



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Table 1: Class Information

Semester/Year: Fall/2024	Course: CSAD 670: Clinical Methods: Professional Issues	Section: 01
Meeting Days: Monday	Meeting Times: 1- 1:50pm	Location: Folsom 2604
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: 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; CSAD 610, CSAD 620, CSAD 630, CSAD 640, CSAD 650, CSAD 660

Corequisite(s): CSAD 670C

Term typically offered: Fall only

Description: Professional issues for audiologists. Topics covered include licensure, certification, and professional involvement at the local, state, and national levels.

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)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y

Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y
Research: <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	Y

Course Learning Outcomes:

GRADUATE LEARNING OUTCOMES

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

CSAD 670 SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. Describe state and national requirements for certification and/or licensure
2. List state and national professional organizations for audiologists
3. Give examples of how audiologists may be involved with research
4. Develop a curriculum vitae for future employment
5. Give examples of ways in which audiologists may become involved with advocacy for patients with hearing loss and the profession
6. Summarize continuing education requirements for audiologists

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Lecture, class participation, Podcast assignment	
2	Class participation	
3	Panel discussion, Podcast assignment	
4	Externship preparation, Podcast assignment	
5	Advocacy class, Podcast assignment	
6	Class participation, Podcast assignment	

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:

Canvas site

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. Check the Canvas site regularly to ensure no readings are missed.

Class Participation:

Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings. See more details of participation in assignments below.

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 different assignments described briefly below. For more information visit Canvas.

Multicultural considerations: This assignment will include case-based scenarios, and taking tests to reflect on own cultural views.

Podcast- Externship/ other topics: In this activity, the student will create a podcast by interviewing experienced audiologists to gain insights valuable for their externship and future career. The student will start by selecting 2-3 audiologists from various settings and preparing thoughtful questions relevant to their professional growth. After conducting the interviews, the student will compile the recordings into a coherent podcast episode. Additionally, the student will use AI tools to analyze the content and extract key themes. The student will then reflect on the insights gained and share the podcast with their peers for discussion. The student will also engage in a peer-review process, listening to and evaluating each other's podcasts, providing constructive feedback. This assignment will enhance the student's understanding of audiology and help refine their communication and help them .

Panel discussion assignment: A guest panel of experts working in various areas in Audiology have been invited to discuss their experiences with students. This is intended to provide students with more exposure to various areas in audiology, and to help them decide where they would like to work in the future. This provides the students opportunity to meet with professionals in the field, and ask them questions designed to help them make these decisions. An intention of this assignment is also to introduce different professionals to the students. To help with this, the students will give a quick elevator pitch about themselves/ their interests to the panelists. They will be asked to upload questions for the panelists ahead of time. During the panel discussion, they have the opportunity to ask these questions to the panelists.

Nursing-related IPE event participation/ reflection: Students will attend a meeting on November 2nd along with school nursing students. They will provide hands-on demonstration on OAEs to these school nursing students. The grade for this event includes active participation in the event and a reflection on the students' interprofessional education.

Final case presentation: The students will choose an interesting case they have seen during their internship placements so far. This case should contain concepts learnt during this semester in this class, and learning objectives for the other students. A detailed rubric is provided for this case presentation on Canvas. Time will be allotted for these case presentations at the end of the semester.

Reflection on action assignments: 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 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, professional behavior, etc.

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

Source	% of Grade
Multicultural considerations	15%
Podcast	25%
Panel Discussion Questions	5%
Nursing-related IPE event participation/ reflection	10%
Case Presentation	30%
Reflection on action assignments	10%
Attendance and professionalism	5%
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 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	Topic/Class Content	Readings	Assignment
08/26	Course overview Expectations Usefulness of course Continuing education and conferences	https://www.audiology.org/education-and-events/ https://www.asha.org/ce/ https://www.asha.org/events/ https://www.audiology.org/education-and-events/ https://www.audiologyonline.com/audiology-ceus/ https://aro.org/membership/join/	
09/02	<i>Labor day- No class</i>		
09/09	Multicultural considerations	Articles on canvas	
09/16	National Organizations, ASHA membership ASHA membership AAA fellowship Other professional organizations State Licensure (RPE)	https://www.asha.org/certification/AudCertification/ https://www.audiology.org/membership http://www.audiologist.org/about/membership https://www.audrehab.org/membership https://edaud.org/membership-benefits/ http://www.asha.org/advocacy/state/info/CA/licensure/ http://www.speechandhearing.ca.gov/applicants/app_pack_au.shtml https://members.capcsd.org/jobs/ http://hearcareers.audiology.org/ https://www.audiologyonline.com/audiology-jobs/ https://www.asha.org/careers/	
09/23	Expectations from Externs in externship Applying for jobs	https://www.audiology.org/careers/ https://www.indeed.com/ https://www.glassdoor.com/index.htm https://www.higheredjobs.com/	Multicultural considerations: assignment due
09/30	Catch-up	Discuss feedback from internships	Panel discussion- questions due: 10/04
10/07	Guest- Panel: Scope of practice	Panel Discussion- guest speakers of different fields	
10/14	Guest- Panel: Scope of practice	Panel Discussion- guest speakers of different fields	
10/21	Preparation for the nursing event	Dr. Kirsten Munk from nursing.	Mid-term Reflection on action assignment
10/28	Guest lecture: Dr. Kevin Kock Advocacy for the profession	https://www.audiology.org/advocacy/political-action-committee-pac	Podcast due and available for peer review
11/02	Nursing IPE event	10.30-1 pm: 1.45 to 4.15 pm:	

11/04	Advocacy for patients, CAA- advocating for the profession	Weinstein, B.E. (2017). Audiologist as communication advocate in health care, part 2. Retrieved from http://hearinghealthmatters.org/hearingeconomics/2017/audiologist-as-communication-advocate-in-health-care/	
11/11	<i>Veteran's day: no class</i>		All case presentations due: 11/12
11/18	Student Case presentation	1. 2. 3.	Nursing assignment reflection due
11/25	Student Case presentation	4. 5. 6.	Podcast peer review due
12/04 Zoom	Student Case presentation	7. Complete Supervisor/ site evaluation	Final Reflection on action assignment

** 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

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
- 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

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.

C7: Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members.

Professional Responsibilities and Values

P11: Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions, including the value of inter-professional education and collaboration for patient care.

P13: Develop and apply effective leadership, writing and verbal presentation skills to advocate for one's own profession and for patients served.

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

Council on Academic Accreditation (CAA) Competencies

3.1.1A PROFESSIONAL PRACTICE COMPETENCIES

Effective Communication Skills

Professional Duty

3.1.2A FOUNDATIONS OF AUDIOLOGY PRACTICE

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

Administer clinically appropriate and culturally sensitive assessment measures

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

Engage in interprofessional practice to facilitate optimal assessment of the individual being served

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

Develop culturally sensitive and age-appropriate management strategies

Serve as an advocate for individuals served, their families, and other appropriate individuals

3.1.6A GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE

Engagement in contemporary professional issues and advocacy

Professionalism and professional behavior that is reflective of cultural and linguistic differences