



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Semester/Year: Summer 2026	Course: CSAD 630 Clinical Methods: Report Writing	Section: 01
Meeting Days: Wednesday	Meeting Times: 12:00 PM – 1:30 PM	Location: Folsom 2204/ Folsom 1000
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D., CCC-A	Email: s.venkitakrishnan@csus.edu	Instructor: Soumya Venkitakrishnan, Au.D., Ph.D., CCC-A
Office Hours/Appointments: Wednesdays: 9-11 am; Fridays: 10-11 am (By appointment)	Location: Folsom Hall 2404G	

Prerequisite(s): Admission to Doctor of Audiology program. CSAD 610, CSAD 620, CSAD 620C, CSAD 614, CSAD 623

Corequisite(s): 630C

Term typically offered: Summer only.

Description:

CSAD 630: This methods course's focus is on reporting writing and professional communication in audiology. Students will learn about privacy considerations, electronic medical records, structures of clinical reports, and principles of report writing. Students will gain experience writing mock case reports, which will be critiqued and evaluated by clinical faculty.

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: Demonstrate an understanding of professional integrity.	Y
Intercultural/Global Perspectives: Demonstrate relevant knowledge and application of intercultural and/or global perspectives.	Y
Research: Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program	Y

Course Learning Outcomes:

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

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 630 SPECIFIC STUDENT AND COURSE LEARNING OUTCOMES:

1. Give examples of other health professionals with whom audiologists may communicate.
2. Review guidelines for privacy and patient information, including information stored electronically.
3. Report case history, otoscopy, immittance, and audiometry results.
4. Present a case report for a patient seen in clinic.

Textbooks and Materials

Nguyen, N., & Sohns, S. (2025). *Audiology clinical report writing manual*. American Speech-Language-Hearing Association.

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.

Required Online Resources:

Audiology Online (required): Gosalia, A. (2020). *Current HIPAA guidelines for audiologists*. [Current HIPAA Guidelines for Audiology | 35638 | Compliance and Regulatory Issues | Practice Management and Professional Issues \(audiologyonline.com\)](https://www.audiologyonline.com/audiology-ceus/course/current-hipaa-guidelines-for-audiology-35638)

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Course Requirements/Components:

Class Policies

Attendance and Participation

Class attendance is required for this course because much of the learning will occur through in-class discussion, report-writing practice, peer review, and applied activities. Students are allowed no more than one unexcused absence. Students are expected to arrive on time and be prepared to participate in class activities.

Each class meeting is worth 5 points toward the final course grade. Students are expected to actively participate in class discussions, peer-review activities, and group work. Students should complete assigned readings, trainings, or preparatory activities before class meetings. Failure to participate in two class sessions may result in the student's final course grade being lowered by one letter grade.

Assigned Readings and Course Preparation

Students are responsible for all assigned readings, videos, trainings, and course materials, whether or not they are discussed in class. Assigned materials are intended to support students' development of professional clinical report-writing skills, including appropriate documentation of audiologic results, recommendations, privacy considerations, and communication with other professionals.

Professionalism in Written Work

All written assignments should be completed using professional language appropriate for clinical documentation. Reports should be organized, accurate, concise, and written with the intended audience in mind. Students are expected to proofread all reports before submission. Reports should contain minimal spelling, grammar, formatting, or content errors.

Submission Policy

Assignments must be submitted by the posted due date and time. Unless otherwise noted, assignments will be submitted through Canvas. Late assignments will be given a 20% reduction per day late. Most assignments are due by 11:59 on the due date. Anything over this due time is considered late by 1 day (12 am of due date to 11:59 pm; 12 am on the following day will be considered 2 days late, and so on). Ensure to submit the assignment well in advance to avoid connectivity and other issues in submission of assignments. Please make plans to complete your assignments in a timely manner to avoid problems caused by last-minute emergencies etc.

Peer Review

Peer review is an important component of this course. Students will review classmates' clinical reports and provide constructive feedback related to organization, clarity, accuracy, professionalism, and clinical usefulness. Students are expected to provide respectful, specific, and helpful feedback. Peer-review activities are designed to help students revise their own reports and strengthen their ability to evaluate clinical documentation.

Class Assignments

Audiological Evaluation Report

Students will write a mock audiological evaluation report based on provided patient information and test results. The report should include relevant case history, otoscopy, immittance, audiometric findings, interpretation of results, clinical impressions, and recommendations. Students will work on the report in class, then participate in peer review, and submit the final audiological evaluation report by the posted deadline.

