

SYLLABUS

Fall 2025

CSAD 614 AUDIOLOGIC EVALUATION

(3 clinical units)

Meeting Time: Mondays 6:00 - 8:50pm

Instructor Information

Instructor: Megan Strobel (Bartoshuk), AuD

Office: N/A (Remote)

Office Hours: Please schedule via email

Office Telephone: N/A

E-mail: m.bartoshuk@csus.edu

Course Description

Introduction to the purpose, diagnostic use, and procedures for basic clinical tests of auditory function from age 5 to adulthood. Assessments including pure-tone audiometry, speech audiometry, masking, and immittance measures are discussed. Supervised, hands-on experiences in lab will accompany lecture topics.

Course Structure

614 is a primarily online course accessed through Canvas. All but mid-term and final examinations will be held online via Zoom. Students will expect to spend about 3 hours each week in class, plus an additional 6 hours a week in independent study, per the [CSU Credit hour policy](#).

Online sessions will be a blend of lecture and self-paced or group activities.

Required Course Materials

Required Textbook & Other Readings

- *Handbook of Clinical Audiology*, 7th edition by Jack Katz
- Any additional reading materials will be made available in PDF documents on Canvas:
 - Scanned pages from *Essentials of Audiology*, 5th edition by Stanley Gelfand

Technological Requirement

- For this course, you must have access to a properly functioning personal device, stable high-speed Internet connection, video camera, microphone, and access to Canvas throughout the semester. You will need your device(s) to download, complete, and upload assigned work on Canvas.
- If you do not have a computer, information on checking out a laptop (short-and long-term) can be found [on the IRT webpage](#).
- You can download free software from the [Sacramento State Information Resources and Technology website](#).
- Technical Skills, including [how to navigate Canvas](#).

Student Resources

Inform Your Instructor of Any Accommodation Needs

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 Disability 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 the [Disability Access Center website](#).

Sac State's Commitment to Basic Foundational Needs

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 [Crisis Assistance and Resource Education Support \(CARES\)](#) office provides case management support for any enrolled student.

Wellness: 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.

Understand When You May Drop This Course

The University has specific deadlines for a student to drop and withdrawal from a course. According to the [University's Drop and Withdrawal Policy](#), it is the student's responsibility to understand when they need to consider disenrolling from a course. Academic counselors can help you make the right decision for your circumstances and academic progress. 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 includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family. Communicate any conflicts or challenges early so I can support your success.

Respectful Use of Technology in the Classroom

Computers used for class should be used for class activities only. Web camera is expected to be **on** during class time to ensure appropriate engagement during class. No recording of any kind (e.g. digital, photograph, audio, video) is permitted during any class activities.

Course Objectives

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

1. State key parts of a patient case history.
2. Describe the purpose of otoscopy.
3. Perform otoscopy and report results.
4. Explain middle ear status in terms of mass, stiffness, impedance, gradient, etc.
5. Correlate immittance test results with disorders.
6. Perform immittance tests (tympanometry, acoustic reflex threshold, decay, etc.).
7. Relate the middle-ear muscle reflex to the interpretation of the acoustic reflex response.
8. Describe the type, degree, configuration, symmetry, and possible onset of hearing loss.
9. Explain the process of air conduction and bone conduction and its use in audiometry.
10. Describe the basic components, transducers, and procedures used in audiometry to establish thresholds.
11. Obtain pure-tone thresholds.
12. Perform speech audiometry (speech threshold, word recognition).

Assignments & Assessments

You will meet the objectives listed above through a combination of the following activities in this course:

- Student Readings
 - All assigned readings should be completed prior to class
- Reading Assessment Tests (RATs)
 - Quick quizzes (15-20 minutes, timed depending on the length of the quiz) at the start of each class on the concepts from assigned readings
 - Will be administered on Canvas and will use the lockdown browser
 - Closed book/note (honor system)
 - Quizzes may be composed of multiple choice, true/false, matching and/or short answer questions
- Examinations
 - There are two exams (mid-term exam, final exam) that will help assess your comprehension of material from the course
 - The exams are cumulative on all content prior to the exam date
 - Closed book/note (honor system)
 - Exams will be on campus, in-person, with a proctor
 - You will not be allowed to use material to complete the exams
 - Examinations will include questions similar in format as quizzes. Exams will be longer, and include patient cases requiring integration of topics as you would with managing patients in a clinical setting

Lab Assignments

Students will be assigned several lab assignments to provide practice with the skills learned in class and to promote cross-over to clinical practice. The assignments may also include components to practice using simulation software. Please reference lab syllabus for further details. Lab assignments are not a part of 614 course or grade.

