



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2026	Course: CSAD 610: Introduction to Clinic	Section: 01
Meeting Days: Tuesdays	Meeting Times: 2:00 pm-2:50 pm	Location: Audiology Clinic
Instructor: Ariel Cassar, Au.D.	Email: ariel.cassar@csus.edu	Phone: 916-278-4675 (office)
Office Location: Folsom 1000	Office Hours/Appointments: Wednesdays and Fridays 9-11am	

Catalogue Course Description:

CSAD 610: Introduction to Clinic

1 Unit

Prerequisite(s): Admission to Doctor of Audiology program

Term Typically Offered: Fall only.

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

Recommended Resources:

Course materials will be provided as needed. Students can download Smart VS e-simulation by Intelligent Hearing Systems (IHS) <https://smartvs.ihsys.info> for practice.

Text:

Audiology Science to Practice

Required Materials

Exxat Access

CounselEar Access

Online Resources

Canvas will be used as the learning management site for dissemination of course readings, handouts, slides, assignments and announcements.

Course Format

In-person Lecture/Labs

Place of Course in Program

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

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
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>	N

Course Learning Outcomes:

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.

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

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Class Participation	
2	Otoscopy Lab	
3	Equipment Lab	
4	Otoscopy, Audiologic Evaluation, Tympanometry, Clinical Observation Lab	
5	Speech Language and Hearing Screening Lab	
6	Case History Lab	
7	Class Participation	
8	Class Participation	
9	Clinical Prerequisite, Class Participation	
10	Speech and Language Screening Assignment	
11	Masking Lab	
12	Class Participation	
13	Clinical Practicum Binder Assignment, Class Participation	
14	Completing Prerequisites	
15	Clinic Observation Assignment;	

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Course Requirements/Components:

Course Format

In person lecture

Class Preparation

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not.

Class Participation

Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

Class Attendance

Classroom attendance is mandatory for this course, including the clinical observation assignment. Unexcused absences are not allowed. Students are expected to arrive prepared and on time. Please contact the course instructor in the event of an (un)expected absence. Your participation grade will be reduced by 5% each time if you are late or absent.

Class Assignments

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

Clinical Observation

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

You will be assigned a second-year student mentor who you will also observe in clinic. Please refer to the table below for your assigned days and time for clinic, clinical supervisor, and your second-year student clinician. You are expected to observe in clinic a minimum of 1-hour per week with your mentor and complete 7 practice sessions. Three of these sessions should yield a professional report co-written by your mentor.

Upon completion of each session, you must write a reflection of the session on your expectations, learning, and feedback from the session. Reflection reports are due weekly by the deadlines specified in Canvas. Your de-identified final reports are due by December 11th.

Clinical Instructor	2 nd Year Student Clinician/ Mentor	1 st year Observer/Mentee
Dr. Ariel Cassar	Wed 8am-12pm Celidah Porter	Kaylee Hrisoulas & Jeremiah Dauphinais
Dr. Tyler Oakes	Fridays 8-12 Aleena Porter	Matthew Harbert & Kayla Hang
Dr. Betty McNamara	Mondays 6-8 pm Imsha Ahmad Wednesdays 6-8 pm Imsha Ahmad	Jeralyn (Nicole) Miranda & Talia (Scout) Morones
Dr. Serafin Raya	Monday 4-7pm Abigail Downing Wednesday 4-7pm Daisy Maldonado	Cerigo Sison & Truli Wright Isabel Arellano-Franco & Sarah Swanner

Concept Map

A concept map is a visual representation of how ideas are connected. It begins with a central topic and uses labeled lines or arrows to show relationships among related concepts. Unlike a simple list, outline, or mind map, a concept map should demonstrate how and why the concepts relate to one another. For example: Case history guides test selection or audiologic results inform recommendations.

Concept mapping is important in clinical education because clinical knowledge does not exist in isolation. Audiologists must connect patient history, assessment procedures, results, clinical decisions, counseling, documentation, and recommendations. This assignment is intended to help you organize what you have learned and demonstrate your understanding of the relationships among important clinical concepts.

Assignment Instructions

By the end of the semester, you will create an individual concept map focused on one approved area of audiology practice. You may select a topic from the list provided by the instructor or request approval for another topic of interest.

Your concept map should:

- Identify a clear central topic.
- Include the major concepts related to your topic.
- Organize information from broad concepts to more specific concepts when appropriate.
- Use lines or arrows to connect related concepts.

- Include a word or short phrase on each connecting line that explains the relationship, such as **includes, requires, influences, is measured by, guides, or may lead to.**
- Include connections between different sections of the map to demonstrate how concepts interact.
- Present clinically accurate information based on course content and assigned resources.
- Be organized, legible, and easy for the reader to follow.

