



California State University, Sacramento Department of Communication Sciences and Disorders
GRADUATE (AuD) SYLLABUS

Table 1: Class Information

Semester/Year: Fall/2024	Course: CSAD 640: Clinical Methods: Current Topics in Audiology	Section: 01
Meeting Days: Wednesdays	Meeting Times: 11- 11:50 a.m.	Location: Folsom 2204
Instructor: Jithin Balan, Ph.D.	Email: jithin.balan@csus.edu	Phone: 916-278-5378
Office Location: 2306 A, Folsom	Office Hours/Appointments: Mondays and Tuesdays: 12 - 1.00 pm (make an appointment)	

Course Description:

Prerequisite(s): Admission to Doctor of Audiology program; CSAD 610, CSAD 620, CSAD 630

Corequisite(s): CSAD 640C

Term typically offered: Fall only

Description: Review and discussion of current topics in audiology such as hidden hearing loss, cerumen management, tinnitus, speech perception in noise, central auditory processing, or technological advancements in amplification.

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)
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
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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 640 SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. Review recent literature for topics of interest
2. Discuss the impact of selected topics on future clinical practice and/or capstone research
3. Discuss ways to incorporate research/clinical findings in current rotations

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1-3	Class participation/ class presentation/ final presentation/ Discussion posts	

Textbooks and Materials:

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

Other articles on Canvas.

Online Resources

Course Requirements/Components:

Course Format

Seminar

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 tardiness instances** will cause the initiation of an academic performance improvement plan (APIP).

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 following assignments. Find detailed information on these assignments on Canvas:

Supervision assignment: The second-year students will be assigned to first year students (find assignments below) to work with clinically for this semester. The first-year students will observe the second-year student and participate in small aspects of clinic care- e.g., ask case history questions, do otoscopy/ pure tone (only air/ only bone), masking, and moving on to doing a full case independently at the end of the semester- under supervision. Students will be asked to submit a supervision plan/ a mid-semester reflection/ and a final reflection for supervision.

Clinical Instructor and Time	2nd Year Student Clinician/ Mentor	1st year Observer/Mentee
Dr. Stephanie Cate Thursdays 1-5	Warren Taylor	Gerard De Jesus Hope Lee
Dr. Ariel Cassar Tuesdays 8am-12pm Thursdays 8am-12pm	Jamie Followill Serena Loredo	Keaira Cooper Gabriela Sanchez
Dr. Soumya Venkitakrishnan Thursday 8am-12pm Thursday 2:30-6:30pm	Nikki Dutta Raymund Madayag	Bianca Esparza Cindy Huynh
Dr. Jithin Balan Tuesday 8am-12pm Thursday 8am-12pm	Jaleasha Lyons Erika Perez	Abigail Jesus Mataya Oakes

Class Presentation: Students will choose one of the following topics and do a class presentation on it: 1. Impaired speech perception in noise among listeners with clinically normal audiogram; 2. Over-the-counter hearing aids; 3. Cochlear Synaptopathy/Hidden Hearing Loss; 4. Extended high-frequency hearing loss. The instructor will provide articles to choose from for each topic. The student can choose any article and any other articles (to help with the presentation). A rubric for the presentation will be available on Canvas.

Quiz on cerumen management: Based on the readings assigned on cerumen management, a quiz will be administered to be completed before class discussion.

Discussion posts: For each current topic presented in class, all students will read the article(s) assigned and post a comment explaining how their clinical practice will change, how the article is relevant, and what they learned from it. More details will be provided on the Canvas Discussion page.

Reflection on action assignments: At mid-term and 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.

Final presentation: For this presentation, the student will research one current topic in audiology and present information related to this to the entire class. This topic and the articles must be approved by the instructor prior to review/ presentation. A complete rubric for this presentation will be available on Canvas.

Attendance and professionalism: Classroom participation includes asking/ answering questions and engaging in discussion during case presentation and other discussions is mandatory throughout the semester. Professional conduct 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.

The **wellness activity** involves completing assigned wellness tasks. The student will complete these tasks for the months of September, October, and November. This is an extra-credit activity, and students are not required to do it. 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 professionalism, commitment to active learning and participation in this class, and 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, so the student should prepare all assignments.

AI-generated submissions are prohibited and will be treated as plagiarism and reported to the Office of Student Conduct.

Late work

All assignments must be submitted by the scheduled deadline. If life events or other reasons prevent the student from submitting the assignment on time, contact the instructor to request an extension. This request should be made well 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 a reduction of 10% points per day of delay in submission. Grades will not be changed to elevate a grade level (e.g., B to B+), and no emails will be entertained in this regard.

Grading Policy

Table 3: Course Requirements and Grade Distribution

Source	% of Grade
Class presentation	20%
Supervision assignment	10%
Quiz on cerumen management	5%
Discussion posts (x 5)	20%
Reflection on action assignments	10%
Final Presentation	25%
Attendance and Professionalism	10%
Wellness activity (Extra credit)	5%
Total	100%

Letter grades are assigned according to the following scores:

Table 4: Points, Percentages and Letter Grades

%	Letter
93-100%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	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 on time and be 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, and announcements and must be aware of changes in the class schedule. Students are advised that instructional faculty may include an attendance policy in courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus.

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

Email

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

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Assignment
08/28	Course overview/ Expectations	
09/04	Principles of Supervision	
09/11	Multicultural considerations	Supervision plan (Due 09/16)
09/18	Impaired Speech perception in noise in listeners with clinically normal audiogram	<p>Motlagh Zadeh, L., Silbert, N. H., Sternasty, K., Swanepoel, D. W., Hunter, L. L., & Moore, D. R. (2019). Extended high-frequency hearing enhances speech perception in noise. <i>Proceedings of the National Academy of Sciences</i>, 116(47), 23753-23759.</p> <p>Discussion post 1 (Due 09/18)</p>
09/25	Hearing loss and Dementia: Guest lecture	<p>Discussion post 2 (Due 09/25)</p> <p>Class presentations due (10/01)</p>
10/02	Over-the Counter Hearing Aids	<p>https://www.fda.gov/medical-devices/hearing-aids/otc-hearing-aids-what-you-should-know</p> <p>https://www.nidcd.nih.gov/health/over-counter-hearing-aids</p> <p>Discussion post 3 (Due 10/02)</p>
10/09	Cerumen management	<p>Quiz on cerumen management</p> <p>Horton, G. A., Simpson, M. T. W., Beyea, M. M., & Beyea, J. A. (2020). Cerumen Management: An Updated Clinical Review and Evidence-Based Approach for Primary Care Physicians. <i>Journal of primary care & community health</i>, 11, 2150132720904181. https://doi.org/10.1177/2150132720904181</p>
10/16	Cochlear Synaptopathy	<p>Kujawa, S.G., & Liberman, M.C. (2015). Synaptopathy in the noise- exposed and aging cochlea: Primar neural degeneration in acquired sensorineural hearing loss. <i>Hearing Research</i>, 330(0), 191-199.</p> <p>Liberman, M.C., Epstein, M.J., Cleveland, S.S., Wang, H.,& Maison, S.F. (2016). Toward a differential diagnosis of hidden hearing loss in humans. <i>PLoS One</i>, 11(9). doi:10.1371/journal.pone.0162726.</p> <p>Mid-term Reflection on Action</p>
10/23	Hidden Hearing Loss	<p>Ridley, C.L., Kopun, J.G., Neely, S.T., Gorga, M.P., & Rasetshwane, D.M. (2018). Using thresholds in noise to identify hidden hearing loss in humans. <i>Ear & Hearing</i>. doi:10.1097/AUD. 0000000000000543</p> <p>Discussion post 4 (Due 10/23)</p> <p>Supervision mid-term reflection (10/25)</p>
10/30	Extended high frequency hearing loss	<p>Mishra, S. (2022). 20Q: Extended High Frequency Hearing Loss-Translating Science into Clinical Practice.</p>

		Discussion post 5 (Due 10/30)
11/06	Tinnitus management	Searchfield, G.D., Durai, M., & Linford, T. (2017). A state-of-the-art review: Personalization of tinnitus sound therapy. <i>Frontiers of Psychology</i> , 8, 1599. Ibarra, D., Tavira-Sanchez, F., Recuero-Lopez, M., & Anthony, B.W. (2017). In-ear medical devices for acoustic therapies in tinnitus treatments, state of the art. <i>Auris Nasus Larynx</i> . doi:10.1016/j.anl.2017.03.020
11/13	Brain changes with HA use	Tremblay, K. L., Scollie, S., Abrams, H. B., Sullivan, J. R., & McMahon, C. M. (2014). Hearing AIDS and the brain. <i>International journal of otolaryngology</i> , 2014, 518967. https://doi.org/10.1155/2014/518967 All final presentations due
11/20	Student Final presentation	
11/27	Student Final presentation	
12/04	Student Final presentation	Supervision final reflection Final Reflection on Action

** 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.

- ï 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.
- ï 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.
- ï 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>

- ï **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!
- ï **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.
- ï **Read directions carefully.**

- ï 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:

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

Online learning requires only basic technical skills:

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

- ï 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](#).
- ï For assistance with course materials, contact your instructor

Spam and Phishing Scams

- ï 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](#)
- ï Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- ï 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

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: 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
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- 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 (ACAЕ) Competencies

Foundations

F2: Describe the development of normal auditory and communication processes, including the embryology and development of the auditory/vestibular, central nervous and related systems

F5: Describe the effect that disease processes can have on the body and major organ systems, with special emphasis on the auditory and vestibular systems.

F12: Critically evaluate the research foundation for hearing, balance and communication sciences.

Diagnosis and Management

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

D10: Plan and implement treatment and rehabilitation methods used for the management of auditory and vestibular disorders, including all forms of personal amplification and hearing assistance technology

D12: Characterize and implement evidence-based practice methods and a critical evaluation of the literature to provide optimal outcomes for diagnosis and treatment of auditory and vestibular disorders.

Communication

C4: Demonstrate understanding and respect for all individuals encountered in audiologic practice, regardless of disability, income, gender, sexual orientation, race, religion, culture or national origin.

Professional Responsibilities and Values

P3: Describe social, cultural, psychological, and economic forces affecting diverse patient populations.

P14: Describe the value of life-long learning to stay current with changing medical, technologic and business advances.

P15: Demonstrate an understanding of how to supervise other audiologists, staff and students, so as to apply this training in future practice.

