



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD620: Clinical methods – Communicating with patients	Section: 01
Meeting Days: Wednesdays	Meeting Times: 10:00-10:50am	Location: Folsom 2204
Instructor: Laura Gaeta, Ph.D.	Email: lgaeta@csus.edu	Phone: 916-278-4701
Office Location: Folsom 2207A or Zoom	Office Hours/Appointments: Tuesday 2:00-4:00pm; Wednesday 11:00am-12:00pm	

Catalog Course Description:

CSAD 620. Clinical methods: Communicating with patients

1 Unit

Prerequisite(s): Admission to the Doctor of Audiology program; CSAD 610

Corequisite(s): CSAD 620C

Term Typically Offered: Spring only

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

Place of Course in Program

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.

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>	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. See the program's Academic Performance Improvement Plan (APIP) policy at <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/audiology/csad-apip-policy-spring-2020.pdf>

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

GRADUATE EXPECTED LEARNER OUTCOMES (ELO)

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.

ELO	Component Indicating Competency	Grade(s) Received
1	Reflection board post; grand rounds presentation	
2	Reflection board post; class participation; grand rounds presentation	
3	Reflection board post; class participation; reflection-on-action forms	
4	Class participation; grand rounds presentation	
5	Reflection board post; class participation; grand rounds presentation	
6	Class participation; Reflection board post; grand rounds presentation	
7	Reflection board post; class participation	

8	Class participation	
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Textbooks and Materials:

No textbook is required. See Canvas for readings and other materials.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
<https://doi.org/10.1037/0000165-000>

Online Resources:

This course utilizes Canvas. All course materials will be available on Canvas.

Course Requirements/Components:

Course Format

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 required to actively participate in class discussions and read/view/listen to any assigned materials prior to class meetings.

Class Attendance:

Students are expected to arrive on time as class begins at 10:00am. The class period is 50 minutes. If a student is unable to attend class, it is the student's responsibility to notify the instructor before class. Attendance/participation is required and worth up to 25 points, and the instructor will determine the distribution of these points. Repeated tardiness to class (two or more times) and/or more than two unexcused absences will result in the initiation of an APIP. Absences may be excused with appropriate documentation at the discretion of the instructor, but students are responsible for making up work for both unexcused and excused absences within the week they return to class. Students must contact classmates or the instructor for any missed work or notes.

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. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> Expect a call from SHCS within 24 hours. 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>

Class Assignments:

Assignments must be submitted on time. Assignments that are submitted after the due date/time will be deducted points based on the rubric.

Rubrics for all assignments will be available on Canvas. Turnitin.com will be used for written assignments submitted online.

Sensitive class discussions may warrant additional confidentiality safeguards and/or paused recording and should be discussed with the instructor.

Reflection discussion board posts: There are discussion board posts in this course, and students will respond and reflect the course content each week. See Canvas for assignment details, requirements for responses, and the rubric.

Reflection-on-action forms: Students will submit a midterm and final week evaluation of their performance in clinic through CALIPSO

Grand rounds presentation: Students will present a case from clinic using the grand rounds format and an evidence-based approach around any of the topics discussed in the course. Requirements for the presentation can be found on Canvas.

Clinical hours log: A record of logged practice time will be submitted in this course. This requirement is also in the co-requisite CSAD 620C course.

Attendance and participation: These points will be awarded in Canvas.

Grading:

Activity	Points Available	Points Earned	Percentage of Grade
Reflections	65		32.5%
Reflection	5		2.5%
Reflection board post (5 points each x 11)	55		27.5%
Grand rounds presentation	30		15%
Reflection-on-action form and submission (midterm)	5		2.5%
Reflection-on-action form and submission (final)	5		2.5%
Participation	25		12.5%
Clinical hours log	5		2.5%
TOTAL COURSE POINTS AVAILABLE	200		

Overall percentage needed:

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

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%

Note: Scores that are on the border between two grades will be rounded (e.g. 94.5% will be 95%, 89.5 will be 90%, etc.) Scores that will round to another letter grade by the second digit after the decimal place (e.g., 89.45) will round to the tens decimal place and follow the first note (e.g., 89.5 will round to 90%).

Au.D. Program 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 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 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. In the case of the latter, the Au.D. Program Director must also be notified. Attendance for clinical practica is outlined in the clinic handbook.

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.

Communication and Emergency Information

If a faculty member is not available during the semester, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality.

TENTATIVE Course Schedule/Outline: Subject to change at the discretion of the instructor. In the event of a change, you will be notified.

Date	Topic	Preparation	Due Date
01/28	First day of class	None.	
02/04	Patient-centered care	See Canvas	Reflection #1
02/11	Communication	See Canvas	Reflection #2
02/18	Decision-making	See Canvas	Reflection #3
02/25	Interviewing	See Canvas	Reflection #4
03/04	Neurodiversity	See Canvas	Reflection #5
03/11	Advocating for patients	See Canvas	Reflection #6
03/18	Working with patients, supervisors, and other professionals	See Canvas	Reflection-on-action form due Reflection #7
03/25	<i>Spring break – No class</i>		
04/01	Ethics, clinical guidelines Legislation	See Canvas	Reflection #8
04/08	Language	See Canvas	Reflection #9
04/15	Speech audiometry Interpreters	See Canvas	Reflection #10
04/22	<i>Dr. Gaeta at AAA – No class</i>		Reflection #11
04/29	Case presentations (1-3)	See Canvas	reflection #12
05/06	Case presentations (4-5)		Reflection-on-action form due reflection #13

05/13	Last day of class; wrap-up		Final reflection due Clinic hours log due
05/20	Finals week – No final exam		

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>

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." The use of artificial intelligence, including ChatGPT, without attribution is considered plagiarism.

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 **Disability Access Center (DAC)**, 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 **DAC** and meet with a **DAC** counselor to request special accommodation before classes start.

Sacramento State **Disability Access Center (DAC)** 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.

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

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

- 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
- 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
- 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
- A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the individuals served

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
- B9. Referring persons who fail the hearing screening for appropriate audiologic/medical evaluation

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
- C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function
- C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used

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
- E13. Conducting individual and/or group hearing aid orientations to ensure that clients/patients can use, manage, and maintain their instruments appropriately
- 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
- E16. Providing programming and fitting adjustments; providing postfitting counseling for cochlear implant clients/patients
- E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients'/patients' communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit
- E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations
- E20. Providing or referring for consulting services in the installation and operation of multi-user systems in a variety of environments (e.g., theaters, churches, schools)
- E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication
- E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances

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
- F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices and HATS
- 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

ACAE Competencies

Diagnosis and Management

2. Apply audiologic diagnosis, treatment and management principles in diverse settings including, for example, private practice-based, educational and occupational/industrial environments.
3. Apply critical thinking skills to assess the patient's auditory and vestibular status.
4. Prescribe, perform and interpret clinical, laboratory and other diagnostic procedures and tests in consultation with other health professionals as may be required for proper management of the patient.
5. Interpret and synthesize the findings from the patient's history, examination and other diagnostic tests and procedures in order to identify the etiology, the pathogenesis of the condition, and the diagnosis.
6. Formulate a treatment plan and understand the implications of various treatment options.
7. Explain any relevant limitations for diagnosis and treatment and formulate a plan for consultation or referral, as appropriate.
8. Discuss the findings, diagnosis and treatment options with the patient, parent or guardian, family, other health care or service providers, as well as any modifications or consequences that may occur over the course of treatment.

Communication

1. Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers.
3. Demonstrate empathy and active listening behaviors for patients and families.
4. Demonstrate understanding and respect for all individuals encountered in audiologic practice, regardless of disability, income, gender, sexual orientation, race, religion, culture or national origin.
7. Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members.
8. Model and apply the skills needed to provide effective patient/family-centered counseling and shared decision-making when providing information, resources and evidence-based options for diagnosis and treatment.

Professional Responsibilities and Values

1. Adhere to professional ethics as they relate to the practice of audiology.
2. Demonstrate sensitivity to the psychosocial dynamics of the doctor/ patient relationship.
3. Describe social, cultural, psychological, and economic forces affecting diverse patient populations.
4. List professional, legal, public health, and public policy issues as they pertain to the various practice settings and community needs

11. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions, including the value of inter-professional education and collaboration for patient care.

13. Develop and apply effective leadership, writing and verbal presentation skills to advocate for one's own profession and for patients served.