



California State University, Sacramento
Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

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| Semester/Year: Fall 2024 | Course: CSAD 720 Clinical Methods: Audiology Externship II | Section: 01 |
| Meeting Days: Mondays and Wednesdays | Meeting Times: 6:00-6:50 pm PST | Location: Zoom |
| Instructor: Ariel Cassar, Au. D CCC-A | Email: ariel.cassar@csus.edu | Phone: 916-278-4675 |
| Office Location: 188 Folsom Hall | Office Hours/Appointments: Wednesdays and Fridays 9-11am by appt via Calendly | |

Catalogue Course Description:

Prerequisite(s): CSAD 710

2 units

Corequisite(s): CSAD 720E

Term Typically Offered: Fall only

Seminars and discussions of cases from externship placements.

Required Textbook/Reading

Course materials will be provided as needed.

Place of Course in Program

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

| Sacramento State Graduate Learning Goals (GLG) | Addressed by this course (Y/N) |
|--|--------------------------------|
| 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> | N |

Course Objectives:

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

1. Professional Issues & Communication
2. Evidence-based practice
3. How to integrate research into clinical practice
4. Case Studies
5. Externship Roles and Responsibilities
6. Ethics & Obligations

Knowledge and Skills Outcome (KASO) Standards Met:

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

2020 Certification Standards

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

2023 Accreditation Standards

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

Accreditation Commission for Audiology Education (ACAE) Competencies

This class will fulfill in whole or in part, the following methods of evaluation required by the Accreditation Commission for Audiology Education (ACAE):

Foundation: F1, F2, F4, F5, F9, F10, F12

Diagnosis and Management: D6, D7, D8, D9, D10, D12, D13, D14

Communication: C1, C3, C4, C5, C7, C8

Professional Responsibilities and Values: P1, P2, P3, P4, P5, P6, P10, P12, P13, P14, P15, P16 P17

Course Structure:

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

COURSE REQUIREMENTS:

1. Clinical Case presentations
2. Discussion forums/ class participation
3. Journal Club presentations
4. Reflection on action (mid-term)
5. Attendance/Participation/Professionalism

GRADING:

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

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| Clinical Case Study Presentations | 30% |
| Journal Article Presentations | 30% |
| Discussions Posts | 30% |
| Reflection on action (midterm and final) | 5% |
| Attendance/ Participation/ Professionalism | 5% |

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

1. Case Presentations
2. Journal Club
3. Discussion Posts
4. Reflection on action
5. Attendance/ Participation during meetings and presentations/ overall professionalism

All assignments must be submitted by the scheduled deadline. In the case that life events or other reasons prevent the student from submitting the assignment on time, contact the instructor to request for an extension. This request should be made **one week in advance, or as early as**

possible. This extension will not be provided more than once during the semester and will not be provided for case studies because these need to present on the due date.

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

This course is graded as Credit/No Credit basis, with an 83% pass criterion:

| <u>Points</u> | <u>%</u> | <u>Grade</u> |
|---------------|----------|--------------|
| 83-100 | 83-100% | Complete |
| 0-82.9 | <83% | Incomplete |

Clinical Case Studies- 30 %

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

HIPAA and PHI

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

Presentation Details

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

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

Journal Article Presentation- 30%

Journal Club topics will be posted on the Canvas discussion post by the specified due date. These topics can include but are not limited to best practice literature on diagnostics, testing protocols, counseling, population-based findings, tinnitus, hearing aids, cochlear implants, telehealth, audiology assistants in a practice, and other sub-specialties etc. Each student will choose a clinically relevant area of audiology that they would like to discuss current research findings and present a peer-reviewed journal article. If a student has already posted their topic, the topic cannot be repeated. Articles must be posted by the specified due date on Canvas. **All students are responsible for reading each article before the presentations.** Presenters will present the article for at least 15-20 minutes and 10 minutes for Q&A during our weekly virtual meeting. Papers should be no more than 3-5 years old. The presentations should at least include the following:

- Summary of the Intro, Methods, and Conclusion
- Rate the level of evidence.
- Do you think the findings were accurate or conclusive?
- Do you agree with the protocols?
- What are the clinical implications of this topic?
- Will they affect your everyday practice?
- Do you have any cases in your current rotation that relate to this topic?
- Did you enjoy reading the article? If so, why? If not, why not?

Discussion posts– 30%

Discussion Posts will be due by 7pm every week, based on the assignment outlined in the course schedule. Each student is responsible for posting a reflection, question or comment based on the last Journal article topic discussion. Remarks, comments and or questions must be meaningful and relevant to the article/presentation. If a student agrees with someone's response, you must elaborate, comments such as "Ditto, or I agree" will not be accepted as effective participation. Unprofessional responses or judgements will not receive credit. This course assignment should serve as a safe place for everyone to share their respective thoughts, questions and opinions based on the topic at hand.

Late assignments will not be accepted and will receive no credit. Please make plans to complete your assignments in a timely manner to avoid problems caused by last-minute emergencies etc.

Reflection on action – 5%

At mid-term and at the end of the semester, the student will answer questions to reflect on their clinical experiences/ actions and upload onto the Canvas assignment submission page.

Attendance/ Participation/ Professionalism – 5%

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

Attendance

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

Communication

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

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

Professionalism

Students must be dressed in CSUS Clinic scrubs or business casual as indicated in your internship letters/by your site. Students must present well-groomed and professional in appearance and demeanor. Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed. Inappropriate and disrespectful behavior will not be tolerated, and students may also be asked to leave clinic.

Students are expected to conduct themselves according to a high professional ethical standard. They should become well-acquainted with the code of ethics of the profession so that the judgements and decisions made as an Au. D students form a solid ethical foundation for future practice as audiologists. The complete code of ethics can be found at either the [ASHA Code of Ethics](#) and/or [AAA Code of Ethics](#).

A violation of professionalism could result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

TENTATIVE Course Schedule/Outline:

| Dates/ Week | Topic/Class Content | Assignment |
|--|---|--|
| Week 1: August 26 th August 28 th | Course expectations/ Syllabus review/Check-in Post Journal Club topics/article links | Sign-up for journal club slots & begin entering in journal article topics (due by August 28 th by 7pm). |
| Week 2: September 2 nd September 4 th | Labor Day Discussion on journal club topics/other relevant topics | Finalize/begin preparing Journal article topic (Due by September 4 th by 7 pm) |
| Week 3: September 9 th September 11 th | Journal Club Presentation 1 Discussion Post | Discussion Post- Journal Club article -1 (due by September 11 th by 7 pm) |

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| Week 4: September 16 th September 18 th | Journal Club Presentation 2 Discussion Post | Discussion Post- Journal Club article -2 (due by September 18 th by 7 pm) |
| Week 5: September 23 rd September 25 th | Journal Club Presentation 3 Discussion Post | Discussion Post- Journal Club article -3 (due by September 25 th by 7 pm) |
| Week 6: September 30 th October 2 nd | Journal Club 4 Discussion Post | Discussion Post- Journal Club article -4 (due by October 2 nd by 7 pm) |
| Week 7: October 7 th October 9 th | Case presentations (1)- Group 1 Case presentations (1)- Group 2 | |
| Week 8: October 14 th October 16 th | Journal Club 5 Discussion Post | Discussion Post- Journal Club article -5 (due by October 16 th by 7 pm) |
| Week 9: October 21 st October 23 rd | Open Topic Reflection on action: Midterm | Midterm reflection on action form due October 23 rd by 7pm. |
| Week 10: October 28 th October 30 th | Journal Club 6 Discussion Post | Discussion Post- Journal Club article -6 (due by October 30 th by 7 pm) |
| Week 11: November 4 th November 6 th | Journal Club 7 Discussion Post | Discussion Post- Journal Club article -7 (due by November 6 th by 7 pm) |
| Week 12: November 11 th November 13 th | No- Class- Veterans Day Case presentations (2)- Group 1 | |
| Week 13: November 18 th November 20 th | Case presentations (2)- Group 2 | Discussion Post- Open Topic due by November 20 th by 7pm. |
| Week 14: November 25 th November 27 th | Wellness/Gratitude Class No Class- Thanksgiving | |
| Week 15: December 2 nd December 4 th | Open Topic Reflection on action: Final | Final reflection on action form due December 4 th by 7pm. |

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

Grades of Incomplete:

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

January 1st - Incompletes given for a course offered in the fall semester must be completed by this date.

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

Clinic handbook

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

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

- Ethics: Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D of the Au.D. Student Handbook).
- Respect: Students should demonstrate respect to their peers, instructors, and staff.
- Feedback: Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- Health: Students should maintain their personal wellness and health, attending to any needs in a timely fashion to support their academic and professional growth.
- Attire: Students must dress professionally. Dress Casual is the most appropriate for an Audiology Clinic setting.
- Accountability: Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.

- Language: Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- Scholarship: Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.
- Effort: Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

Additional Information

Commitment to Integrity:

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

Sac State's Academic Honesty Policy & Procedures:

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

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

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

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.”

Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

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

Understand When You May Drop This Course:

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

Inclusivity:

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

early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

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

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