAD680C

Term typically offered: Spring only

Description: Discussion of clinical cases to encourage critical thinking and decision-making processes.

Place of Course in Program

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

This methods course focuses on discussing clinical cases that students and faculty report from rotations.

WHY IS THIS COURSE IMPORTANT?

This methods course is important as third-year Au.D. students prepare to take the Praxis and leave for the externship. This course will be a grand-round style course in which students will discuss cases with each other and faculty.

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>	Y

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 towards meeting each learning outcome by listing your grades on the table below over the course of the semester.

CSAD 680 SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. Discuss clinical cases from the semester.
2. Evaluate clinical cases for differential diagnosis, intervention and/or treatment plans, and other clinical questions.

Table 2: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
1-2	Class attendance and discussions	
1-2	Case study presentation	

Textbooks and Materials:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th Ed.)*. Washington, DC: American Psychological Association.

Readings on Canvas

Online Resources:

Canvas

Course Requirements/Components:

Course Format:

In-person seminars

Class Preparation:

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not.

Class Participation:

Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

Class Attendance:

Classroom attendance is necessary for this course. Students are expected to arrive on time as class begins at 4 pm on Thursdays. You are allowed **two unexcused absences** without penalty. Each additional unexcused absence will result in a **5% reduction per occurrence from your attendance grade**. An Academic Performance Improvement Plan (APIP) will also be initiated if you have more than two unexcused absences.

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.

Students must adhere to Department of Communication Sciences and Disorders Student Travel Policy as described on the department website. Please see <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/policy/csad-student-travel-policy.pdf> for more information and updates.

Class Assignments:

Course grades will be based on class discussions, one case study presentation, two reflection-on-action forms, and an interprofessional education (IPE) activity.

Class Discussions

Students will evaluate a clinical case in group each week and will participate in in-class discussions on differential diagnosis, intervention and/or treatment plans, and other clinical questions about the case.

Case Study Presentation

Students are required to present one (1) comprehensive case study from their internship for at least 15 minutes and 10 minutes for questions and discussions. Students who do not have full access to clinical records may supplement case detail information as needed. The presentation file must be uploaded to Canvas discussion board at least 24 hours before the presentation. It must include but not limited to:

- Case history
- Clinical assessment results and interpretation
- Recommendations and referrals
- One discussion question for your classmates
- Clinical implication
- Conclusion and take-home message

Each student who is not presenting must post a question for the case presentation to the discussion thread before the class.

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 presentation.

Reflection-on-action Forms

You are required to complete two reflection-on-action forms, one in the midterm and the other in the final. Upon completion of the forms, you will upload them to CALIPSO by the due dates listed in the tentative schedule.

IPE Activity

You are required to participate in an IPE event on March 9th, 2024 in Folsom Hall, which focuses on interprofessional case management for simulated individualized education plan sessions. More detail about the event will be presented by Dr. Lisa D'Angelo. Assignments for this event include a pre-event goal setting assignment and a one-page reflection post event.

AudiologyOnline Course and Quiz

Students are required to complete an AudiologyOnline Course and the online quiz on 2/6/2024 and submit a proof of quiz completion on Canvas. You can access the course through: <https://www.audiologyonline.com/audiology-ceus/course/meni-re-disease-and-vestibular-37626> (Audiology online course: Meniere Disease and Vestibular Migraine, Course #37626).

Extra Credits

- **Wellness activities (1 point on total grade):** 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 1 wellness point that can be added to your total score. You must upload a picture or write a paragraph of description of your wellness activity to earn this extra credit.
- **Case study discussion on differential diagnosis (1 point on total grade):** You must include a page of discussion on differential diagnosis for the case you are presenting in your case study presentation to earn this extra credit.

