



California State University, Sacramento
Department of Communication Sciences and Disorders
Doctorate of Audiology (AuD) Degree
SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2026	Course: CSAD 640: Clinical Methods: Current Topics in Audiology	Section: 01
Meeting Days: Tuesdays	Meeting Times: 12:00 - 12:50pm	Location: Online
Instructor: Serafin Raya, Au.D.		Email: s.raya@csus.edu
Office Hours: Mondays and Wednesdays 4:00-5:00pm		Location: By appointment

Catalogue Course Description:

CSAD 640 Clinical Methods: Current Topics in Audiology

1 Unit

Prerequisite(s): Admission to Doctor of Audiology program; CSAD 610, CSAD 620, CSAD 630

Review and discussion of current and emerging topics in audiology, including supra-threshold auditory deficits, cochlear synaptopathy and hidden hearing loss, post-viral audiovestibular effects, hearing–cognition relationships, cerumen management, biological and regenerative therapeutics, over-the-counter and self-fitting hearing technology, hearables and integrated health sensing, artificial intelligence in audiology, teleaudiology, ecological momentary assessment, and the global public-health model of ear and hearing care. Emphasis is placed on critical appraisal of evidence and translation of research into clinical practice.

Sacramento State Graduate Learning Goals (GLG)

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>	Yes
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Yes
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Yes
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Yes

Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Yes
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Yes

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.

Course Learning Outcome	Components Indicating Competence	Grades Received
1. Critically review and appraise recent literature for current and emerging topics of interest.	Class participation / class presentation / examinations / discussion posts	
2. Discuss the impact of selected topics on future clinical practice and/or capstone research.	Class participation / class presentation / examinations / discussion posts	
3. Discuss ways to incorporate research/clinical findings into current clinical rotations.	Class participation / class presentation / examinations / discussion posts	

Textbooks, Materials, and Online Resources:

All assigned articles and online resources posted on Canvas.

Course Requirements/Components:

- **Supervision assignments (15%):** Second-year students are paired with first-year students to work with clinically for the semester. First-year students observe and participate in graduated aspects of clinic care under supervision. Students submit a supervision plan, a mid-semester reflection, and a final reflection.
- **Discussion posts (30%, x9):** For each current topic, students read the assigned article(s) and post a comment explaining how their clinical practice will change, how the article is relevant, and what they learned. Details on the Canvas Discussion page.
- **Midterm exam (25%):** Covers Weeks 1–7 content.
- **Final exam (25%):** Covers content from entire course.
- **Attendance and professionalism (5%):** Active participation, timely arrival, professional email response (within 48 hours), timely submission of assignments, and professional conduct throughout the semester.

Grading Policy:

Source	% of Grade
Supervision assignments	15%
Discussion posts (x9)	30%
Midterm exam	25%
Final Exam	25%
Attendance and participation	5%

Letter grades are assigned according to the following scores

%	Letter
93-100%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-
67-69.99%	D+
63-69.99%	D
60-62.99%	D-
<60%	F

Attendance Policy

Attendance is required. Students must email the instructor if unable to attend and are responsible for material covered during any absence. Greater than two absences or tardiness instances will initiate an academic performance improvement plan (APIP). If ill, stay home and notify the instructor.

Course Policies/Procedures:

Late Work: All assignments are due by the scheduled deadline. Extension requests must be made as early as possible and will not be granted more than twice per semester. Late submissions are reduced 10% per day. Grades will not be changed to elevate a grade level.

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

Extra Credit: Keeping your camera on during class is entirely optional and is never required for full participation or for any portion of your base grade. As an optional incentive, students who have their camera on for a given class meeting will

earn 0.25% extra credit for that session. This extra credit accrues across the semester up to a maximum of 3% by the time of the final lecture.

Course Schedule/Outline:

Date	Topic/Class Content	Focus & Assignments	Readings
Week 1 - Sept 1	Course Overview	Course expectations	<i>Course Syllabus</i>
Week 2 - Sept 8	Principles of Supervision & Multicultural Responsiveness	Supervision/mentoring models; culturally responsive care. <i>Supervision assignment 1 due.</i>	
Week 3 - Sept 15	Speech-in-Noise Difficulty with a Normal Audiogram & Extended High-Frequency (EHF) Hearing Loss	Supra-threshold deficits; why the standard audiogram misses functional impairment; EHF thresholds and early/subclinical damage detection. <i>Discussion post 1.</i>	• Motlagh et al. (2019) • Mishra (2022)
Week 4 - Sept 22	Cochlear Synaptopathy & Hidden Hearing Loss	Primary neural degeneration; candidate assays and current clinical-validity limits. <i>Discussion post 2.</i>	• Kujawa et al (2015) • Liu J, et al.(2024) • Lokwani & Prabhu (2022) • Bharadwaj HM, et al. (2019)
Week 5 - Sept 29	Post-Viral & Long-COVID Audiovestibular Concerns	Prevalence and course of tinnitus, hearing changes, dizziness/vertigo, and central auditory findings after SARS-CoV-2; assessment implications. <i>Discussion post 3.</i>	• Kaliyappan et al (2022) • Berlot et al. (2023) • Niemczak et al. (2025)
Week 6 - Oct 6	Hearing Loss, Cognition & Dementia	Mechanistic links and clinical implications. <i>Discussion post 4.</i>	• Yu et al. (2024). • Lin (2024) • Yeo et al (2023)
Week 7 - Oct 13	Cerumen Management	Evidence-based, safe cerumen removal and scope of practice. <i>Supervision assignment 2 due.</i>	• Horton et al. (2020)
Week 8 - Oct 20	Midterm Exam	Covers Weeks 1-7	
Week 9 - Oct 27	Inner-Ear Gene Therapy & Regenerative Therapeutics	AAV-mediated OTOF gene therapy trials and outcomes; age-dependent benefit; predictors of response; biological therapies relative to devices. <i>Discussion post 5.</i>	• Lv et al. (2024) • Wang et al. (2024) • Jiang et al. (2026)

Week 10 - