



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

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|--|--|--------------------------|
| Semester/Year: Spring 2024 | Course: CSAD 682: Aging and the Auditory System | Section: 01 |
| Meeting Days: Tuesday/Thursday | Meeting Times: 11-11:50am | Location: Folsom 2604 |
| Instructor: Laura Gaeta, Ph.D. | Email: lgaeta@csus.edu | Phone: 916-278-4701 |
| Office Location: Folsom 2207A or Zoom | Office Hours/Appointments: Monday 12-1pm, Tuesday 2-4pm | |

Catalog Course Description:

CSAD 682. Aging and the Auditory System.

2 Units

Prerequisite(s): Admission to Doctor of Audiology program; [CSAD 611](#), [CSAD 612](#), [CSAD 613](#), [CSAD 614](#), [CSAD 621](#), [CSAD 622](#), [CSAD 622L](#), [CSAD 623](#), [CSAD 624](#), [CSAD 631](#), [CSAD 632](#), CSAD 341, [CSAD 641L](#), [CSAD 642](#), [CSAD 643](#), [CSAD 651](#), [CSAD 652](#), [CSAD 653](#), [CSAD 661](#), [CSAD 662](#), [CSAD 671](#), [CSAD 672](#), [CSAD 673](#).

Term Typically Offered: Spring only

Overview of physical, psychological, social, and cognitive changes that are associated with normal aging. Prevalent disorders, diseases, and conditions in older adults will be discussed. Effects of aging on diagnostic tests and rehabilitation for older adults. Interdisciplinary in nature.

Place of Course in Program

With the older adult (i.e., “Baby Boomer,” or those born between 1946 and 1964) population growing, demands on health care services and society will also increase. This course is presented with an interprofessional focus to address the unique needs of the older adult population.

| 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

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas. See the program's Academic Performance Improvement Plan (APIP) policy at https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/audiology/csad-apip-policy-spring-2020.pdf

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

GRADUATE EXPECTED LEARNER OUTCOMES (ELO)

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

1. Explain the pathophysiology of age-related hearing loss
2. Summarize the clinical presentation of presbycusis and the effects of aging on the peripheral and central auditory systems' structures and functions
3. Describe the management of sensory impairment in older adults, including considerations for age, cognition, dexterity, etc.
4. Explain theories of aging as they relate to the auditory system, diagnosis, and management of hearing impairment
5. Discuss the impact of cognitive decline on audiologic assessments
6. Give examples of interprofessional work with nurses, physical therapists, and social workers for an older patient
7. Recognize signs of cognitive impairment in older adult patients
8. Administer a cognitive screening instrument and interpret the score for referral purposes
9. Discuss the impact of vision impairment and dual-sensory impairments on the audiologic evaluation
10. Prepare an assessment/management plan for a patient with hearing and vestibular impairments
11. Identify resources for community resources for services, activities of daily living, and financing health care
12. Describe the effects of aging on communicative processes in the speech, language, and hearing systems

| ELO | Component Indicating Competency | Grade(s) Received |
|-----|---------------------------------|-------------------|
| 1 | Quizzes Exams Activity | |
| 2 | Quizzes Exams Activity | |
| 3 | Quizzes | |

| | | |
|----|--|--|
| | Exams Activity | |
| 4 | Quizzes Exams Activity | |
| 5 | Quizzes Exams Activity | |
| 6 | Quizzes Exams Activity | |
| 7 | Quizzes Exams Activity | |
| 8 | Activity | |
| 9 | Assignment Quizzes Exams Activity | |
| 10 | Plan assignment | |
| 11 | Assignment | |
| 12 | Quizzes Exams Activity Reflection | |

Textbooks and Materials:

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

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

Online Resources:

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

Course Requirements/Components:

Course Format

Lecture

Class Preparation:

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

Class Participation:

Students are required to actively participate in class discussions and read/view/listen to any assigned materials prior to class meetings.

Class Attendance:

Students are expected to arrive on time as class begins at 11:00am. The class period is 50 minutes. If a student is unable to attend class, it is the student's responsibility to notify the instructor before class. Repeated tardiness to class (two or more times) and/or more than two unexcused absences will result in the initiation of an APIP.

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Class Assignments:

Course grades will be based on activities, exams, quizzes, a presentation, a handout, and a plan assignment. Assignments must be submitted on time. Any instances of academic misconduct will result in a 0 on that assignment or exam for the student(s) involved and will be reported according to department- and campus-level policies.

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

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

Quizzes: There are 10 quizzes on class lectures throughout this course. Each quiz is worth up to 5 points. Quizzes are completed on Canvas.

Exams: There are two exams in this course. Exams are in Canvas over one class period. Students with accommodations must arrange to take exams at the Testing Center.

Activities: They may be submitted on Canvas or in class, depending on the activity.

Plan Assignment: Students will complete a plan for a mock patient following the format presented in class.

Presentation: Students will complete a presentation per the requirements in Canvas.

Assignment: See Canvas.

Reflection paper: A reflection paper will be assigned on 04/16. Requirements can be found on Canvas.

