



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD.) SYLLABUS

Table 1: Class Information

Semester/Year: Fall/2024	Course: CSAD 671: Counseling in Audiology	Section: 01
Meeting Days: Mondays and Wednesdays	Meeting Times: 2 – 3.15 pm	Location: Folsom Hall, Room 1051
Instructor: Jithin Balan, Ph.D., ABAC	Email: jithin.balan@csus.edu	Phone: 916-278-5378
Office Location: 2306 A, Folsom	Office Hours/Appointments: Mondays 12-1.30 p.m. Thursday 3- 4.30 p.m.	

Catalogue Course Description:

<https://catalog.csus.edu/courses-a-z/csad/csad.pdf>

Prerequisite(s): Admission to Doctor of Audiology program; CSAD 611, CSAD 612, CSAD 613, CSAD 614, CSAD 621, CSAD 322, CSAD 622L, CSAD 623, CSAD 624, CSAD 631, CSAD 632, CSAD 641, CSAD 641L, CSAD 642, CSAD 643, CSAD 651, CSAD 652, CSAD 653, CSAD 661, CSAD 662

Corequisite(s):

Term typically offered: Fall only

Description: Introduction to the principles and theories of counseling. Emphasis on communication skills and applied techniques. Considerations for assessing multicultural populations. Influences of cultural background on attitudes, beliefs, disabilities, utilization of health care services, and deafness.

Place of Course in Program

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

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.	Y
Communication: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.	Y

Critical thinking/analysis: Demonstrate the ability to be creative, analytical, and critical thinkers.	Y
Information literacy: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.	Y
Professionalism: Demonstrate an understanding of professional integrity.	Y
Intercultural/Global Perspectives: Demonstrate relevant knowledge and application of intercultural and/or global perspectives.	Y
Research: Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program	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 must track their progress towards meeting each learning outcome and 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 toward meeting each learning outcome by listing your grades over the semester in the table below.

CSAD 671 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Describe the role of the audiologist in counseling
2. Explain various counseling theories
3. Apply counseling theories to role-played scenarios and observations
4. Define Deaf culture
5. Summarize historical and contemporary perspectives of Deaf culture in the United States
6. Discuss characteristics of the Deaf and hearing communities
7. Describe attitudes, beliefs, and perceptions of the Deaf community
8. List controversial issues that affect the Deaf community
9. Contrast counseling approaches for families, children, adolescents, adults, and older adults
10. Demonstrate understanding of counseling techniques through class assignments
11. Describe health behavior change models that can be used in health promotion and audiology
12. Participate in problem-based learning to address and manage challenging scenarios and behaviors
13. Explain the role of other professionals and the importance of interprofessional collaboration in counseling patients and families

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1-13	Class participation and activities, Final counseling assignment	
2-3	Role-playing assignment, Final counseling assignment	
4-8	Class participation, Discussion with Deaf individuals assignment	
9-10	Counseling resources assignment	
11-13	Class participation, Mid-term exam, Final counseling assignment	

Textbooks and Materials:

Clark, J.G., & English, K.M. (2003). Counseling in audiologic practice: Helping patients and families adjust to hearing loss. Pearson.

Donai, J. J., & Fitzharris, K. (2023). Audiology Review: Preparing for the Praxis and Comprehensive Examinations. Plural Publishing.

Online Resources:

Articles uploaded on Canvas

Course Requirements/Components:

Course Format

Lecture/ Discussions

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 at 3:00

pm. 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 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- mid-term exam, role-playing scenario, discussions with individuals with hearing loss/ Deaf individuals, class participation in different activities, development of counseling resources and/ or videos.

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.

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 2 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	Points	% of Grade
Role play scenarios	20	10%
Class participation	10	05%
Discussion with a Deaf Individual + Reflection paper	20+50	15%
Discussion with people with hearing loss/ HA/ CI + Reflection paper	20+50	15%
Cultural Considerations video + assignment	20	10%
Resources assignment + Final presentation	100	15%
Final counseling scenario audio/video recording session	100	30%

Table 4: Letter Grades

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

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 wellness and health, attending to any needs promptly to support their academic and professional growth.
- **Attire:** Students should dress appropriately for class. Classes may be held in the clinic space, so students are expected to observe the 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.
- If AI tools are used for assignments, it should be explicitly acknowledged.

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 of this doctoral program, students must contact instructors if they are absent or are anticipating absence, especially over an extended period. In the case of the latter, 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 check their CSUS emails regularly.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment
08/26	Overview of class and assignments		
08/28	Counseling in Audiology: Introduction	Donai, J. J., & Fitzharris, K. (2024). Ch.11 Clark and English-Ch. 1	
09/02	Labor Day: No class		
09/04	Emotional response to Hearing loss	Clark and English-Ch. 2	
09/9	Relationship between the audiologist and patient	Clark and English-Ch. 3	
09/11	Counseling theories	Brady, G.Y. (2007). Counseling theories applied to fitting hearing losses. <i>The Hearing Professional</i> . (Group discussion)	
09/16	Patient Centered care	Grenness, C., Hickson, L., Laplante-Lévesque, A., & Davidson, B. (2014). Patient-centred care: A review for rehabilitative audiologists. <i>International Journal of Audiology</i> , 53(sup1), S60- S67. Grenness, C., Hickson, L., Laplante-Lévesque, A., & Davidson, B. (2014). Patient-centred	Role-play assignment

