



California State University, Sacramento
Department of Communication Sciences and Disorders
Doctor of Audiology (Au.D.)
SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 623: Disorders of the Auditory System	Section: 01
Meeting Days: Wednesday, Thursday	Meeting Times: 12-1:15 p.m.	Location: FLS 2204
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D.	Email: s.venkitakrishnan@csus.edu	
Office Hours: Mondays, Tuesdays (zoom), Wednesdays 11:00 am – 12:00 pm, Make appointment	Location: 2404G, Folsom Hall	

Catalogue Course Description:

Prerequisite(s): Admission to Doctor of Audiology program; CSAD 611, CSAD 612, CSAD 614

Term typically offered: Spring Only

Description: This course is designed to provide Doctor of Audiology students with an introduction to students to the major disorders and pathologies of the peripheral and central auditory systems. The pathophysiology, diagnosis, management, and treatment of each disorder will be discussed.

Place of Course in Program

CSAD 623: This course is important because it allows students to contrast normal and pathological anatomy and physiology processes and apply concepts related to the audiologic evaluation to the diagnosis of disorders of the auditory system.

Sacramento State Graduate Learning Goals (GLG)

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.	Y
Communication: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.	Y
Critical thinking/analysis: Demonstrate the ability to be creative, analytical, and critical thinkers.	Y
Information literacy: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.	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

Expected Learning Outcomes (ELO)

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 623 SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. List common disorders of the outer, middle, and inner ear
2. Describe the pathophysiology of disorders affecting the auditory system
3. Discuss the impact of various disorders on the audiologic evaluation and hearing sensitivity
4. Describe management and treatment options for various auditory system disorders

Course Learning Outcome	Components Indicating Competence	Grades Received
1. List common disorders of the outer, middle, and inner ear	Quiz #1-4; Midterm; Discussion Posts; CBL Presentation, Final Exam.	
2. Describe the pathophysiology of disorders affecting the auditory system	Quiz #1-4; Midterm; Discussion Posts; CBL Presentation, Final Exam.	
3. Discuss the impact of various disorders on the audiologic evaluation and hearing sensitivity	Quiz #1-4; Midterm; Discussion Posts; CBL Presentation, Final Exam.	
4. Describe management and treatment options for various auditory system disorders	Quiz #1-4; Midterm; Discussion Posts; CBL Presentation, Final Exam.	

Textbooks, Materials, and Online Resources:

Musiek, F. E., Shinn, J. B., Baran, J. A., & Jones, R. O. (2021). *Disorders of the auditory system*. Plural Publishing, Inc.

Optional Text:

Kramer, S. J., & Brown, D. K. (2023). *Audiology: Science to practice*. Plural Publishing, Inc.

Katz, J. (2014). *Handbook of clinical audiology* (7th ed.) (M. Chason, K. English, L. Hood, K.L. Tillery, Eds.). Wolters Kluwer.

Links to required readings and videos can be found in Canvas.

Online Resources:

Access to the CSUS Library is a requirement of this course. Please become familiar with library access and login information as quickly as possible. This will make your life much easier. Link the CSUS Library to any scholarly search engine you use as this will give you access to required readings of journal articles. Do not pay for any articles. As a CSUS student you should have free access to the library and its resources. The Department has access to the Health Sciences Librarian Rachel Stark. She is available to you for assistance and questions on how to utilize the library effectively. <https://library.csus.edu/directory/rachel-stark>

Access to CANVAS is a requirement of this course. Campus computers are available for student use in many locations. Laptops are available to loan out as needed. Please get in touch with the Department for further information. This course is posted on CANVAS. All lecture material and required readings not in the textbook will be available only on CANVAS. I do not recommend printing the lectures until the day before class, as the content could change. Grades and statistics for the tests will be posted on CANVAS. Please forward interesting links to me as I will post them for the benefit of the entire class. Required readings will be posted in WORD or PDF format on CANVAS. All submissions must be in WORD or PDF format.

Course Requirements/Components:

Microsoft Office Suite

- WORD
- EXCEL
- POWERPOINT
- Adobe Reader

Course Format: Hybrid in-person lecture and Zoom.

Preparation: All students are expected to have performed the required readings in the syllabus at the start of that class meeting and be prepared for discussion. It is the student's responsibility to know the reading material whether discussed in the class meeting or not.

Attendance:

Classroom attendance is necessary to be successful in this course. No more than two unexcused absences are allowed – should more than two occur, there will be a point deduction to the attendance grade. Students are expected to arrive on time as class begins. If a student is tardy more than twice without prior notice, it will result in point attendance reduction each occurrence. Should either or both of the aforementioned occur more than the allowable as aforementioned - it will be required that the student perform an audiology online/CEU course in relation to the course and write a one-page paper summarizing the presentation and how to clinically apply what has been learned. This assignment would be expected to be performed outside of scheduled class time. Should this occur the instructor will provide the student with the full assignment details at the time of the third tardy or unexcused absence via Canvas or Outlook. **Greater than two absences will cause the initiation of an academic performance improvement plan (APIP).**

Conference excused absence form: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/policy/csad-student-travel-policy.pdf>

Scholarly Writing and Publishing Principles: The course (and this entire program) will follow the American Psychological Association Publication Manual for citation (APA Style). You will be provided with those guidelines.

Readings: The assigned readings are not optional you will be assessed on the material. The material will only be covered briefly in class. This course requires extensive reading. Be prepared and read all reading assignments before class.

Grading Policy:

Assignments

Quizzes: Quizzes (closed book/note) will be given in-person at the beginning of class time. Quizzes will be on Canvas and will utilize the lockdown browser. It is the students' responsibility to download and verify the working of the lockdown browser. Quizzes (4 in number) will be given on the dates listed on the syllabus and will be 30 minutes in duration. In case a student has accommodations, and wants to give the exam in the testing center, it is the student's duty to do the following: schedule the quiz at the test center on the same day before the class with enough time to come to class for the lecture following the quiz. The student should ensure the test center is booked in advance so that the exam can be taken at the chosen day/time. Quizzes will be based on class lectures, assigned readings (10%), class activities/homework, and discussions and the topics assessed in the quiz will be informed to the students during the class. Quizzes may be composed of multiple choice, true/false, matching, labeling, case-

based questions, and/or short answer questions. In the case of a documented medical emergency prior to the exam, the student will be required to notify the instructor in advance of the exam and provide documentation of the illness/injury or emergency. A make-up examination may be scheduled once the student is back or during finals examination week only in case of extenuating circumstances. Different questions when compared to the original will be asked and could be in a full essay format. It is the student's responsibility to ensure this is scheduled. If students do not complete one or more of the exams by the last day of the final exam period, they will receive a "0" on their exam(s) as per instructor discretion. Please note that the student remains individually responsible for being aware of exam dates and times posted in the course syllabus.

Examinations (mid-term, and final): Mid-term and final exam (closed book/note) will be given in-person. The mid-term will be given during class time on the date indicated on the schedule. The final exam will be on a date and time decided by the College. Exams will be on Canvas and will utilize the lockdown browser. In case a student has accommodations, and wants to give the exam in the testing center, it is the student's duty to do the following: schedule the mid-term/ final exam at the test center on the same day as close to the test time as possible. The student should ensure the test center is booked in advance so that the exam can be taken at the chosen day/time. Note that the testing center is very busy during the finals week, so it is advised to book the final exam (if taken at the center) well in advance. The mid-term will cover information covered until the day of the mid-term, and the final exam will be comprehensive (covering all topics covered in the class/ labs/ readings). Exams will be the same format as the quizzes, but longer, and may be multiple choice, true/false, matching, labeling, case-based questions, and/or short answer questions. In the case of a documented medical emergency prior to the exam, the student will be required to notify the instructor in advance of the exam and provide documentation of the illness/injury or emergency. A make-up examination may be scheduled once the student is back or during finals examination week. Different questions when compared to the original will be asked and could be in a full essay format. It is the student's responsibility to ensure this is scheduled. If students do not complete one or more of the exams by the last day of the final exam period, they will receive a "0" on their exam(s) as per instructor discretion. Please note that the student remains individually responsible for being aware of exam dates and times posted in the course syllabus.

Discussion Board: Students will be required to participate in discussion boards throughout the semester to encourage reflection, critical thinking, and professional dialogue on "hot topics" in audiology clinical practice. Each discussion board will present a specific clinical scenario or contemporary issue relevant to audiologic practice. Students are required to respond to the discussion prompt by the designated due date listed on Canvas and in the course syllabus. Discussion board responses will be evaluated based on depth of reflection, originality of thought, application of course concepts, professional communication, adherence to word count requirements, and timely submission.

Case-Based Learning Presentations: Case-based learning (CBL) presentations will be conducted in small groups to develop clinical reasoning skills and facilitate the application of course content to real-world clinical scenarios. Each group will be assigned a case and will present their analysis to the class. Presentations should include: (1) Case history and test results - key case history information using semantic qualifiers and overview of assessment results including audiogram and other relevant findings; (2) Diagnosis - three possible differential diagnoses with illness scripts for each that include epidemiologic information, pathophysiology, key clinical features (signs and symptoms), and expected assessment outcomes (audiometric results, imaging, basic ENT findings if applicable); (3) Differential diagnosis and final determination - identification of the final diagnosis with justification based on key features from case history, test results, and illness script characteristics. Presentations will be evaluated on thoroughness of case analysis, accuracy of clinical reasoning, quality of illness scripts, appropriate use of citations, teamwork, and professional communication. All group members are expected to contribute equally to the preparation and delivery of the presentation. Presentation dates will be listed on the course syllabus, and it is the students' responsibility to be prepared on the assigned date.

Attendance and professionalism: Classroom participation includes asking/ answering questions and engaging in discussions throughout the semester. **Professionalism** will include timely arrival in class, timely and professional response to emails (within 48 hours), engaging in the class, timely submission of assignments, no mobile phone use in

the class except for emergencies, use of professional language in class, and with classmates, not interrupting other students/ faculty, and utilizing appropriate turn-taking skills, etc.

Extra-credit opportunities: Students may earn extra credit by completing one or more of the following activities throughout the semester. Extra credit assignments are optional and designed to enhance professional development and clinical competency beyond required coursework. (1) AudiologyOnline Course: Watch a course from AudiologyOnline (www.audiologyonline.com) relevant to course topics and submit a 1-page reflection summarizing key takeaways, clinical applications, and how the content connects to material learned in class. (2) Journal Article Review: Read and critically analyze a recent peer-reviewed article (published within the last 3 years) related to course topics and submit a 1-page structured review including summary, clinical implications, relevance to course material, and personal insights with full APA citation. (3) Patient Education Material Creation: Develop an original patient education handout or infographic on a course-related topic that could be used in clinical practice, with professional design, evidence-based content, and appropriate citations. All extra credit submissions must demonstrate professional quality work and clearly indicate relevance to course content. Extra credit points will be added to the final course grade at the instructor's discretion, and deadlines for submission will be announced on Canvas.

Late assignments will have a deduction of 20% for every day that an assignment is late, and is to be applied when the assignment is received by the instructor of the course.

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:
<https://sacramentostate.policystat.com/policy/11476953/latest>

Travel policy: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/policy/csad-student-travel-policy.pdf>

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. 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>

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see <https://www.csus.edu/compliance/risk-management/coronavirus.html> and <https://www.csus.edu/return-to-campus/return-to-campus-faq.html> for more information and updates.

Make-up Policy: There are no make-up quizzes or exams. Your attendance is required live at every class period to take these quizzes and exams. The syllabus clearly states the necessary dates. Any absences will require a doctor's note. Late for an exam or quiz will not entitle you to extra time. If you miss a short quiz because you are late for class or absent, you will not be given another to make up for it, and you will lose those points.

Grading Policy:

Source	% of Grade
Group Project	15
Discussion posts x 2	10
Quizzes x 4	20
Mid-term exam	20
Final exam	30
Attendance/ professionalism	5
Extra-credit	5
Total	100%

Letter grades are assigned according to the following scores

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%

Attendance Policy

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.

Course Policies/Procedures:

Attendance:

Students are expected to arrive in class on time, be 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, and 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 this doctoral program's full-time, intensive nature, students must contact instructors if they are absent or anticipate absence, especially over an extended period. In the case of the latter, the Au.D. The Program Director must also be notified. Attendance for clinical practice is outlined in the clinic handbook.

Recording: To facilitate students' learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record lectures. If students require an accommodation and additional support in note-taking, please see the instructor.

Tentative Course Schedule/Outline:

Date	Topic/Class Content	Musiek, Baran, Shinn, & Jones Readings	Assignments
01/28	Introduction Syllabus review Review audio evaluation		Read Syllabus Audio evaluation review quiz (ungraded)
01/29	Anatomy Review		Anatomy review quiz (ungraded)
02/04	Outer Ear Disorders	Ch - 2	
02/05	Outer Ear Disorders Middle Ear Disorders	Ch - 4	
02/11	Middle Ear Disorders	Ch - 4	Quiz 1
02/12	Middle Ear Disorders		
02/18	Middle Ear Disorders	Leo, G., Piacentini, E., Incorvaia, C., & Consonni, D. (2007). Sinusitis and Eustachian tube dysfunction in children. Pediatric Allergy and Immunology, 18(Suppl 1), 35-39.	
02/19	Middle Ear Disorders	Cureoglu, S., Baylan, M.Y., & Paparella, M.M. (2010). Cochlear otosclerosis. Current Opinions in Otolaryngology Head and Neck Surgery, 18(5), 357-362.	Discussion Post 1
02/25	Middle Ear pathology differential diagnosis		
02/26	Inner ear anatomy	Ch - 5	Quiz 2
03/04	Inner ear anatomy Inner ear disorders		
03/05	Inner ear disorders		
03/11	Inner ear disorders		
03/12	Inner ear disorders	Tan et al. (2017). Associations between cardiovascular disease and its risk factors with hearing loss-A cross-sectional analysis. Clinical Otolaryngology. doi: 10.1111/coa.12936.	

03/18	Inner ear/ cochlear loss Ddx	Nakashima et al. (2016). Meniere's disease. Nature Reviews Disease Primers, 2.	
03/19	CANS review		Quiz 3
03/25	<i>SPRING BREAK</i>		
03/26	<i>SPRING BREAK</i>		
04/01	Auditory Nerve Disorders	Ch - 6	Discussion Post 2
04/02	Auditory Nerve Disorders		Optional Extra-credit 1
04/08	Auditory Nerve Disorders		
04/09	CANS review Midterm review		
04/15	<i>MIDTERM EXAM</i>		
04/16	Disorders of the CANS	Pinna, M.H., Bento, R.F., & Neto, R. (2012). Vestibular schwannoma: 825 cases from a 25-year experience. International Archives of Otorhinolaryngology, 16(4), 466-475.	
04/22	AAA Conference: Disorders of the CANS	Ch - 7	
04/23	AAA Conference: Disorders of the CANS		
04/29	Disorders of the CANS		
04/30	Tinnitus	Ch - 8	Group presentations due in Canvas
05/06	Group Project Presentations	Student 1, Student 2	Quiz #4
05/07	Group Project Presentations	Student 3, Student 4, Student 5	
05/13	Catch up		
05/14	Finals Review		Optional Extra-credit 2
TBD	<i>Final Exam during the week of MAY 18</i>		

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

Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

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.

Commitment to Integrity

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

Sac State's Academic Honesty Policy & Procedures

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<https://sacramentostate.policystat.com/policy/11300038/latest>

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, may be reported to the office of student affairs.

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 (7th edition.) 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.

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 Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

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: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

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/testing/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

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>

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

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the AuD program can be found online in the student's CALIPSO account.

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

Standard II-A: Foundations of Practice

- A1. Genetics, embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology of hearing and balance over the life span
- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems
- A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- A17. Importance, value, and role of interprofessional communication and practice in patient care
- 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
- 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

- 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
- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system
- C5. Providing assessments of tinnitus severity and its impact on patients' activities of daily living and quality of life
- C6. Providing assessment of tolerance problems to determine the presence of hyperacusis
- C9. Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRSS); obtaining a performance intensity function with standardized speech materials, when indicated
- C11. Selecting, performing, and interpreting physiologic and electrophysiologic test procedures, including electrocochleography, auditory brainstem response with frequency-specific air and bone conduction threshold testing, and click stimuli for neural diagnostic purposes

- C12. Selecting, performing, and interpreting otoacoustic emissions testing
- C15. Selecting, performing, and interpreting tests to evaluate central auditory processing disorder

Standard II-D: Counseling

- D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues
- E14. Identifying individuals who are candidates for cochlear implantation and other implantable devices
- E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder