

**California State University, Sacramento**  
**CLINICAL METHODS: COMMUNICATING WITH PATIENTS**  
CSAD620- 1 unit  
Spring 2020 (AUD-1)

**COURSE FACULTY**

**Course Instructor:**  
**Folsom Hall office #:**  
**Office Phone:**  
**Office Hours:**  
**E-mail address:**

**REQUIRED CLASS MEETINGS TIMES**

**Days and times:**  
**Building:** Folsom      **Room #:**

**REQUIRED TEXTS**

Langdon, H.W., & Saenz, T.I. (2015). *Working with interpreters and translators: A guide for speech-language pathologists and audiologists*. Plural Publishing.

**OPTIONAL TEXTS**

**COURSE WEBSITE**

<https://sacct.csus.edu>

SacCT will be used as the learning management site for dissemination of course readings, handouts, slides, assignments, announcements, and tests/quizzes. The course faculty will have materials posted to SacCT at least 48 hours before class.

**Instructor Communication and Response Time**

Faculty strive to have open communication with students both within and outside of the classroom. Students are encouraged to contact faculty to discuss questions about the course. Responses to telephone or e-mail messages will usually be transmitted within 48 hours during regular working hours. If you do not have a response within this time period, please check your contact methods and resend the message. Faculty will generally respond to student questions received during evenings and weekends once they are back in the office during regular business hours.

**\*Please be aware that all content for this course is the property of the course faculty who have created it and can only be used for this course. Those wishing to use the materials outside of this course must receive written permission from the author/creator.**

**GENERAL COURSE INFORMATION**

**PRE-REQUISITES**

Admission to Doctor of Audiology program; CSAD610

**CO-REQUISITES**

Last name of instructor (Semester Year)

CSAD620C

## COURSE DESCRIPTION

### Overview

This methods course focuses on communicating with patients and families. Students will learn about styles of communication, strategies for resolution and decision-making, the audiologist-patient relationship, and patient advocacy. Multicultural aspects of communication will also be discussed.

### Approved Course Description (from CSUS Course Catalog)

Communicating with patients. The nature of health communication among providers, patients, families, and caregivers. Topics related to multicultural issues will also be presented.

## WHY IS THIS COURSE IMPORTANT?

This methods course is important for learning how to communicate with patients and families in a professional manner. A large part of the patient relationship with his or her audiologist is communication. Audiologists should provide patient-centered care that addresses multiple communication needs.

## UNIVERSITY LEARNING GOALS

	1 Disciplinary knowledge	2 Communication	3 Critical thinking/analysis	4 Information literacy	5 Professionalism	6 Intercultural/global perspectives	7 Research
Addressed by this course	X	X	X	X	X	X	X

## GRADUATE LEARNER 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.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

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

1. List factors to consider in the audiologist-patient relationship
2. Describe the role of the audiologist in the decision-making process
3. Discuss strategies for facilitating decision-making
4. Identify resources for patient advocacy
5. Evaluate clinical scenarios for appropriate use of interpreters
6. Use clinical, ethical, and legal guidelines for the provision of culturally- and linguistically-appropriate services
7. Establish appropriate assessment and rehabilitative approaches and procedures for non-English speaking populations
8. Give examples of strategies for assessing speech recognition for non-English speaking patients

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9. Develop rehabilitation and treatment plans for non-English speaking patients

Graduate Learner Outcomes	Component Indicating Competence	Grade(s) Received
1-3, 5,6	Quiz (100%)	
1-9	Class activity (100%)	
1-4,6,7,9	Case report presentation (100%)	

**COURSE/CLASS POLICIES**

**Class:**

Seminar

**Class Preparation:**

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not.

**Class Participation:**

Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

**Class Attendance:**

Classroom attendance is necessary for this course. No more than three unexcused absences are allowed. Students are expected to arrive on time as class begins at X:XX am/pm.

**Class Assignments**

Course grades will be based on quizzes, a case report presentation, and graded class activities.

**Case Report Presentation**

Students will develop a presentation on a patient seen in clinic during the summer semester. The case report presentation should include challenges or barriers to communication and solutions.

**Quizzes**

Quizzes will be administered in class on the date listed in the course schedule.

**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: <http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm>

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**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 affairs.