		<p>audiological rehabilitation: Perspectives of older adults who own hearing aids. <i>International Journal of Audiology</i>, 53(sup1), S68-S75.</p> <p>Manchaiah, V. K., Stephens, D., Zhao, F., & Kramer, S. E. (2012). The role of communication partners in the audiological enablement/rehabilitation of a person with hearing impairment: An overview. <i>Audiological Medicine</i>, 10(1), 21-30. https://idainstitute.com/tools/#.category-10,.category-11,.category-7,.category-6</p>	
09/18	The first appointment	Clark & English- Ch. 4	
09/23	Communicating bad news	Geal-Dor, M., & Adelman, C. (2018). The child doesn't hear. On breaking bad news as perceived by parents and audiologists. <i>International Journal of Pediatric Otorhinolaryngology</i> , 112, 113-120.	
09/25	Counseling parents and families: infants and children	<p>Clark & English-Ch. 5</p> <p>American Speech- Language-Hearing Association. (2008). Guidelines for audiologists providing informational and adjustment counseling to families of infants and young children with hearing loss birth to 5 years of age.</p>	
09/30	Referrals for early intervention	<p>Thomson, V., & Yoshinaga-Itano, C. (2018). The role of audiologists in assuring follow-up to outpatient screening in early hearing detection and intervention systems. <i>American Journal of Audiology</i>, 27(3), 283-293.</p> <p>Rosen, R. G. (2000). Perspectives of the Deaf community on early identification and intervention: A case for diversity and partnerships. In <i>Seminars in Hearing</i> (Vol. 21, No. 04, pp. 327-342). Thieme Medical Publishers, Inc.</p> <p>Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Rathmann, C., & Smith, S. (2019). Support for parents of deaf children: Common questions and informed, evidence-based answers. <i>International journal of pediatric otorhinolaryngology</i>, 118, 134-142.</p>	

10/02	Counseling parents and families: adolescents	Clark & English-Ch. 5 Elkayam, J., & English, K. (2003). Counseling adolescents with hearing loss with the use of self-assessment/significant other questionnaires. <i>Journal of the American Academy of Audiology</i> , 14(9), 485-499.	
10/7	Counseling adults and families Role-play assignment: Presentation	Clark & English-Ch. 6	Role-play assignment report due
10/9	Counseling older adults and adult children Role-play assignment: Presentation	Clark & English-Ch. 6 Preminger, J. E., Montano, J. J., & Tjørnhøj-Thomsen, T. (2015). Adult-children's perspectives on a parent's hearing impairment and its impact on their relationship and communication. <i>International journal of audiology</i> , 54(10), 720-726.	Assignment: Discussion with people with hearing loss/ HA/ CI + Reflection paper
10/14	Perspectives of adults with hearing loss or parents of children with hearing loss	Assignment: Discussion with people with hearing loss/ HA/ CI + Reflection paper	
10/16	History of Deaf Culture Deaf culture and language	Kemp, M. (1998). Why is learning American Sign Language a challenge? <i>American Annals of the Deaf</i> , 143(3), 255-259. Garden, R. (2010). Language, identity, and belonging: Deaf cultural and narrative perspectives. <i>Journal of Clinical Ethics</i> , 21(2), 159-162.	
10/21	Deaf blindness, deaf arts, technology, CI	Dammeyer, J. (2014). Deafblindness: A review of the literature. <i>Scandinavian Journal of Public Health</i> , 42(7), 554-562. Ludders, B.B. (1987). Communication between health care professionals and deaf patients. <i>Health and Social Work</i> , 12(4), 303-310.	Assignment: Discussion with Deaf individuals/ partners (Questions due).
10/23	Perspectives of Deaf individuals	Assignment: Discussion with Deaf individuals/ partners + Reflection paper.	Discussion with people with hearing loss/ HA/ CI Reflection paper due
10/28	Interviewing techniques	Mcfarlane, L. A. (2012). <i>Motivational Interviewing: Practical Strategies for Speech- Language Pathologists and Audiologists.</i>	

		<p>Canadian Journal of Speech- Language Pathology & Audiology, 36(1).</p> <p>Solheim, J., Gay, C., Lerdal, A., Hickson, L., & Kvaerner, K. J. (2017). An Evaluation of Motivational Interviewing for Increasing Hearing Aid Use: A Pilot Study. Journal of the American Academy of Audiology.</p>	
10/30	Telehealth	<p>Swanepoel, D. W., Clark, J. L., Koekemoer, D., Hall Iii, J. W., Krumm, M., Ferrari, D. V., ... & Barajas, J. J. (2010). Telehealth in audiology: The need and potential to reach underserved communities. International Journal of Audiology, 49(3), 195-202.</p> <p>Swanepoel, D. W., & Hall III, J. W. (2010). A systematic review of telehealth applications in audiology. Telemedicine and e-Health, 16(2), 181-200.</p> <p>Ratanjee-Vanmali, H., Swanepoel, D. W., & Laplante-Lévesque, A. (2020). Patient uptake, experience, and satisfaction using web-based and face-to-face hearing health services: process evaluation study. Journal of medical Internet research, 22(3), e15875.</p>	
11/04	Other medical conditions: Vestibular, tinnitus	<p>Searchfield, G. D., Boone, M., Bensam, J., Durai, M., Hodgson, S. A., Linford, T., & Vogel, D. (2020). A proof-of-concept study of the benefits of a single-session of tinnitus instruction and counselling with homework on tinnitus. International Journal of Audiology, 59(5), 374-382.</p> <p>Jilla, A. M., Roberts, R. A., & Johnson, C. E. (2018, February). Teaching patient-centered counseling skills for assessment, diagnosis, and management of benign paroxysmal positional vertigo. In Seminars in Hearing (Vol. 39, No. 01, pp. 052-066). Thieme Medical Publishers.</p>	Assignment: Discussion with Deaf individuals/ partners+ Reflection paper due
11/06	Health promotion	<p>Hickson, L., & Worrall, L. (2003). Beyond hearing aid fitting: Improving communication for older adults. International journal of audiology, 42(sup2), 84-91.</p> <p><i>(Counseling resources assignment)</i></p>	
11/11	Veterans day	No class	

11/13	Group counseling	<p>Clark & English-Ch.7</p> <p>Henry, J. A., Loovis, C., Montero, M., Kaelin, C., Anselmi, K. A., Coombs, R., ... & James, K. E. (2007). Randomized clinical trial: group counseling based on tinnitus retraining therapy. <i>Journal of Rehabilitation Research & Development</i>, 44(1).</p> <p>Waters, E., Fink, S., & White, B. (1976). Peer group counseling for older people. <i>Educational Gerontology: An International Quarterly</i>, 1(2), 157-170.</p>	
11/18	Cultural considerations	<p>Read from ASHA Practice Portal: Issues in Ethics: Cultural and Linguistic Competence https://www.asha.org/practice/ethics/cultural-and-linguistic-competence/</p> <p>Bilingual Service Delivery https://www.asha.org/practice-portal/professional-issues/bilingual-service-delivery/#collapse_3 <i>(Final assignments discussion)</i></p>	Counseling Resources assignment due
11/20	Cultural considerations: video + assignment Work on final assignments	No in-person class	
11/25	Having difficult conversations		
11/27	Final Scenario videos + Discussion		Cultural considerations assignment due
12/02	Final Scenario videos + Discussion		Final Assignment due
12/04	Scenario For counseling		Final Exam

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 Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** 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, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD 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 sswd@csus.edu.

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

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their

experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student->

- [affairs/retention-academic-success/](#)
- Crisis Assistance and Resource Education Support (CARES): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.
<https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

Standard II-A: Foundations of Practice

- A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span
- A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties
- A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- A11. Manual and visual communication systems and the use of interpreters/transliterators/translators
- A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication.
- A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making.
- A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation
- A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision-making regarding treatment options and goals
- A17. Importance, value, and role of interprofessional communication and practice in patient care
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals
- A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates

Standard II-B: Prevention and Screening

- B1. Educating the public and those at risk on prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders
- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the lifespan.

Standard II-C: Audiologic Evaluation

- C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors

Standard II-D: Counseling

- D1. Identifying the counseling needs of individuals with hearing impairment based on their narratives and results of client/patient and/or caregiver responses to questionnaires and validation measures.
- D2. Providing individual, family, and group counseling as needed based on client/patient and clinical population needs
- D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders
- D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive

technologies, and osseointegrated and other implantable devices.

- D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life.
- D6. Facilitating patients' acquisition of effective communication and coping skills
- D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems.
- D8. Enhancing adherence to treatment plans and optimizing treatment outcomes
- D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E1. Engaging clients/patients in the identification of their specific communication and adjustment difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures.
- E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship.
- E4. Providing assessments of family members' perception of and reactions to communication difficulties.
- E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning.
- E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision-making regarding treatment goals and options.
- E15. Counseling cochlear implant candidates and their families regarding the benefits and limitations of cochlear implants to (a) identify and resolve concerns and potential misconceptions and (b) facilitate decision making regarding treatment options.
- E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder.
- E23. Counseling clients/patients to promote the effective use of ear-level sound generators and/or the identification and use of situationally appropriate environmental sounds to minimize their perception of tinnitus in pertinent situations.
- E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances.
- E25. Monitoring and assessing the use of ear-level and/or environmental sound generators and the use of adaptive coping strategies to ensure treatment benefit and successful outcome(s).

Standard II-F: Pediatric Audiologic (Re)habilitation

- F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment
- F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for children with hearing impairment.
- F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social-emotional development and functioning.
- F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth.
- F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties.

- F11. Counseling the child with hearing impairment regarding peer pressure, stigma, and other issues related to psychosocial adjustment, behavioral coping strategies, and self-advocacy skills.