Grading Policy:

Table 3: Course Requirements and Grade Distribution

Source	Points	% of Grade
Attendance	15	7.5
Audiology online quiz	20	10
Class discussions (5 cases)	50 (5*10)	25
Case presentation	25	12.5
Discussion board questions (6 questions)	30 (6*5)	15
Goal setting assignment	20	10
IPE reflection	20	10
Mid-term ROA form	10	5
Final ROA form	10	5
Total	200	100%
Extra Credit: Wellness Activity	1	
Extra Credit: Differential Diagnosis Discussion	1	

Letter grades are assigned according to the following scores:

Table 4: Points, Percentages and Letter Grades

Grading

Points	Letter	%
186-200	A	93-100%
180-185	A-	90-92.99%
174-179	B+	87-89.99%
166-173	B	83-86.99%
160-165	B-	80-82.99%
154-159	C+	77-79.99%
146-153	C	73-76.99%
140-145	C-	70-72.99%
134-139	D+	67-69.99%
126-133	D	63-66.99%
120-125	D-	60-62.99%
< 120	F	< 60%

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 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.

Late work/ regrading

All assignments must be submitted by the scheduled deadline. In the case that life events or other reasons prevent the student from submitting the assignment on time, contact the instructor to request for an extension. This request should be made one week in advance, or as early as possible. This extension will not be provided more than twice during the semester. Late submission will result in **reduction by 10% per day of delay in submission**. Grades will not be changed under any circumstances to elevate a grade level (e.g. B to B+) and no emails regarding the same will be entertained.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment	Notes
1/23	<ul style="list-style-type: none"> • Introduction to Course • Syllabus Review 	Course Syllabus		
1/30	Case Discussion 1	Hearing journal: Symptom: Hearing his voice in his ear	Class discussions	
2/6	ARO Conference: Audiology online course: Meniere Disease and Vestibular Migraine: https://www.audiologyonline.com/audiology-ceus/course/meni-re-disease-and-vestibular-37626 Course #37626		Online quiz after completing the course	
2/13	Case Discussion 2	Hearing journal: Symptom: SNHL, hyperacusis	Class discussions	
2/20	Case Discussion 3	Hearing journal: Symptom: Dizziness	Class discussions	

		with atmospheric changes		
2/27	Dr. Lisa D'Angelo		Goal setting assignment	
3/5	Case Discussion 4	Hearing journal: Symptom: Purple ear drum and hearing loss	Class discussions IPE event on 3/9/2024	
3/12	Case Discussion 5	Hearing journal: Symptom: Sudden HL and aural fullness	Class discussions Mid-term reflection-on-action form	
3/19	NO CLASS – Spring Break			
3/26	Case Study Presentation 1:		IPE event reflection Discussion board question	
4/2	Case Study Presentation 2:		Discussion board question	
4/9	Case Study Presentation 3:		Discussion board question	
4/16	Case Study Presentation 4:		Discussion board question	
4/23	Case Study Presentation 5:		Discussion board question	
4/30	Case Study Presentation 6:		Discussion board question	
5/7	Case Study Presentation 7:		Discussion board question Final reflection-on-action form	

Please note that dates, class format/location, topics, and assignments are subject to change. In the event of a change, you will be given ample notice.

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.

Locations of gender-neutral restrooms on campus:

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

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC), 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 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

Basic Needs Support

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

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, stark@csus.edu
- Disability Access Center: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

Scientific and Research Foundations

- Basic science skills (e.g., scientific methods, critical thinking)
- The basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing)

Standard II-A: Foundations of Practice

- A1. Genetics, embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology of hearing and balance over the life span
- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems
- A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span
- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making
- A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)

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
- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system
- C5. Providing assessments of tinnitus severity and its impact on patients' activities of daily living and quality of life
- C6. Providing assessment of tolerance problems to determine the presence of hyperacusis
- C7. Selecting, performing, and interpreting a complete immittance test battery based on patient need and other findings; tests to be considered include single probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function
- C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated

- C9. Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRSs); obtaining a performance intensity function with standardized speech materials, when indicated
- C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used
- C11. Selecting, performing, and interpreting physiologic and electrophysiologic test procedures, including electrocochleography, auditory brainstem response with frequency-specific air and bone conduction threshold testing, and click stimuli for neural diagnostic purposes
- C12. Selecting, performing, and interpreting otoacoustic emissions testing
- C13. Selecting, performing, and interpreting tests for nonorganic hearing loss
- C14. Selecting, performing, and interpreting vestibular testing, including electronystagmography (ENG)/videonystagmography (VNG), ocular vestibular-evoked myogenic potential (oVEMP), and cervical vestibular evoked myogenic potential (cVEMP)
- C15. Selecting, performing, and interpreting tests to evaluate central auditory processing disorder
- C16. Electrophysiologic testing, including but not limited to auditory steady-state response, auditory middle latency response, auditory late (long latency) response, and cognitive potentials (e.g., P300 response, mismatch negativity response)
- C17. Posturography
- C18. Rotary chair tests
- C19. Video head impulse testing (vHIT)