You may create your concept map electronically or by hand, provided that the final submission is clear and readable. Your map should demonstrate meaningful clinical connections rather than simply provide definitions or a list of facts.

Concept maps will be evaluated based on the accuracy and completeness of the content, the quality of the relationships shown, the organization and clarity of the map, and the integration of concepts discussed throughout the course.

Clinical Practicum Binder (Extra Credit)

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

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

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

Group Discussion (12/08)

- Share your concept map and book of knowledge.

Class Activities

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

Final Exam

There is no final exam for CSAD 610.

Commitment to Integrity

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

Sac State's Academic Honesty Policy & Procedures

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

<http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means."

“Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” *Source:* Sacramento State University Library

Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the office of student affairs.

Understand When You May Drop This Course

It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student’s family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed in accordance with the department’s policy.

Accommodations

Inform your instructor of any accommodation needed. If you have a documented disability and verification from the Disability Access Center (Formerly known as SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to DAC and meet with a SSWD counselor to request special accommodation before classes start. DAC is located in Lassen Hall 1008 and can be contacted by phone at [\(916\) 278-6955](tel:9162786955) (Voice) or [\(916\) 278-7239](tel:9162787239) (TDD only) or via email at dac@csus.edu

Grading Policy:

<u>Activity</u>	<u>Points</u>	<u>% of Grade</u>
Class attendance and participation	4	4%
Completing required training	4	4%
Concept Map	8	8%
Code of Ethics assignment	8	8%
Audiologic evaluation assignment	16	16%
Speech, language, and hearing screening assignment	8	8%
Ear mold impression assignment (8 points * 2)	16	16%
Clinical observation + Reflections	30	30%
(3) Clinical Reports	6	6%
Total	100	100%
Extra Credit: Clinical Practicum Binder	5	5%

Letter grades are assigned according to the following scores:

Grade	Points	Percentage
A	930-1000	93-100%
A-	900-929	90-92.99%
B+	870-899	87-89.99%
B	830-869	83-86.99%
B-	800-829	80-82.99%
C+	770-799	77-79.99%

C	730-769	73-76.99%
C-	700-729	70-72.99%
D+	670-699	67-69.99%
D	630-669	63-66.99%
D-	600-629	60-62.99%
F	0-599	< 60%

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

Policies

Academic conduct

Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department's policy on academic misconduct ("Policy on Student Academic and Clinical Conduct"). The following are expectations for professional behavior in the classroom:

- **Ethics:** Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D).
- **Respect:** Students should demonstrate respect to their peers, instructors, and staff.
- **Feedback:** Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- **Health:** Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- **Attire:** Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- **Accountability:** Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- **Language:** Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- **Scholarship:** Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.
- **Effort:** Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

Attendance

Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule. Students are expected to be present for all synchronous class sessions. Given the full-time, intensive and professional nature of this doctoral program, it is important that students contact instructors if they are absent or are anticipating absence, especially over an extended period of time.

Email

Students in the Au.D. program are required to maintain an active CSUS email address, which is linked to the student ID number. Official emails will be sent through CSUS email. Students are expected to regularly check their CSUS emails.

Late work/ regrading:

All assignments must be submitted by the scheduled deadline. In the case that life events or other reasons prevent the student from submitting the assignment on time, contact the instructor to request for an extension. This request should be made one week in advance, or as early as possible. This extension will not be provided more than twice during the semester and will not be provided for the final assignment. Late submission will result in reduction by 20% per day of delay in submission. Grades will not be changed under any circumstances to elevate a grade level (e.g. B to B+) and no emails regarding the same will be entertained.

TENTATIVE Course Schedule/Outline:

This schedule is tentative and is subject to change depending on student needs and the ability to cover materials in the allotted time.

<u>Date</u>	<u>Topic/Class Content</u>	<u>Resources</u>	<u>Assignment/Activities</u>	<u>Due</u>
Week 1 09/01	• Introductions • Course/Syllabus Overview • Clinic Tour • Clinic Assignments		• Required Trainings/Immunizations/CounselEar & Exxat registration • Organize times to meet with your mentors & conduct a clinical session • Concept Maps • Clinic Binder (Book of Knowledge)	10/01& 12/11
Week 2 9/08	• Code of Ethics overview • Standard Precautions • Case History	Audiology Clinic Handbook; Audiology Clinic Resource Manual CDC Isolation Guidelines; WHO Hand Hygiene; ASHA/AAA Code of Ethics; CA SLPAHAD Rules and Regulations Adult Case History Form; All Intake Forms	Code of Ethics reflection assignment	9/13
Week 3 9/15	• Otoscopy Practice • Biologic calibration of clinical equipment			
Week 4 9/22	• Pure Tone air and bone conduction (AC & BC)	IHS eSIM Audiogram Form	• Audiological evaluation assignment (with Y2 mentor)	11/01
Week 5 9/29	• Audiologic evaluation & Speech audiometry		•	

Week 6 10/06	Putting it all together: Comprehensive audiologic evaluation			
Week 7 10/13	Masking Part I AC & BC Masking	eSIM		
Week 8 10/20	- Speech and language screening - Hearing screening - Health technologies for screenings		Speech, language, and hearing screening assignment	10/25
Week 9 10/27	Masking Part II: Speech masking	eSIM		
Week 10 11/03	- Immittance testing - Tymps * acoustic reflexes			
Week 11 11/10	- Immittance testing cont'd - Billing and coding for audiology			
Week 12 11/17	- Advance immittance procedures (decay, ETD) - Interpreting & Documenting results - SOAP, Chart Note, professional reports			
Week 13 11/24	Earmold Impression Part I		Ear impression assignment	12/06
Week 14 12/01	Ear mold Impressions Part II			
Week 15 12/08	Clinical experiences, interests, Culture trees, career goals round table discussion		- Clinical Practicum Binder (EC) - Culture Trees (EC)	12/01

Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a non-secure digital platform.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information

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

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Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

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Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Disabilities 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 Services to Disabilities Access Center (DAC)** offers a wide range of support services and accommodations for students 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](#).

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 at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Scientific and Research Foundations

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

Standard II-A: Foundations of Practice

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

Standard II-B: Prevention and Screening

- B1. Educating the public and those at risk on prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders
- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span
- B5. Recognizing a concern on the part of medical providers, individuals, caregivers, or other professionals about hearing and/or speech-language problems and/or identifying people at risk to determine a need for hearing screening
- B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements
- B8. Performing developmentally, culturally, and linguistically appropriate hearing screening procedures across the life span
- B9. Referring persons who fail the hearing screening for appropriate audiologic/medical evaluation
- B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function
- B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication
- B12. Screening for speech production skills (e.g., articulation, fluency, resonance, and voice characteristics)
- B13. Referring persons who fail the screening for appropriate speech-language pathology consults, medical evaluation, and/or services, as appropriate
- B14. Evaluating the success of screening and prevention programs through the use of performance measures (i.e., test sensitivity, specificity, and positive predictive value)

Standard II-C: Audiologic Evaluation

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

CSAD 610 Introduction to Clinic

Foundation

- 3. Explain theoretical and applied principles of acoustics, psychoacoustics, non-acoustic stimuli, and electronics as applied to the normal and disordered auditory and vestibular systems.
- 5. Describe the effect that disease processes can have on the body and major organ systems, with special emphasis on the auditory and vestibular systems.
- 8. Explain the impact of hearing disorders on communication for newborns, infants, children, adolescents, adults, elderly and individuals with special needs.
- 11. Describe the science and methods employed, e.g., acoustical and pharmacological, for the preservation of hearing and balance disorders.
- 12. Critically evaluate the research foundation for hearing, balance and communication sciences.

Diagnosis and Management

- 1. Diagnose, triage, treat and manage auditory and vestibular/balance conditions and diseases for patients over the lifespan, including newborns, infants, children, adolescents, adults, elderly and special needs individuals.
- 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.
- 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.
- 11. Present the patient with the sequence of treatment (including preventive care), estimated fees, payment arrangements, time requirements, and the patient's responsibilities for treatment. Apply the informed consent process as it relates to clinical procedures.
- 12. Characterize and implement evidence-based practice methods and a critical evaluation of the literature to provide optimal outcomes for diagnosis and treatment of auditory and vestibular disorders.
- 13. Integrate all aspects of a patient's life (development, participation, environment and culture), as identified by the International Classification of Functioning (ICF), World Health Organization (WHO) and World Health Assembly, May 2001, into the treatment management of patients with hearing and/or balance disorders (See Explanations).

Communication

- 1. Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers.
- 2. Produce professional written reports on the diagnoses, evaluations and consultations encountered during clinical experiences.
- 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.
- 5. Safeguard the privacy and confidentiality of a patient's medical record information.
- 6. Maintain accurate and complete up-to-date patient records, with clear and appropriate documentation of each patient encounter.
- 7. Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members.

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.
- 4. List professional, legal, public health, and public policy issues as they pertain to the various practice settings and community needs.
- 10. Perform basic life support skills for emergencies encountered in audiology practice.
- 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.
- 14. Describe the value of life-long learning in order to stay current with changing medical, technologic and business advances.
- 15. Demonstrate an understanding of how to supervise other audiologists, staff and students, so as to apply this training in future practices.

