



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE (AuD) SYLLABUS

*Table 1: Class Information*

Semester/Year: Fall/2024	Course: CSAD 614: Audiological Evaluation	Section: 01
Meeting Days: Monday, Wednesday	Meeting Times: 2.00- 3:15pm	Location: Folsom 2604
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D.	Email: <a href="mailto:s.venkitakrishnan@csus.edu">s.venkitakrishnan@csus.edu</a>	Phone: 916-278-4899
Office Location: 2404G, Folsom Hall	Office Hours/Appointments: Mondays: noon –1 pm and 3:15 to 4:15 pm, Wednesdays: 3:15 to 4:15 pm (Make appointment)	

Catalogue Course Description:

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

**Corequisite(s):** --

**Term typically offered:** Fall only

**Description:** Introduction to the purpose, diagnostic use, and procedures for basic clinical tests of auditory function in children and adults. Assessments including pure-tone audiometry, speech audiometry, masking, and immittance measures are discussed. Supervised, hands-on experiences will accompany lecture topics.

#### Place of Course in Program

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

This methods course focuses on discussing audiology as a profession, autonomy, licensure, certification, advocacy, professional involvement, and continuing education.

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>	N
<b>Research:</b> <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 614 SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. State key parts of a patient case history.
2. Describe the purpose of otoscopy.
3. Perform otoscopy and report results.
4. Explain middle ear status in terms of mass, stiffness, impedance, gradient, etc.
5. Correlate immittance test results with disorders.
6. Perform immittance tests (tympanometry, acoustic reflex threshold, decay, etc.).
7. Relate the middle-ear muscle reflex to the interpretation of the acoustic reflex response.
8. Describe the type, degree, configuration, symmetry, and onset of hearing loss.
9. Explain the process of air conduction and bone conduction and its use in audiometry.
10. Describe the basic components, transducers, and procedures used in audiometry to establish thresholds.
11. Obtain pure-tone thresholds.
12. Perform speech audiometry (speech threshold, word recognition).

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1. State key parts of a patient case history.	Class participation, case history assignment, Quiz, mid-term, final exam	
2. Describe the purpose of otoscopy.	Class participation, otoscopy assignment, Quiz, mid-term, final exam	

3. Perform otoscopy and report results.	Class participation, otoscopy assignment, Quiz, mid-term, final exam	
4. Explain middle ear status in terms of mass, stiffness, impedance, gradient, etc.	Class participation, tympanometry and acoustic reflexes assignment, audiological evaluation interpretation assignment, Quiz, mid-term, final exam	
5. Correlate immittance test results with disorders.	Class participation, tympanometry and acoustic reflexes assignment, audiological evaluation interpretation assignment, Quiz, mid-term, final exam	
6. Perform immittance tests (tympanometry, acoustic reflex threshold, decay, etc.).	Class participation, tympanometry and acoustic reflexes assignment, audiological evaluation interpretation assignment, Quiz, mid-term, final exam	
7. Relate the middle-ear muscle reflex to the interpretation of the acoustic reflex response.	Class participation, tympanometry and acoustic reflexes assignment, audiological evaluation interpretation assignment, Quiz, mid-term, final exam	
8. Describe the type, degree, configuration, symmetry, and onset of hearing loss.	Class participation, audiogram assignment, audiological evaluation interpretation assignment, Quiz, mid-term, final exam	
9. Explain the process of air conduction and bone conduction and its use in audiometry.	Class participation, audiogram assignment, audiological evaluation interpretation assignment, Quiz, mid-term, final exam	
10. Describe the basic components, transducers, and procedures used in audiometry to establish thresholds.	Class participation, audiogram assignment, audiological evaluation interpretation assignment, Quiz, mid-term, final exam	
11. Obtain pure-tone thresholds.	Class participation, audiogram assignment, audiological evaluation interpretation assignment, Quiz, mid-term, final exam	

12. Perform speech audiometry (speech threshold, word recognition).	Class participation, audiogram assignment, audiological evaluation interpretation assignment, Quiz, mid-term, final exam	
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### **Textbooks and Materials:**

Required text:

Katz, J. (2014). Handbook of clinical audiology (7th ed.) (M. Chason, K. English, L. Hood, K.L. Tillery, Eds.). Wolters Kluwer.

Publication Manual of the American Psychological Association: 7th Edition, 2020; ISBN-13: 978-1433832178, ISBN-10: 1433832178

Other articles on Canvas.

Software:

Smart VS software from IHSL

<https://smartvs.ihsys.info/product/smartvs-web/>

### **Online Resources:**

Canvas site: Course Materials are found on Canvas. Quizzes and exams are accessible via Canvas in the Modules for the Class. Reading assignments outside of the required reading materials are accessible 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 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. Students must email the instructor if they are not able to attend the class and are responsible to learn the material that was covered during their absence. Greater than **two absences or instances of tardiness** will cause the initiation of an academic performance improvement plan (APIP) for professionalism. This will also affect the student's grade on attendance and professionalism.

Student travel policy: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/policy/csad-student-travel-policy.pdf>

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.

## Class Assignments

Course grades will be based on the different assignments- quizzes, mid-term, and final exam, lab assignments, professionalism and attendance, and a wellness assignment.

**Quizzes:** Quizzes (closed book/note) will be given in-person at the beginning of class time- you will have 15-20 minutes to complete it, depending on the length of the quiz. Quizzes will be on Canvas and will utilize the lockdown browser. Quizzes (5 in number) will be given on the dates listed on the syllabus. *In case a student has accommodations, and wants to give the exam in the testing center, it is the student's duty to do the following: schedule the quiz at the test center on the same day before the class with enough time to come to class for the lecture following the quiz. The student should ensure the test center is booked in advance so that the exam can be taken at the chosen day/time.* Quizzes will be based on class lectures, assigned readings, class activities/homework, and discussions and the topics assessed in the quiz will be informed to the students during the class. Quizzes may be composed of multiple choice, true/false, matching and/or short answer questions. In the case of a documented medical emergency prior to the exam, the student will be required to notify the instructor in advance of the exam and provide documentation of the illness/injury or emergency. A make-up examination is subject to be scheduled during finals examination week. Different questions when compared to the original will be asked and being in a full essay format. It is the student's responsibility to ensure this is scheduled. If you do not complete one or more of the exams by the last day of the final exam period, you may receive a "0" on your exam(s) as per instructor discretion. Please note that you remain individually responsible for being aware of your exam dates and times posted in the course syllabus.

**Examinations** (mid-term, and final): Mid-term and final exam (closed book/note) will be given in-person. The mid-term will be given during the class time on the date indicated on the schedule. The final exam will be on a date and time decided by the College. Exams will be on Canvas and will utilize the lockdown browser. *In case a student has accommodations, and wants to give the exam in the testing center, it is the student's duty to do the following: schedule the mid-term/ final exam at the test center on the same day as close to the test time as possible. The student should ensure the test center is booked in advance so that the exam can be taken at the chosen day/time.* The mid-term will cover information covered until the day of the mid-term, and the final exam will be comprehensive (covering all topics covered in the class/ labs/ readings).

Exams will be the same format as the quizzes, but longer, and may be composed of multiple choice, true/false, matching and/or short answer questions. In the case of a documented medical emergency prior to the exam, the student will be required to notify the instructor in advance of the exam and provide documentation of the illness/injury or emergency. A make-up examination is subject to be scheduled during finals examination week. Different questions when compared to the original will be asked and being in a full essay format. It is the student's responsibility to ensure this is scheduled. If you do not complete one or more of the exams by the last day of the final exam period, you may receive a "0" on your exam(s) as per instructor discretion. Please note that you remain individually responsible for being aware of your exam dates and times posted in the course syllabus.

**Lab assignments:** Students will be assigned several lab assignments to provide practice with the skills learnt in the class, and to promote cross-over to clinical practice. The assignments may also include components to practice using the simulation software. The following lab assignments will be given:

1. *Case history assignment:* The students will conduct case history on one mock patient, and write a report. The students will also answer questions related to case history. A part of the assignment also includes putting together the pediatric and adult case history, and other relevant materials in a book of knowledge.
2. *Otoscopy assignment:* The students will identify rules for otoscopy, report otoscopic findings from pictures provided. They will also put together pictures of different otoscopic findings from different pathologies in their book of knowledge.
3. *Calibration assignment:* Students will conduct biological calibration, and report the procedure to do this. They will also add this information to their book of knowledge.
4. *Audiogram assignment:* Students will conduct audiogram (including AC, BC, and speech testing) on mock patients. They will interpret audiograms given to them. They will include the basic rules for audiological testing in their book of knowledge.
5. *Masking assignment:* Students will test mock patients with one ear/ both ears plugged. They will conduct masking appropriately, and will write down the rules for AC/ BC masking/ speech masking/ occlusion effect, and add to their books of knowledge.
6. *Tympanometry and acoustic reflexes:* The students will conduct tympanometric and acoustic reflex testing on mock patients. They will also be provided cases with case history, audiological, tympanometric and acoustic reflex results. They will interpret the findings and determine the pathology. The students will also add information about common tympanogram types, acoustic reflex patterns and normatives in their book of knowledge.
7. *Audiological evaluation interpretation:* Students will be provided complete audiological test information on various cases. They will identify the results and interpret the audiological findings. They will also answer questions regarding if all procedures were carried out accurately.

**Book of knowledge:** The book of knowledge is a binder intended to contain ready-to-reference information about all audiology courses taken by the students. Students can include any information in this binder that will help them clinically. Through out this course, the instructor will ask students to enter information in the book of knowledge. Some examples are provided above. At the end of the semester, students are required to have all this information ready to review. During the last class of the semester, the instructor will review this book of knowledge to ensure that students have this information ready. The student is strongly encouraged to include information from other classes/ clinic in this binder as well.

**Attendance and professionalism:** 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, etc.

**Wellness activity** contains completing assigned wellness tasks. The student will complete these tasks for the month of September, October, and November. This is an extra-credit activity, and students are not required to do this. This activity is meant to improve students' wellness.

### 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. *Writing, analytical, and critical thinking skills are part of the learning outcomes of this course, and so, all assignments should be prepared by the student. AI-generated submissions are not permitted and will be treated as plagiarism and will be reported to the office of student conduct.*

### 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 and will not be provided for the final assignment. Late submission will result in 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.

### **Grading Policy:**

*Table 3: Course Requirements and Grade Distribution*

<b>Source</b>	<b>% of Grade</b>
Quizzes	15%
Mid-term	20%
Final Exam	30%
Lab assignments	25%
Book of Knowledge	5%
Attendance and professionalism	5%
Wellness activity (Extra credit)	5%
<b>Total</b>	<b>100%</b>

Letter grades are assigned according to the following scores:

*Table 4: Points, Percentages and Letter Grades*

<b>%</b>	<b>Letter</b>
93-100%	A
90-92.99%	A-
87-89.99%	B+
<b>83-86.99%</b>	<b>B</b>
80-82.99%	B-

77-79.99%	C+
73-76.99%	C
70-72.99%	C-
67-69.99%	D+
63-66.99%	D
60-62.99%	D-
< 60%	F



# 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.

TENTATIVE Course Schedule/Outline:

Date	Day	Topic/Class Content	Readings	Assignment
08/26	Mon	Course overview/ Expectations/ Usefulness of course Case History	Chapter 7: Katz book	
08/28	Wed	Case History Otoscopy	Chapter 7: Katz book	
09/02	Mon	<i>Labor day- No class</i>		
09/04	Wed	Otoscopy, Calibration	Chapter 2: Katz	Case history assignment
09/09	Mon	<b>Quiz 1</b> Pure tone evaluation	Chapter 3: Katz	
09/11 (Zoom)	Wed	Pure tone evaluation Bone conduction evaluation	Chapter 3: Katz Chapter 4: Katz	Otoscopy assignment
09/16	Mon	Pure-tone air and bone	Chapter 2,3: Katz	Calibration assignment
09/18	Wed	Practice of AC/ BC in clinic- thresholds		
09/23	Mon	<b>Quiz 2</b> Speech audiometry	Chapter 5: Katz	
09/25	Wed	Speech audiometry/ Speech in noise tests	Chapter 5: Katz	
09/30	Mon	Clinical masking: AC and BC masking	Chapter 6: Katz	
10/02	Wed	Clinical masking: AC and BC masking	Chapter 6: Katz	Audiogram assignment
10/07	Mon	<b>Quiz 3</b> Masking practice in clinic		
10/09	Wed	Masking practice in clinic		
10/14	Mon	Mid-term review/ catch up		
10/16	Wed	<b>MID-TERM</b>		
10/21	Mon	Clinical masking: Speech masking	Chapter 6: Katz	
10/23	Wed	Clinical masking: Speech masking	Chapter 6: Katz	
10/28	Mon	Tympanometry	Chapter 9: Katz	Masking assignment
10/30	Wed	Tympanometry and acoustic reflexes	Chapter 9, 10: Katz	
11/04	Mon	<b>Quiz 4</b> Acoustic reflexes	Chapter 9, 10: Katz	
11/06	Wed	Acoustic reflexes	Chapter 9, 10: Katz	
11/11	Mon	<i>Veteran's Day- No class</i>		
11/13	Wed	Tympanometry and acoustic reflexes- Clinic practice		
11/18	Mon	Tympanometry and acoustic reflexes- Clinic practice		
11/20	Wed	Special tests		
11/25	Mon	Tympanometry and acoustic reflexes- Clinic practice Putting everything together/ report writing	Chapter 8: Katz	Tympanometry and acoustic reflexes assignment
11/27	Wed	<b>Quiz 5</b> Putting everything together/ report writing	Chapter 8: Katz	
12/02 Zoom	Mon	Catch-up		

12/04 (Zoom)	Wed	Finals review		Audiological evaluation interpretation assignment Book of knowledge review
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\*\* Course schedule is subject to change as required to accommodate student learning or guest lecture/ material availability.