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues
- E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties
- E14. Identifying individuals who are candidates for cochlear implantation and other implantable devices

ACAE Competencies

Foundation:

- Identify the various localized and systemic processes that lead to dysfunction and disease.
- Describe the effect that disease processes can have on the body and major organ systems, with special emphasis on the auditory and vestibular systems.
- Recognize the mechanisms of the various classes of pharmaceutical agents, their interactions, and safe, effective use for the treatment of disease and conditions affecting the ear, the auditory and vestibular systems, central nervous system and related systems.
- Describe the structures and processes contributing to the development of auditory, vestibular and communication disorders and abnormalities.
- Explain the impact of hearing disorders on communication for newborns, infants, children, adolescents, adults, elderly and individuals with special needs.
- Explain and demonstrate the impact of genetics on the development and preservation of auditory function as well as the impact on the development of disorders of the auditory, vestibular, and related systems across the lifespan.
- Explain the psychological and neurological bases for auditory and vestibular dysfunction and remediation.
- Describe the science and methods employed, e.g., acoustical and pharmacological, for the preservation of hearing and balance disorders.
- Critically evaluate the research foundation for hearing, balance and communication sciences.

Diagnosis and Management:

- Diagnose, triage, treat and manage auditory and vestibular/balance conditions and diseases for patients over the lifespan, including newborns, infants, children, adolescents, adults, elderly and special needs individuals.
- Apply audiologic diagnosis, treatment and management principles in diverse settings including, for example, private practice-based, educational and occupational/industrial environments.
- Apply critical thinking skills to assess the patient's auditory and vestibular status.
- Prescribe, perform and interpret clinical, laboratory and other diagnostic procedures and tests in consultation with other health professionals as may be required for proper management of the patient.
- Interpret and synthesize the findings from the patient's history, examination and other diagnostic tests and procedures in order to identify the etiology, the pathogenesis of the condition, and the diagnosis.
- Formulate a treatment plan and understand the implications of various treatment options.
- Explain any relevant limitations for diagnosis and treatment and formulate a plan for consultation or referral, as appropriate.
- Discuss the findings, diagnosis and treatment options with the patient, parent or guardian, family, other health care or service providers, as well as any modifications or consequences that may occur over the course of treatment.
- Discuss pharmacological treatment options with the patient, parent or guardian, family or other health care or service providers as it relates to the prevention of hearing and balance disorders and, specifically, as it relates to appropriate vestibular system functions.
- Plan and implement treatment and rehabilitation methods used for the management of auditory and vestibular disorders, including all forms of personal amplification and hearing assistance technology.
- Present the patient with the sequence of treatment (including preventive care), estimated fees, payment arrangements, time requirements, and the patient's responsibilities for treatment. Apply the informed consent process as it relates to clinical procedures.
- Characterize and implement evidence-based practice methods and a critical evaluation of the literature to provide optimal outcomes for diagnosis and treatment of auditory and vestibular disorders.
- Integrate all aspects of a patient's life (development, participation, environment and culture), as identified by the International Classification of Functioning (ICF), World Health Organization (WHO) and World Health

Assembly, May 2001, into the treatment management of patients with hearing and/or balance disorders (See Explanations).

Communication:

- Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers.
- Demonstrate empathy and active listening behaviors for patients and families.
- Demonstrate understanding and respect for all individuals encountered in audiologic practice, regardless of disability, income, gender, sexual orientation, race, religion, culture or national origin.
- Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members.
- Model and apply the skills needed to provide effective patient/family-centered counseling and shared decision-making when providing information, resources and evidence-based options for diagnosis and treatment.

Professional Responsibilities and Values:

- Adhere to professional ethics as they relate to the practice of audiology.
- Demonstrate sensitivity to the psychosocial dynamics of the doctor/ patient relationship.
- Describe social, cultural, psychological, and economic forces affecting diverse patient populations.
- Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions, including the value of inter-professional education and collaboration for patient care.