



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

SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD730E: Audiology Externship 3	Section: 01
Meeting Days: M,T,W,TH,F	Meeting Times: TBD by site	Location: Various
Instructor: Liaison Ariel Cassar, Au.D.		Email: <a href="mailto:ariel.cassar@csus.edu">ariel.cassar@csus.edu</a>
Office Hours: W & F 9-11:00am scheded through Calendly		Location: Folsom Hall 1000

Catalogue Course Description:

**CSAD 730E Audiology Externship 3.**

**7 Units**

**Prerequisite(s): [CSAD 720E](#).**

**Corequisite(s): [CSAD 730](#).**

Third full-time externship in audiology III.

Credit/No Credit

## Sacramento State Graduate Learning Goals (GLG)

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>	Y
<b>Research:</b> <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	N

## 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.

Additionally, upon successful completion of this course, students will be able to:

1. Describe and discuss clinical experiences in a professional manner.
2. Construct clinical reports describing patient background information, clinical assessment findings and interpretation, and recommendations, including treatment and intervention.
3. Identify relationships between clinical experiences and didactic (classroom) learning.
4. Participate in a full-time clinical practice environment with gradually increasing independence throughout the term.
5. Analyze clinical experiences from the perspective of evidence-based practice.
6. Reflect on personal and professional attributes of audiology practice.

### Course Requirements/Components:

As student clinical skills progress, active participation in patient care should increase while the requisite amount of supervisory (re)direction and intervention should decrease significantly. The pace at which this progression occurs is entirely at the discretion of the preceptor and will differ for each student.

Students should take all opportunities to demonstrate knowledge, skills, and commitment to the preceptor, to the clinical site, and to patient care by:

1. Integrating preceptor feedback, suggestions, comments, direction, and correction into the clinical practice routine
2. Preparing for upcoming appointments by thoroughly reviewing patient

charts, electronic medical records, and all other sources of case information

3. Anticipating the preceptor's and/or patient's needs during an appointment and preparing accordingly (e.g., gathering and organizing materials that will be used during a hearing aid fitting)
4. Engaging in insightful and relevant dialogue with the preceptor about specific observations or occurrences during a patient encounter (e.g., "I noticed you chose to do this test first, was that because...?")
5. Developing one's own rationale for an evidence-based approach to all areas of clinical practice, including but not limited to diagnostics and treatment.
6. Practicing relevant skills, independently and/or with the preceptor, as time permits (e.g., role playing behavioral testing of a 2-year-old, re-familiarizing oneself with clinical equipment and software). This may require spending extra time outside of normal clinic hours, if necessary.
7. Volunteering for specific tasks during a patient encounter (e.g., "I would like to conduct the audiometric evaluation")
8. Assisting with clinic-related tasks during clinic downtime or during clinic closures (e.g., ordering supplies, calling patients, creating clinic resources and handouts, tidying the clinic area, answering the phone, assisting front desk staff)

#### COURSE REQUIREMENTS:

1. Final Evaluation of student's clinical skills completed in Calipso.
2. Patient contact hours entered in Calipso and submitted to preceptor daily or at the latest within 48 hours of experience.
3. Attendance, communication, professionalism & engagement with preceptor, patients, and clinic staff

#### Grading Policy:

This course is graded as Credit/No Credit, so a Pass grade is required, meaning students need to get a B or better. Student clinical skills and professionalism will be evaluated by the clinical supervisor. The following components will be evaluated by the liaison to determine your final grade:

##### **CSUS Grading Policy**

The CSUS Grading Policy (Policy# 11476953) can be found at:

<https://sacramentostate.policystat.com/policy/11476953/latest>

Final Evaluation in Calipso	70% - <b>Due by May 15th</b>
Calipso Patient Clock hours & Shift Hour Worksheet Form	10% - <b>Due weekly/Total due by May 15th</b>
Attendance, Communication & Professionalism	10% - <b>Weekly</b>
Supervisor Feedback Form, Student Eval of Off-Campus Placement & Self evaluations (midterm and final), Midterm Virtual Advising	10% <b>Due March 20<sup>th</sup> and May 15<sup>th</sup></b>

Letter grades are assigned according to the following scores:

Letter	%
A	93-100%

A-	90-92.99%
B+	87-89.99%
<b>B</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%

#### Final Evaluation in Calipso – (70%):

You should review this form BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment. The Clinical Competency form will be completed by your clinical supervisor at midterm and at final, but it is the final Clinical Competency Report on which your final evaluation grade is based. The Clinical Competency Form is separated into seven (7) general competency categories: Prevention, Screening, and Identification; Assessment; Audiologic (Re)habilitation; Pediatric Audiology (Re)habilitation; Counseling; Communication; and Professional Practice. Each general competency area consists of numerous individual line items.

Your grade for clinic performance is based on an average of all of the clinical competencies that your clinical supervisor completes.

Each general competency area consists of numerous individual items. A passing grade is obtained by achieving a rating of 4.25 or better on the average combined score of the seven general competency categories, provided that the student achieves a minimum score of 4.25 on **all** individual competency line items at the end of the rotation. Therefore, any student receiving (a) a rating of 4.24 or less on one (or more) specific line item on the final session **or** (b) an average rating of 4.24 or less across all sessions for a competency category will not pass the clinic, even if their average combined score of the seven general competency categories is a B or higher. In such cases, a grade of B- will be given for the clinic. A student may receive a passing grade in the clinic after receiving 4.24 or lower on one (or more) specific line item on any Clinical Competency form IF the student successfully completes a Performance Improvement Plan directed by their assigned Clinical Instructor.

Some skills may be site-dependent and may be considered acceptable at a lower skill level at the supervisor's and/or liaison's discretion.

SCORE	LETTER GRADE	DESCRIPTION
<b>4.65 - 5.00</b>	A	<b><u>Exceeds Performance Expectations* (Pass)</u></b>
<b>4.50 - 4.64</b>	A-	(Minimum assistance required) <ul style="list-style-type: none"> <li>• Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented</li> <li>• Demonstrates creative problem solving</li> <li>• Clinical Instructor consults and provides guidance on ideas initiated by student</li> </ul>
<b>4.35 – 4.49</b>	B+	<b><u>Meets Performance Expectations* (Pass)</u></b>

4.25 – 4.34	B	(Minimum to moderate assistance required) <ul style="list-style-type: none"> <li>• Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency</li> <li>• Student can problem solve and self-evaluate adequately in-session</li> <li>• Clinical Instructor acts as a collaborator to plan and suggest possible alternatives</li> </ul>
4.00 – 4.24	B-	<b>Needs Improvement in Performance</b> (Moderate assistance required) <ul style="list-style-type: none"> <li>• Inconsistently demonstrates clinical skill/behavior</li> <li>• Student's efforts to modify performance result in varying degrees of success</li> <li>• Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively</li> </ul>
3.85 – 3.99	C+	
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<b>Needs Significant Improvement in Performance</b> (Maximum assistance required) <ul style="list-style-type: none"> <li>• Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate</li> <li>• Student is aware of need to modify behavior, but is unsure of how to do so</li> <li>• Maximum amount of direction and support from clinical</li> <li>• Supervisor required to perform effectively.</li> </ul>
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<b>Unacceptable Performance</b> (Maximum assistance is not effective) <ul style="list-style-type: none"> <li>• Clinical skill/behavior is not evident most of the time</li> <li>• Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so</li> <li>• Specific direction from Clinical Instructor does not alter unsatisfactory performance</li> </ul>

### Calipso Patient Clock hours & Shift Hour Form – 10%

**Patient contact hours (clock hours must be submitted to your supervisor weekly in Calipso).** It is your responsibility to periodically remind your clinical supervisor to sign off on your Calipso hours. Failure to submit clock hours weekly will result in 2% reduction of your grade per occurrence up to a maximum of 5% grade reduction.

**Shift Hour Tracking Worksheet** should be completed weekly, indicating the number of hours obtained per week. A minimum of 10 hours should be obtained weekly or at least 150 hours obtained by the end of the placement. If you anticipate that you will be short, please arrange with your supervisor and liaison to make up days missed. Shift Hour Forms must be signed by your clinical supervisor and uploaded on Canvas by the due date.

### Attendance, Communication & Professionalism – 10%

#### Attendance

- Full-time attendance at clinic is mandatory. Ideally students should have perfect attendance on assigned days throughout externship. **Students must meet an average of 35 hours/week minimum at the externship site for each semester.** If a student is falling short (i.e., not maintaining an average of 35 hours/week), “make-up” days or hours need to be arranged with the preceptor.
- Students must remain in compliance of the externship site’s attendance policies in addition to Sacramento State University Doctor of Audiology Program’s attendance policies during externship. Failure to adhere to attendance policies, will result in a 2% reduction per occurrence up to a 10% overall grade reduction. Adhering to attendance policies, includes but is not limited to, notifying the preceptor and course instruction/coordinator (Dr. Cassar) of all

absences (planned and unplanned).

- If student is unable to attend clinic or unable to arrive on time due to unforeseen circumstances, the student is required to notify the preceptor via phone and an email. This includes but is not limited to absences due to illness and family emergencies.
- **ALL** absences from clinic for any reason must be documented by completing an [Absence form](#). The link for this form can also be found on the course Canvas page.
- A reported pattern of tardiness, excessive absence or failure to notify the preceptor and course instructor/coordinator of absence may result in the maximum grade reduction (10%) at the course instructor's discretion.
- The externship preceptor will determine the designated arrival time at the start of the clinic day. This should be outlined in your learning contracts. This time is usually 30 minutes prior to the start of scheduled clinic. This allows for preparation and organization of the clinic day before the start of appointments. It is the responsibility of the student to arrive on time. Look ahead for potential delays related to weather, traffic, transportation, public events etc.

#### Communication

Students must maintain timely communication with preceptor and Externship coordinator. For email correspondence you must adhere to the following:

1. Use your Sac State email address ([firstname.lastname@csus.edu](mailto:firstname.lastname@csus.edu)) when communicating with your preceptors and/or clinical sites regarding non-patient care issues, such as absences or other professional issues
2. Check your CSUS & site emails daily.
3. Respond within 48 hours of receipt of an email addressed to you.
4. Copy (CC) the instructor/coordinator ([ariel.cassar@csus.edu](mailto:ariel.cassar@csus.edu))

\*\*\* Please note, some clinical sites will issue externship students a site-specific email address. While this may be used for communication with the preceptor and/or clinical staff only for communication specifically related to patient care, all other email communication with the preceptor needs to be conducted using the students Sacramento State email.

Failure to do so may result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

#### Professionalism

Students must be dressed in CSUS Clinic scrubs or business casual as indicated by your site. Students must present well-groomed and professional in appearance and demeanor.

Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed. Inappropriate and disrespectful behavior will not be tolerated, and students may also be asked to leave clinic. Students are expected to conduct themselves according to a high professional ethical standard. They should become well-acquainted with the code of ethics of the profession so that the judgements and decisions made as a Au. D students form a solid ethical foundation for future practice as audiologists. The complete code of ethics can be found at either the [ASHA Code of Ethics](#) and/or [AAA Code of Ethics](#).

A violation of professionalism could result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

### **Supervisor Feedback Form & Self-Evaluations- 10%**

#### **Supervisor Feedback Forms:**

1. Login to Calipso
2. From the Lobby Page, click “Supervisor Feedback Forms.”
3. Complete form and clinic “Submit Feedback.”
4. Your completed feedback will be posted for Clinical Education Coordinator approval. Once approved feedback will be posted for the clinical supervisor to view. Until approved, the feedback may be edited by clicking on “View/Edit”.

#### **Self-Evaluations:**

1. At the completion of each clinical course or as directed by your Clinical Coordinator, complete a self-evaluation.
2. From the lobby page, click on the “Self-evaluations” link.
3. Click on “New self-evaluation.”
4. Complete required fields designated with an asterisk and press “save.”
5. Continue completing self-evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
6. Once the evaluation is complete, check the “final submission” box and click “save.”
7. Receive message stating, “evaluation recorded.”
8. Please note you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation saved, the status will change from “in progress” to “final”.
9. To view the evaluation, click “Evaluations list” located within the blue stripe.

#### **Clinic handbook**

All students are required to adhere to the policies (e.g., use of clinical space, dress code, attendance, professional behavior, etc.) outlined in the clinic handbook and those required by the internship site. The clinic handbook can be found on the department website. Failure to do so may lead to the initiation of a PIP.

## Hornet Honor Code

[https://www.csus.edu/student-affairs/\\_internal/\\_documents/hornet-honor-code.pdf](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 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 (7<sup>th</sup> 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. Prefer 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](mailto: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](mailto: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](mailto: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](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf)

**Knowledge And Skills Acquisition (KASA) For Certification in Audiology (2020) Requirements met in whole or in part by this course:**

Standard II A: A3, A5, A6, A7, A8, A11, A12, A13, A15, A16, A17, A18, A21, A22, A23

Standard II B: Prevention and Screening – B1, B2, B5, B6, B8, B9

Standard III C: Audiologic Evaluation: C1, C2, C3, C4, C5, C7, C8, C9, C10, C11, C12

Standard II D: Counseling: D1, D2, D3, D4, D5, D6, D7, D8, D9

Standard II E: Audiologic Rehabilitation Across the Lifespan- E1, E2, E3, E4, E5, E6, E15, E20 E21, E22, E23, E24, E25

Standard II-F: Pediatric Audiologic (Re) Habilitation – F1, F2, F3, F4, F6, F7, F11, F13

**Accreditation Commission for Audiology Education (ACAE) Competencies**

This class will fulfill in whole or in part, the following methods of evaluation required by the Accreditation Commission for Audiology Education (ACAE):

Foundation: F1, F2, F3, F4, F5, F6, F7, F10, F12,

Diagnosis and Management: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14

Communication: C1, C2, C3, C4, C5, C6, C7, C8

Professional Responsibilities and Values: P1, P2, P3, P4, P5, P6, P8, P9, P10, P12, P13, P12, P13, P16, P17