Attendance

Class Attendance

Some of our collaborative learning and class activities involve group discussions and interactions that could only happen in a group setting; therefore, attendance is necessary to support your successful completion of the course. All class sessions that require synchronous attendance is listed on the course calendar.

Attendance at class meetings and participation in course activities is not only important for your own learning, but also critical to everyone's learning and growth

Excused Absences

Please notify me if you have an excused absence as soon as possible. I understand that in some cases, such as emergencies or hospitalizations, you may not be able to notify me until after the missed class. I also understand that in some cases, it may be difficult to talk about the reason why you are unable to attend class. If it is a personal reason, such as health-related or family, you do not need to provide private information, but you can provide evidence of an appointment made with a health professional without any sensitive details. Please contact me with as much information as you feel comfortable sharing, and I will let you know what type of documentation you should provide to make up for the missing required assignment. The sooner you let me know about your excused absence, the more options for class adjustments we may have for you.

You will be able to make up the RATs for a missed class without a penalty only if you have received permission from faculty prior to the class meeting where possible, and submit evidence, and only for reasons according to the [University excused absence policy](#).

Assignment Completion & Late Work

Attendance and engagement during class are expected. There are no assignments for completion in this course, only the accompanying lab class. Please reference lab syllabus.

Commit to Academic Integrity & Honestly

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. Practicing academic honesty shows your commitment to the [Hornet Honor Code](#). At Sacramento State, academic dishonesty is defined as any act of cheating or plagiarism, including the use of artificial intelligence or ChatGPT to generate or complete work. All students are expected to be familiar with and adhere to the [Academic Honesty Policy](#). Violations of the policy will result in disciplinary action and/or academic sanctions. Academic sanctions may include an oral reprimand, reduction in an assigned grade or failing grade, or a referral for administrative/disciplinary sanctions.

Professionalism

Classroom participation includes asking/ answering questions and engaging in discussion throughout the semester. Professionalism will include timely arrival in class, timely and professional response to emails (within 48 hours), engaging in the class, no mobile phone use during the class except for emergencies, use of professional language in class, etc.

Grades

Grading

Readiness Assessment Tests (RATs): 30%

Mid-Term Exam: 25%

Attendance, Participation & Professionalism: 5%

Comprehensive Final Exam: 40%

Viewing Grades in Canvas

Points you receive for graded items will be posted to the Canvas Grade Book. From a computer or mobile device, select the Grades option from course navigation to view your grades.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

[A] 93 - 100 %

[A-] 90 - 92 %

[B+] 87 - 89 %

[B] 83 - 86 %

[B-] 80 - 82 %

[C+] 77 - 79 %

[C] 73 - 76 %

[C-] 70 - 72 %

[D+] 67 - 69 %

[D] 60 - 66 %

[F] 0 - 59 %

Grade Appeals

Students who wish to appeal their grade must follow [Sacramento States Grade Appeal Policy and Procedures.*](#)

Book of knowledge

The book of knowledge is a binder intended to contain ready-to-reference information about all audiology courses taken by the students. Students can include any information in this binder that will help them clinically. Through out this course, the instructor will ask students to enter information in the book of knowledge. Some examples are provided above. At the end of the semester, students are required to have all this information ready to review. During the last class of the semester, the instructor will review this book of knowledge to ensure that students have this information ready. The student is strongly encouraged to include information from other classes/ clinic in this binder as well. While not included in your