This assignment supports the course learning outcome related to reporting case history, otoscopy, immittance, and audiometry results.

Hearing Aid Fitting Report

Students will write a mock hearing aid fitting report based on a provided patient case. The report should document relevant background information, hearing aid selection or fitting details, verification or outcome information as applicable, patient counseling, recommendations, and follow-up plan. Students will begin working on this report in class, participate in peer review, and submit the final hearing aid fitting report by the posted deadline.

This assignment supports students' ability to write clear clinical documentation and communicate recommendations to patients, families, and other professionals.

Hearing Aid Check or Consultation Report

Students will write a mock hearing aid check and/or consultation report based on a provided patient scenario. The report should include the reason for the visit, relevant patient concerns, device or communication needs, clinical actions completed, counseling provided, and recommendations or follow-up plan. Students will work on this report in class and submit the final version according to the Canvas deadline.

This assignment emphasizes concise clinical documentation and appropriate communication of patient progress, concerns, and recommendations.

Tinnitus Evaluation Report

Students will work in groups to develop a mock tinnitus evaluation report based on a provided patient case. The report should include relevant case history, tinnitus-related concerns, assessment information, clinical impressions, counseling considerations, and recommendations for management or referral as appropriate. Students will work on this report in class and submit the assignment according to the Canvas deadline.

This assignment gives students practice documenting specialty clinical information in a professional report format.

AudiologyOnline Training and Quiz

Students will complete the assigned AudiologyOnline training and answer quiz questions through Canvas. This assignment is designed to reinforce course content related to clinical documentation, privacy, professional communication, and/or audiologic practice. The assignment is due by the posted Canvas deadline.

Reflection on Action

At mid-term and finals, the student will answer questions to reflect on their clinical experiences/ actions. For full credit, they must upload this document on Calipso as well.

Final Case Presentation

For the final assignment, students will complete a case report and recorded presentation based on a provided clinical case. All students will receive the same case information; however, students will be assigned different intended audiences for their report. The purpose of this assignment is to demonstrate that clinical information must be written and explained differently depending on the audience, while still maintaining accuracy, professionalism, and appropriate clinical documentation.

Students will write a professional report for their assigned audience and submit the written report through Canvas.

Grading Policy:

Source	Points
Audiological Evaluation Report	15%
Hearing aid Fitting Report	10%
Hearing Aid Check/ Consultation report	10%
Tinnitus Evaluation Report	10%
Audiology Online Webinar + Quiz	10%
Reflection on Action	10%
Final Report	35%

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%

Students who do not pass the course will be required to complete an extended learning project and/or repeat the course to demonstrate the expected knowledge and skills, and to earn credit. Failure to successfully complete this course may result in an extended program of study and not being able to proceed to the next semester.

Consistent submissions resulting in a grade of lower than a B will result in initiation of an Academic Performance Improvement Plan. Once this is initiated, the student needs to pass the APIP goals to pass the class; and also get a grade B or better in the class.

Course Policies/Procedures:

Academic conduct

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

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

Attendance

Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule. Students are advised that instructional faculty may include an attendance policy in courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus. **Greater than two absences will cause the initiation of an academic performance improvement plan (APIP).**

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 practical 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.

TENTATIVE Course Schedule/Outline:

Date	Class Content	Assignments Due
06/10	Review Syllabus, assignments Overview of Report writing	-
06/17	Audiological evaluation report	Mock audiological evaluation report
06/24	Peer review of audiological evaluation report	Submit peer review + final audiological evaluation report
07/01	Hearing aid consultation and fitting reports	Mock hearing aid fitting patient report
07/08	Peer review of hearing aid fitting report	Submit peer review + final HAF report Mid-term Reflection on action Due
07/15	Hearing aid check report	Submit hearing aid checks report + Peer review
07/22	Tinnitus evaluation reports	Work on mock tinnitus evaluation patient report in groups
07/29	Audiology Online: Watch and answer questions on the quiz	Complete HIPAA quiz
08/05	Case presentation due + comment on 2 classmates presentation	Reply to your classmates' comments Final Reflection on action due

Additional Information

Commitment to Integrity:

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

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

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

Understand When You May Drop This Course:

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

Inclusivity:

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

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (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 SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** 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, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD 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 sswd@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

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

CSAD 630 Clinical Methods: Report Writing

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

- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
- A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication
- 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

- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span

Standard II-C: Audiologic Evaluation

- C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors.