



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE (AuD) SYLLABUS

Semester/Year: Fall/2022	Course: CSAD 610: Introduction to Clinic	Section: 01
Meeting Days: Tuesdays	Meeting Times: 2:00-2:50 pm	Location: FLS 2604
Instructor: Soumya Venkitakrishnan, AuD, PhD	Email: <a href="mailto:s.venkitakrishnan@csus.edu">s.venkitakrishnan@csus.edu</a>	Phone: 916-278-4899 (office)
Office Location: 2404G, Folsom Hall	Office Hours/Appointments: Tuesdays, 11 am- noon; Wednesdays, 8.30- 10.30 am	

#### Catalogue Course Description:

**Prerequisite(s):** Admission to doctorate program in audiology

1 unit

**Term Typically Offered:** Fall only

Introduction to on-campus clinic operations, including electronic documentation procedures, clinic policies, and documentation.

#### Place of Course in Program

The purpose of this course is to provide an introduction to the policies and procedures, knowledge, and skill areas necessary for on-campus clinic placements. The course is designed to prepare students for graduate-level clinical practicum.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	
<b>Research:</b> <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

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.

### CSAD 610 INTRODUCTION TO CLINIC SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. Identify clinic policies, procedures, and resources
2. Perform otoscopy with supervision
3. Identify the major components of an audiometer
4. Perform an audiologic evaluation with supervision
5. Perform a hearing screening with supervision
6. List the major sections of a case history form
7. Report clinical results in the form of a SOAP note
8. Identify billing and coding codes for audiology
9. Record clinical hours and experiences in CALIPSO
10. Perform a speech and language screening with supervision
11. Select appropriate hearing aid software based on programming/fitting needs
12. Summarize clinical hygiene and safety procedures
13. Find commonly used items and supplies in the clinic
14. Complete required trainings for the Doctor of Audiology program and clinical placement sites
15. Reflect on clinical observations in audiology and speech pathology

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Class participation	
2	Otoscopy assignment	
3	Equipment assignment	
4	Otoscopy, Audiological Evaluation, Tympanometry, Clinical Observation Assignment	
5	Speech language and Hearing Screening Assignment	
6	Case History Assignment	
7	Class participation	
8	Class participation	
9	Clinical prerequisites Assignment; Class participation	
10	Speech and Language Screening Assignment	
11	Hearing aid software assignment	
12	Class participation	
13	Clinical Practicum Binder Assignment; Class Participation	
14	Completing prerequisites	

## Textbooks and Materials:

### REQUIRED TEXTS

None

### OPTIONAL TEXTS

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

### REQUIRED MATERIALS

CALIPSO Access

CounselEar Access

## Online Resources:

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

## Course Requirements/Components:

### Course Format

In person lecture

### 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 mandatory for this course. Unexcused absences are not allowed. Students are expected to arrive prepared and on time. Please contact the course instructor in the event of an (un)expected absence. Your participation grade will be reduced if you are late or absent.

### Class Assignments

Knowledge and skills will be assessed through clinically-based assignments, completion of required trainings, and a clinical practicum binder (extra credit).

### Hearing and Speech-Language Observation and Screening Experience

These will not be scheduled during class time, and you will be responsible for obtaining these hours on your own time.

You will be required to observe a second-year student clinician. You will be required to observe your assigned student clinician for **20 hours** during the semester. This must include one appointment that is hands on for you. You can assist with a pediatric patient or conduct one or more components of the hearing evaluation with the

student clinician. For 5 of these experiences, complete a reflection form on your expectations, learning, and feedback from the session. You will also complete a separate reflection form for the patient you see independently.

### **Clinical Practicum Binder**

This binder allows students to compile information that will be useful in clinical settings. Information should be divided using tabs into the following sections:

- Required trainings, certifications and immunizations
- Curriculum vitae/resume
- Maryjane Rees Language, Speech and Hearing Audiology Clinic Manual
- Maryjane Rees Language, Speech and Hearing Audiology Resource Manual
- CPT codes
- Case history and other forms

Students are encouraged to add pertinent information to this binder as they progress through the program. This might include clinical placement information, copies of licensure application materials, pertinent certifications, etc. The clinical practicum binder is offered as an extra credit opportunity, but students are strongly encouraged to complete this activity to prepare themselves for on- and off-campus clinical rotations.

### **Class Activities**

Class activities will provide opportunities to practice concepts presented in CSAD 610: Introduction to Clinic and CSAD 614: Audiologic Evaluation.

### **Final Exam**

There is no final exam for CSAD 610.

### **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>

*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 [\(916\) 278-6955](tel:9162786955) (Voice) or [\(916\) 278-7239](tel:9162787239) (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu)

### **Grading Policy:**

<b>Activity</b>	<b>Points</b>	<b>% of Grade</b>
Completing pre-requisites	10	2.5%
Code of ethics reflection assignment	50	5%
Case History Assignment	50	5%
Otoscopy Assignment	50	5%
Ear impression Assignment (10 points*5)	50	5%
Equipment Assignment	100	10%
Speech Language and Hearing Screening Assignment	100	10%
Hearing Aid Software Assignment	50	10%
Audiologic Evaluation Assignment	100	15%
Tympanometry Assignment	50	5%
Clinical Experience Assignment	50	2.5%
Clinic Observation Assignment (5 reflection forms + 1 independent case report, reflection) (Shadowing)	50	20%+ 5%
Extra Credit: Clinical Practicum Binder	25	1%
Extra Credit: Wellness activity	10	1%

Letter grades are assigned according to the following scores:

<b>Grade</b>	<b>Percentage</b>
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%

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



## Course Policies/Procedures:

### Policies

#### **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 expected to be present for all synchronous class sessions. Given the full-time, intensive and professional nature of 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.