COURSE SCHEDULE	
Week 1 8/25/25	Introductions Overview of Course Components of a Complete Assessment Case History Otoscopy Katz Textbook Readings: <ul style="list-style-type: none"> • Chapter 7 PDF Readings: <ul style="list-style-type: none"> • PDF Standards-of-Practice_2023
Week 2 9/1/25	NO CLASS - LABOR DAY
Week 3 9/8/25	Transducers Measurement Scales and Decibels Psychophysical Procedures Classification of HL: Degree & Configuration Audiograms and Symbols Classification of HL: Type Katz Textbook Readings: <ul style="list-style-type: none"> • Chapter 3 (<i>stop at Special Populations</i>) Canvas PDF Readings: <ul style="list-style-type: none"> • Expressing Sound Values in Decibels • The Audiogram Symbols • Measurement Principles & the Nature of Hearing • Pure-Tone Audiometry • Comparing Air & Bone Conduction Threshold
Week 4 9/15/25	Bone Conduction Mechanics Pure Tone Threshold Determination Speech Audiometry Relationship Between Speech and Pure Tones Word Recognition Katz Textbook Readings: <ul style="list-style-type: none"> • Chapter 4 (pg 49-55; <i>stop at Superior Semicircular Canal Dehiscence with PseudoSNHL and Air-Bone Gaps of Inner Ear Origin</i>) • Chapter 5 Canvas PDF Readings: <ul style="list-style-type: none"> • Determining the Pure Tone Threshold • Speech Audiometry • Assessing Speech Recognition

Week 5 9/22/25	Recorded Lecture - watch on your own time Fundamentals of Tympanometry Childhood Hearing Screenings Tympanometric Screening Katz Textbook Readings: <ul style="list-style-type: none"> • Chapter 9 Canvas PDF Readings: <ul style="list-style-type: none"> • None
Week 6 9/29/25	Fundamentals of Acoustic Reflex Case Practice with Immittance Katz Textbook Readings: <ul style="list-style-type: none"> • Chapter 10 Canvas PDF Readings: <ul style="list-style-type: none"> • None
Week 7 10/6/25	Test Artifacts Basic Cross Checks Bone Conduction Mechanics Interaural Attenuation Crossover Masking: <i>When to mask</i> Katz Textbook Readings: <ul style="list-style-type: none"> • Chapter 8 (pg 119-121; <i>stop at Case Studies</i>) • Chapter 6 (pg 77-86; <i>stop at Speech Audiometry</i>) PDF Readings: <ul style="list-style-type: none"> • Factors that Affect Pure Tone Results • Clinical Masking • Occlusion Effect
Week 8 10/13/25	MID-TERM

<p>Week 9 10/20/25</p>	<p>Review Mid-Term</p> <p>Occlusion Effect Masking: <i>How to mask</i> Masking for Speech Thresholds Masking for Word Recognition</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> • Chapter 6 (Clinical Masking Procedures pg 92-109) <p>PDF Readings:</p> <ul style="list-style-type: none"> • The Initial Masking Level/ The Plateau Method • Masking for Speech Audiometry
<p>Week 10 10/27/25</p>	<p>Medical Referrals & Red Flags Performance Intensity Functions Masking: Alternative Methods Introductory Cases</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> • Chapter 8 (Making Referrals pg 130-133) <p>PDF Readings:</p> <ul style="list-style-type: none"> • Performance-Level Functions
<p>Week 11 11/3/25</p>	<p>Malingering Masking Practice Intermediate Cases</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> • Chapter 33 of Katz Book <p>PDF Readings:</p> <ul style="list-style-type: none"> • Nonorganic Hearing Loss
<p>Week 12 11/10/25</p>	<p>Tuning Fork Tests FIT & SAL Testing Difficult Cases</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> • Chapter 4 (pg 55-59) <p>PDF Readings:</p> <ul style="list-style-type: none"> • Tuning Fork Tests • Sensorineural Acuity Level (SAL) Test

Week 13 11/17/25	Masking Practice Review Day Readings: None
Week 14 11/24/25	Cases! Putting it all together
Week 15 12/1/2025	Last Day of Class Review Day/ Open For Student Questions
DATE TBD	FINAL EXAM