



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Summer 2024	Course: CSAD 710 Clinical Methods: Audiology Externship I	Section: 01
Meeting Days: Tuesdays and Thursdays	Meeting Times: 5.30 to 6.55 PST	Location: Zoom
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D.	Email: s.venkitakrishnan@csus.edu	Phone: 916-278-4899
Office Location: 2404G, Folsom Hall	Office Hours/Appointments: Mondays: 5 – 6.30 pm, Tuesdays: 2.30 -4 pm (Make appointment)	

#### **Catalogue Course Description:**

CSAD710E Audiology Externship I

2 Units

**Prerequisite(s):** Admission to Doctor of Audiology program; CSAD520

**Corequisite(s):** [CSAD 710E](#)

**Term Typically Offered:** Summer, Fall, Spring

Seminar and discussion of cases from externship placements.

#### **Required Textbook/Reading**

Course materials will be provided as needed.

#### Place of Course in Program

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

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

### Course Objectives:

This course is a weekly (asynchronous) seminar for all 4<sup>th</sup> year Au. D students. The focus will be on integrating class work with clinical experiences. At the end of the semester, you will demonstrate a strong grasp on:

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

### Knowledge and Skills Outcome (KASO) Standards Met:

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

#### **2020 Certification Standards**

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

#### **2023 Accreditation Standards**

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

## Course Structure:

Virtual meetings every week. Information will be presented, and coursework will be completed online, asynchronously.

### **COURSE REQUIREMENTS:**

1. Clinical Case presentations aka Case Study Postings
2. Discussion forums/ class participation
3. CEU Activities
4. Choose your own Activity.

### **GRADING:**

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

Clinical Case Study Presentations	30%
Discussion posts	30%
CEU Activities	20%
Choose your own Activity	10%
Reflection on action	5%
Attendance/ Participation/ Professionalism	5%

### **Clinical Case Studies- 30 %**

Students are required to discuss two (2) case studies per semester. The focus on the case study posting should be less on the pathology and diagnostic work completed and more on the “learning moment” that occurred. For example, a patient may have typical bilateral presbycusis which provided an opportunity for the student to exercise their counseling skills when the patient was resistant to recommendations. Do not be afraid to share mistakes. We want to hear about details of the case but most importantly what you learned from the experience. Students may also choose to describe a case that was handled in particularly skilled manner by their preceptor, such as divulging a difficult diagnosis to the patient, dealing with an upset patient, or presenting information to a patient in a unique way.

#### HIPAA and PHI

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

#### Presentation Details

Each case presentation should be 20 minutes using presentation software such as PowerPoint, Google slides, Prezi or Canva. Presentations should have a title, brief summary of the case, details of the case, results/recommendations and your “learning moment”. See the rubric on canvas for more information.

Each student is responsible for asking at least one questions after each presentation. Questions or comments must be meaningful and relevant to the discussion/presentation. If a student agrees with someone's response, you must elaborate, comments such as "Ditto, or I agree" will not be accepted as effective participation. Unprofessional responses or judgements will not receive credit. This course assignment should serve as a safe place for everyone to share experiences from their respective clinics, thoughts, questions and to seek advice from fellow colleagues.

### **Discussion posts– 30%**

The first few weeks in the semester, in the class, students will be discussing topics relevant to externship, for instance, Professional Issues, Externship Roles and Responsibilities, Ethics & Obligations, Professional Communication. The instructor will also provide articles related to these topic for additional optional reading. Following the discussion in class/ students' review of the article, they must post a reflection on this topic as a discussion post. Students are responsible for reflecting on the topic(s) and creating a discussion post based on their externship experiences. They are also required to respond to one of the discussion posts of other students and engage in a discussion about the experiences of other students.

### **Continuing Education Unit (CEU) Activity – 20%**

In an attempt to help students transition to the role of professionals and to become accustomed to required CEU obligations, students will complete two (2) CEU activities during the semester. The CEU activity may be a journal article from a professional peer-reviewed, scholarly publication (e.g., JAAA, AJA, Ear & Hearing, Seminars in Hearing), from an online, live or on-demand webinar (e.g Audiology Online, eAudiology), or a training or conference attendance (e.g State Academy meeting, AAA national conference, manufacturer seminar at an outside site etc.) Note: office visits from manufacturers/ reps to your clinic will not count for this assignment.

For each CEU activity submit a 500 word (minimum) summary of the activity including the title/reference, authors/presenters, general topic description, associated learning objectives and a summary of how this will benefit clinical practice. These 500+ word summaries will be completed in word or PDF format and submitted via the assignment drop box on the Canvas page by the due date.

Each (2) CEU activity constitutes 10% of the final grade component (20% total). Late submissions will receive penalty of 10% reduction of points per day.

### **Choose Your Own Activity – 10%**

For this activity, you may choose one of the following:

- a. Meet with your preceptor and identify a resource that you could develop for the clinic.
  - i. Obtain preceptor approval and input
  - ii. Use evidence-based practice and develop a resource that will benefit the practice and/or its patients. Site references used in the resources. Examples include writing up a clinical protocol, creating a brochure, creating a patient handout or other resource guide, developing a hearing aid pairing guide, etc.

- iii. A sample of the final created resource (PDF, link to a video etc.) should be uploaded to the drop box on the Canvas by the due date
- iv. Activity form needs to be submitted with the supervisor's signature.
- b. Volunteer Activity
  - i. Community service for the profession and the general public is essential to becoming a well-rounded professional and individual. Volunteer service may include but is not limited to
    - Community health fairs
    - Volunteering at an audiology conference
    - Special interest groups (e.g. a CI support group or HLAA meeting)
    - Presentations to the community related to audiology.
    - Providing support to your site's sponsored audiological events
    - Other humanitarian activities' (cancer walk, food bank etc.)
  - ii. This activity should be documented by completing the Activity form on Canvas, which requires a signature from the organization and/or activity representative and should be uploaded to the Canvas page by the due date. Incomplete forms will not be accepted and less than 4 hours of volunteer service will not receive credit.
  - iii. Please make copies of the form if multiple activities are needed to meet the 4-hour requirement. Please note that students are required to sign the form in order to attest to completion of this requirement.

### **Reflection on action – 5%**

At mid-term, and at the end of the semester, the student will answer questions to reflect on their clinical experiences/ actions. For full credit, they must upload this document on Calipso as well.

### **Attendance/ Participation/ Professionalism – 5%**

Classroom participation includes asking/ answering questions and engaging in discussion during case presentation and other discussions throughout the semester. **Professionalism** will include timely arrival in class, timely and professional response to emails (within 48 hours), engaging in the class, timely submission of assignments, no mobile phone use in the class except for emergencies, use of professional language in class, and with classmates, keeping camera on whenever possible on zoom; and being available to engage and present in the class; not interrupting other students/ faculty, and utilizing appropriate turn-taking skills, etc.

### **Course Grading:**

This course is graded on a Pass/Fail basis with 83% pass criterion. Final course grades are based on:

1. Case Presentations
2. Discussion Posts
3. CEU Activities
4. Choose your own activity
5. Reflection on action
6. Attendance/ Participation during meetings and presentations/ overall professionalism

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 once during the semester and will not be provided for case studies because these need to be presented on the due date. Late submission for other assignments will result in a reduction in 10% points 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.

Students who do not pass the course will be required to complete an extended learning project and/or repeat the course to demonstrate the expected knowledge and skills, and to earn credit. Failure to successfully complete this course may result in an extended program of study.

***Attendance***

- Full-time attendance at virtual class-meetings is Mandatory each week.
- Students are allowed **1- pre-excused absence**. This absence must be communicated at least 48 hours before the scheduled absence date. Failure to do so or having more than 1- un-excused absence will result in a **5% reduction per occurrence** from the Discussion/participation component of your grade up to a maximum of 20% total grade deduction.

***Communication***

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

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

***Professionalism***

Students must be dressed in CSUS Clinic scrubs or business casual as indicated in your internship letters/by your site. Students must present well-groomed and professional in appearance and demeanor. Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed. Inappropriate and disrespectful behavior will not be tolerated, and students may also be asked to leave clinic. Students are expected to conduct themselves according to a high professional ethical standard. They should become well-acquainted with the code of ethics of the profession so that the judgements and decisions made as an Au. D students form a solid ethical foundation for future practice as audiologists. The complete code of ethics can be found at either the [ASHA Code of Ethics](#) and/or [AAA Code of Ethics](#) . A violation of professionalism could result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

**TENTATIVE Course Schedule/Outline:**

Dates/ Week	Topic/Class Content	Assignment
Week 1: June 4 <sup>th</sup> June 6 <sup>th</sup>	Course expectations Syllabus review	Sign-up for case presentation slots Class discussion topics+ discussion questions

		(Due by June 6 <sup>th</sup> by 7 pm)
Week 2: June 11 <sup>th</sup> June 13 <sup>th</sup>	Check-in Discussion on externship site	Discussion post 1 (due by June 13 <sup>th</sup> by 7 pm)
Week 3: June 18 <sup>th</sup> June 20 <sup>th</sup>	Topic 1, 2 and 3 CEU activity/ Choose your own activity	Discussion post 2 (due by June 20 <sup>th</sup> by 7 pm)
Week 4: June 25 <sup>th</sup> June 27 <sup>th</sup>	Topic 4 and 5 CEU activity/ Choose your own activity	Discussion post 3 (due by June 27 <sup>th</sup> by 7 pm)
Week 5: July 2 <sup>nd</sup> : July 4 <sup>th</sup> :	CEU activity/ Choose your own activity July 4 <sup>th</sup> : Holiday Reflection on action: Midterm	Reflection on action for mid-term (due by July 5 <sup>th</sup> by 7 pm)
Week 6: July 9 <sup>th</sup> July 11 <sup>th</sup>	Topic 6 and 7 CEU activity/ Choose your own activity	Discussion post 4 (due by July 11 <sup>th</sup> at 7 pm) Case Presentation (due by July 12 <sup>th</sup> by 7 pm)
Week 7: July 16 <sup>th</sup> July 18 <sup>th</sup>	Case presentations (2)	CEU activity 1 (due by July 18 <sup>th</sup> by 7 pm)
Week 8: July 23 <sup>rd</sup> July 25 <sup>th</sup>	Case presentations (2) Reflection on action final due CEU activity/ Choose your own activity	Final Reflection on Action final (due on July 25 <sup>th</sup> by 7 pm)
Week 9: July 30 <sup>th</sup> August 1 <sup>st</sup>	Case presentations (3) CEU activity/ Choose your own activity	CEU activity 2 due by 7 pm on August 1 <sup>st</sup> by 7 pm. Choose your own activity due by August 2 <sup>nd</sup> 7 pm.

\*\* Course schedule is subject to change as required to accommodate student learning or guest lecture/ material availability.

### **Grades of Incomplete:**

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

**November 15<sup>th</sup>-** Incompletes given for a course offered in the summer semester must be completed by this date.

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

### **Clinic handbook**

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

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

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



## Additional Information

### Commitment to Integrity:

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

### Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<https://www.csus.edu/umannual/student/stu-100.htm>

**Definitions:** At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

### Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

### Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

### Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations,

disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Disabilities Access Center (formerly Services to Students with Disabilities, SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disabilities Access Center (DAC) and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [dac@csus.edu](mailto:dac@csus.edu).

*Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Disabilities Access Center (DAC) to discuss eligibility. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. DAC is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [dac@csus.edu](mailto:dac@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>*

## Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto: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](mailto: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](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen  
Email: [weave@csus.edu](mailto: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](mailto: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>