### **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 in accordance with the department’s policy.

### **Accommodations**

Inform your instructor of any accommodations needed. 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. SSWD is located in Lassen Hall 1008 and can be contacted by phone at [\(916\) 278-5955](tel:9162785955) (Voice) or [\(916\) 278-7239](tel:9162787239) (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu)

### **Course Requirement Grading**

<b><u>Activity</u></b>	<b><u>Points Available</u></b>
Quizzes (10 points each x 5)	50
Case report presentation	100
Class activities	50
Cultural awareness paper	150
<b><u>TOTAL COURSE POINTS AVAILABLE</u></b>	350

### **Overall Percentage Needed**

Note: A grade of “B” or higher is required to count toward the minimum number of units needed to advance to candidacy.

<b><u>Grade</u></b>	<b><u>Percentage</u></b>
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%

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C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	< 60%

### **COURSE SCHEDULE OF LECTURE TOPICS AND EXAMS**

<b>Date</b>	<b>Topic</b>	<b>Assignment or quiz due</b>
1/20	Course overview	
1/27	Audiologist-patient communication Personality styles	Meyer, C., Barr, C., Khan, A., & Hickson, L. (2017). Audiologist-patient communication profiles in hearing rehabilitation appointments. <i>Patient Education and Counseling</i> , 100(8), 1490-1498.
2/3	Education and counseling	McCarthy, R., & Roeser, R.J. (n.d.). Aural education and counseling. Retrieved from <a href="http://www.betterhearing.org/hearingpedia/aural-education-and-counseling">http://www.betterhearing.org/hearingpedia/aural-education-and-counseling</a>
2/10	Decision-making processes	Boisvert, I., Clemesha, J., Lundmark, E., Crome, E., Barr, C., & McMahon, C.M. (2017). Decision-making in audiology: Balancing evidence-based practice and patient-centered care. <i>Trends in Hearing</i> . doi:10.1177/2331216517706397
2/17	Gathering evidence	Moodie, S.T., Kothari, A., Bagatto, M.P., Seewald, R., Miller, L.T., & Scollie, S.D. (2011). Knowledge translation in audiology: Promoting the clinical application of best evidence. <i>Trends in Hearing</i> , 15(1-2), 5-22.
2/24	Building relationships Facilitating discussions	Picher, C.B. (2010). Effective patient communication. <i>The ASHA Leader</i> , 15, 5-6.
3/2	Advocating for patients	Sommer, S.K., & Sommer, N.W. (2002). When your patient is hearing impaired.

		Retrieved from <a href="http://www.modernmedicine.com/modern-medicine/content/when-your-patient-hearing-impaired">http://www.modernmedicine.com/modern-medicine/content/when-your-patient-hearing-impaired</a>
3/9	Generations and families	DeVoe, J.E., Wallace, L.S., & Fryer, G.E. (2009). Patient age influences perceptions about health care communication. <i>Family Medicine</i> , 41(2), 126-133. Heath, S. (n.d.). Understanding generational differences in patient engagement. Retrieved from <a href="https://patientengagementhit.com/news/understanding-generational-differences-in-patient-engagement">https://patientengagementhit.com/news/understanding-generational-differences-in-patient-engagement</a>
3/16	Bilingualism, multilingualism	Langdon & Saenz- Ch. 1-2
3/23	Cultural and linguistic diversity Demographics, religion, dialects	Langdon & Saenz- Ch. 3  Epner, D.E., & Baile, W.F. (2012). Patient-centered care: The key to cultural competence. <i>Annals of Oncology</i> , 23(Suppl 3), 33-42.  Singleton, K., & Krause, E.M. (2009). Understanding cultural and linguistic barriers to health literacy. <i>The Online Journal of Issues in Nursing</i> , 14(3). doi:10.3912/OJIN.Vol14No03Man04.
3/30	African American, Hispanic, Asian, Native American, Middle Eastern cultures overview	
4/6	Ethics and legal considerations Assessment of speech recognition in non-English languages	Langdon & Saenz- Ch. 6  Calandruccio, L. (2010). Sentence recognition for non-native speakers. <i>The ASHA Leader</i> , 15, 5-6.
4/13	Counseling and rehabilitation for bilingual or monolingual patients Interpreters	Langdon & Saenz- Ch. 4, 7
4/20	No class- Thanksgiving	
4/27	Cultural considerations	Taylor, J. (2003). Confronting "culture" in medicine's "culture of no culture." <i>Journal of the</i>

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		<i>Association of American Medical Colleges, 78(6), 555-559.</i>
5/4	Wrap up	

Please note that dates, topics, and assignments are subject to change.

# DRAFT