Grading:

| Activity | Points Available | Points Earned | Percentage of Grade |
|--------------------------------------|------------------|---------------|---------------------|
| Quizzes (5 points each x 10) | 50 | | 25% |
| Exams (25 points each x 2) | 50 | | 25% |
| Activities | 55 | | 27.5% |
| Presentation | 20 | | 10% |
| Reflection paper | 5 | | 2.5% |
| Assignment | 10 | | 5% |
| Plan assignment | 10 | | 5% |
| TOTAL COURSE POINTS AVAILABLE | 200 | | |

Overall percentage needed:

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

| Letter | % |
|--------|-----------|
| A | 93-100% |
| A- | 90-92.99% |
| B+ | 87-89.99% |
| B | 83-86.99% |
| B- | 80-82.99% |
| C+ | 77-79.99% |
| C | 73-76.99% |
| C- | 70-72.99% |
| D+ | 67-69.99% |
| D | 63-66.99% |
| D- | 60-62.99% |
| F | < 60% |

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

Au.D. Program Policies**Academic conduct**

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

- **Ethics:** Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D).
- **Respect:** Students should demonstrate respect to their peers, instructors, and staff.
- **Feedback:** Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- **Health:** Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- **Attire:** Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- **Accountability:** Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- **Language:** Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- **Scholarship:** Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.
- **Effort:** Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

Attendance

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

Given the full-time, intensive nature this doctoral program, it is important that students contact instructors if they are absent or are anticipating absence, especially over an extended period of time. In the case of the latter, the Au.D. Program Director must also be notified. Attendance for clinical practica is outlined in the clinic handbook.

Email

Students in the Au.D. program are required to maintain an active CSUS email address, which is linked to the student ID number. Official emails will be sent through CSUS email. Students are expected to regularly check their CSUS emails.

Communication and Emergency Information

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

TENTATIVE Course Schedule/Outline:

| Class | Topic | Due Date |
|--------------|--------------------------|-----------------|
| 01/23 | Age-related hearing loss | |

| | | |
|-------|--|------------------|
| 01/25 | Presbycusis | Quiz 1 due |
| 01/30 | Diagnosis and management of presbycusis | |
| 02/01 | Plans | Quiz 2 due |
| 02/06 | Healthy aging Theories of aging | |
| 02/08 | Biologic and psychosocial changes with aging | Quiz 3 due |
| 02/13 | Effects of aging | |
| 02/15 | Plan assignment | Plan assignments |
| 02/20 | Patient stages | Quiz 4 due |
| 02/22 | Literacy | |
| 02/27 | Assessment | Quiz 5 due |
| 02/29 | Cultural groups | Quiz 6 due |
| 03/05 | <i>Exam I</i> | Exam I |
| 03/07 | Other Healthcare Professionals | |
| 03/12 | Vision impairment | |
| 03/14 | Vision impairment assessment | Quiz 7 due |
| 03/19 | <i>Spring break – No class</i> | |
| 03/21 | <i>Spring break – No class</i> | |
| 03/26 | Cognitive assessment for older adults | |
| 03/28 | Cognitive screenings | Quiz 8 due |
| 04/02 | Dementia | |
| 04/04 | Falls | Quiz 9 due |
| 04/09 | Policies | |
| 04/11 | Health Promotion | Quiz 10 due |
| 04/16 | <i>No class – AAA</i> | Reflection paper |
| 04/18 | <i>No class – AAA</i> | |
| 04/23 | Social determinants of health | |
| 04/25 | Service delivery | Quiz 11 due |
| 04/30 | <i>Exam II</i> | Exam II |
| 05/02 | Resources | |
| 05/07 | Resources | Assignment |
| 05/09 | Presentations | Presentation |

Commitment to Integrity:

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

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”

Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” The use of artificial intelligence, including ChatGPT, without attribution is considered plagiarism.

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 **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 (DAC)** 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 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/umannual/acad/umg05150.htm>

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services->

[students-disabilities/](#)

- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

CSAD 682 Aging and the Auditory System

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
- A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation
- A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision making regarding treatment options and goals
- A17. Importance, value, and role of interprofessional communication and practice in patient care
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals

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
- B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function
- B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication

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

ACAE Competencies

Foundation

3. Explain theoretical and applied principles of acoustics, psychoacoustics, non-acoustic stimuli, and electronics as applied to the normal and disordered auditory and vestibular systems.
4. Identify the various localized and systemic processes that lead to dysfunction and disease.
5. Describe the effect that disease processes can have on the body and major organ systems, with special emphasis on the auditory and vestibular systems
7. Describe the structures and processes contributing to the development of auditory, vestibular and communication disorders and abnormalities.
8. Explain the impact of hearing disorders on communication for newborns, infants, children, adolescents, adults, elderly and individuals with special needs.
9. 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.
10. Explain the psychological and neurological bases for auditory and vestibular dysfunction and remediation.
11. Describe the science and methods employed, e.g., acoustical and pharmacological, for the preservation of hearing and balance disorders

Diagnosis and Management

2. Apply audiologic diagnosis, treatment and management principles in diverse settings including, for example, private practice-based, educational and occupational/industrial environments.
3. Apply critical thinking skills to assess the patient's auditory and vestibular status.
4. 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.
5. 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.
6. Formulate a treatment plan and understand the implications of various treatment options.
7. Explain any relevant limitations for diagnosis and treatment and formulate a plan for consultation or referral, as appropriate.
8. 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.
14. Explain the basic concepts of probability and disease susceptibility, and the influence of genetic factors in the maintenance of health and development of disease, as it applies to patients with hearing and/or balance disorders.

Communication

1. Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers.
3. Demonstrate empathy and active listening behaviors for patients and families.
4. Demonstrate understanding and respect for all individuals encountered in audiologic practice, regardless of disability, income, gender, sexual orientation, race, religion, culture or national origin.
7. Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members.
8. 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

1. Adhere to professional ethics as they relate to the practice of audiology.
2. Demonstrate sensitivity to the psychosocial dynamics of the doctor/ patient relationship.
3. Describe social, cultural, psychological, and economic forces affecting diverse patient populations.
4. List professional, legal, public health, and public policy issues as they pertain to the various practice settings and community needs
11. 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.
13. Develop and apply effective leadership, writing and verbal presentation skills to advocate for one's own profession and for patients served.