For additional information, please review the CSAD Handbooks website:

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

### Zoom/ Online Instruction privacy and relevant rights and responsibilities:

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

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

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

### Important Tips for Success as an Online Learner

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

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

### Attitudes & Technical Skills Required

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

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

Online learning requires only basic technical skills:

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

## Technical Assistance

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

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

## Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

## Canvas Student App

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

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

# Additional Information

## Commitment to Integrity:

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

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

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <https://www.csus.edu/umannual/student/stu-100.htm>

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

## Department Policy on Use of APA format

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

## Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental

illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

### Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

### Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the 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](mailto: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](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: 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](mailto:dac@csus.edu)
- 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

## Standard II-A: Foundations of Practice

- 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.
- A19. Health care, private practice, and educational service delivery systems
- A20. Management and business practices, including but not limited to cost analysis, budgeting, coding, billing and reimbursement, and patient management
- A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the individuals served.
- A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates
- A23. Principles and practices of effective supervision/mentoring of students, other professionals, and support personnel.

# Accreditation Commission for Audiology Education (ACAE) Competencies

## **Diagnosis and Management**

D1: 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.

D2: Apply audiologic diagnosis, treatment and management principles in diverse settings including, for example, private practice-based, educational and occupational/industrial environments.

D3: Apply critical thinking skills to assess the patient's auditory and vestibular status.

D5: 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

D7: Explain any relevant limitations for diagnosis and treatment and formulate a plan for consultation or referral, as appropriate.

D8: 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.

## **Communication**

C1: Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers.

C2: Produce professional written reports on the diagnoses, evaluations and consultations encountered during clinical experiences.

## **Professional Responsibilities and Values**

P1: Adhere to professional ethics as they relate to the practice of audiology.

P2: Demonstrate sensitivity to the psychosocial dynamics of the doctor/ patient relationship.

# Council on Academic Accreditation (CAA) Competencies

## **3.1.1A PROFESSIONAL PRACTICE COMPETENCIES**

Effective Communication Skills

Evidence-Based Practice

## **3.1.2A FOUNDATIONS OF AUDIOLOGY PRACTICE**

Effects of pathophysiology on the auditory, vestibular, and related body systems

Physical characteristics and measurement of simple and complex acoustic stimuli

## **3.1.3A IDENTIFICATION AND PREVENTION OF HEARING LOSS, TINNITUS, AND VESTIBULAR DISORDERS**

Administering programs designed to reduce the effects of noise exposure, tinnitus, and agents that are toxic to the auditory and vestibular systems

## **3.1.4A ASSESSMENT OF THE STRUCTURE AND FUNCTION OF THE AUDITORY AND VESTIBULAR SYSTEMS AS WELL AS THE IMPACT OF ANY CHANGES TO SUCH SYSTEMS**

Obtain a case history

Perform an otoscopic examination

Remove cerumen, when appropriate

Administer clinically appropriate and culturally sensitive assessment measures

Perform audiologic assessment using behavioral, physiological (e.g., immittance, wideband reflectance, evoked potentials), psychophysical, and self-assessment tools

Perform audiologic assessment using techniques that are representative of the challenges listeners may face in everyday communication situations

Document evaluation procedures and results

Interpret results of the evaluation to establish type and severity of disorder

Generate recommendations and referrals resulting from the evaluation processes

Provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served

Maintain records in a manner consistent with legal and professional standards

Communicate results and recommendations orally and in writing to the individual being served and other appropriate individual(s)

Assign the correct Common Procedural Terminology (CPT) code(s) and the correct International Classification of Diseases (ICD) code(s)

## **3.1.5A INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE AUDITORY AND VESTIBULAR SYSTEMS ON AN INDIVIDUAL'S ABILITY TO PARTICIPATE IN HIS OR HER ENVIRONMENT**

Counsel individuals served, families, and other appropriate individuals regarding prognosis and treatment options

Document treatment procedures and results

### **3.1.6A GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE**

Clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care