#### **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.

#### **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.

### TENTATIVE Course Schedule/Outline:

<b>Date</b>	<b>Topic/Class Content</b>	<b>Readings</b>	<b>Assignment/Activities</b>	<b>Due</b>
8/30	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Syllabus Review/ Assignments</li> </ul>		<ul style="list-style-type: none"> <li>• Shadowing assignment (Clinic observation assignment)</li> </ul>	Finals week
9/6	<ul style="list-style-type: none"> <li>• Required trainings for Au.D. program and clinical placements</li> <li>• Signing up for CALIPSO</li> </ul>			
9/13	<ul style="list-style-type: none"> <li>• Clinic policies and procedures</li> <li>• Clinical practicum binder</li> </ul>	Audiology Clinic Handbook; Audiology Clinic Resource Manual	<ul style="list-style-type: none"> <li>• CALIPSO registration</li> <li>• Immunizations</li> </ul>	10/04
9/20	<ul style="list-style-type: none"> <li>• ASHA/AAA Code of Ethics</li> <li>• CA SLPAHAD Rules and Regulations</li> </ul>	ASHA/AAA Code of Ethics; CA SLPAHAD Rules and Regulations	<ul style="list-style-type: none"> <li>• Reflection assignment</li> </ul>	10/18
9/27	<ul style="list-style-type: none"> <li>• Standard Precautions</li> <li>• Introduction to CounselEar/EMR</li> </ul>	CDC Isolation Guidelines; WHO Hand Hygiene		
10/4	<ul style="list-style-type: none"> <li>• Taking a case history</li> </ul>	Adult Case History Form; All Intake Forms	<ul style="list-style-type: none"> <li>• Case history assignment</li> </ul>	10/25
10/11	<ul style="list-style-type: none"> <li>• Introduction to otoscopy</li> </ul>		<ul style="list-style-type: none"> <li>• Otoscopy Assignment</li> </ul>	11/01
10/18	<ul style="list-style-type: none"> <li>• Ear impressions</li> </ul>	Lee & Cho (2012); Pirzanski (2000); McHugh & Purnish (1984); Leong et al., (2012)	<ul style="list-style-type: none"> <li>• Ear Impressions Assignment</li> </ul>	
10/25	<ul style="list-style-type: none"> <li>• Introduction to clinical equipment</li> <li>• Biologic calibration of clinical equipment</li> </ul>		<ul style="list-style-type: none"> <li>• Equipment assignment</li> </ul>	11/08
11/1	<ul style="list-style-type: none"> <li>• Speech and language screening</li> <li>• Hearing screenings</li> <li>• mHealth technologies for screenings</li> </ul>	Pannbacker & Batchelor (2006)	<ul style="list-style-type: none"> <li>• Speech language and hearing screening assignment</li> </ul>	11/15
11/8	<ul style="list-style-type: none"> <li>• Audiological Evaluation, tympanometry</li> </ul>		<ul style="list-style-type: none"> <li>• Audiologic Evaluation Assignment</li> <li>• Tympanometry Assignment</li> </ul>	11/22
11/15	<ul style="list-style-type: none"> <li>• Writing SOAP notes</li> <li>• Writing reports</li> </ul>	Essential SOAP Note Audiologic Evaluation Adult Sample Report; Audiogram Form		
11/22	<ul style="list-style-type: none"> <li>• Billing and Coding for</li> </ul>			

	Audiology			
11/29	<ul style="list-style-type: none"> <li>• Introduction to hearing aid manufacturers</li> <li>• Introduction to hearing aid software</li> <li>• Introduction to hearing aid repair and L&amp;D forms</li> <li>• Introduction to ordering earmolds</li> </ul>	Clinic Hearing Aid Forms	<ul style="list-style-type: none"> <li>• Hearing aid software assignment</li> </ul>	12/1
12/6	<ul style="list-style-type: none"> <li>• Clinical experiences, interests, placement preferences, career goals round table discussion</li> </ul>		<ul style="list-style-type: none"> <li>• Clinical Experience Preference Form and Graded Discussion Clinical Practicum Binder (EC)</li> </ul>	12/6

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

## Online Learning

For additional information, please review the [CSAD Handbooks](#) website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.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 non-secure digital platform.

### 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: <http://www.csus.edu/umannual/student/stu-0100.htm>

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### 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](mailto:sswd@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](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## 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](mailto:stark@csus.edu)
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- 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): <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

## CSAD 610 Introduction to Clinic

### Scientific and Research Foundations

- The basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing)

### Standard II-A: Foundations of Practice

- A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards
- A6. Standard safety precautions and cleaning/disinfection of equipment in accordance with facility-specific policies and manufacturers' instructions to control for infectious/contagious diseases
- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals

### 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 life span
- B5. Recognizing a concern on the part of medical providers, individuals, caregivers, or other professionals about hearing and/or speech-language problems and/or identifying people at risk to determine a need for hearing screening
- B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements
- B8. Performing developmentally, culturally, and linguistically appropriate hearing screening procedures across the life span
- B9. Referring persons who fail the hearing screening for appropriate audiologic/medical evaluation
- B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function
- B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication
- B12. Screening for speech production skills (e.g., articulation, fluency, resonance, and voice characteristics)
- B13. Referring persons who fail the screening for appropriate speech-language pathology consults, medical evaluation, and/or services, as appropriate
- B14. Evaluating the success of screening and prevention programs through the use of performance measures (i.e., test sensitivity, specificity, and positive predictive value)

### Standard II-C: Audiologic Evaluation

- C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors
- C2. Obtaining a case history and client/patient narrative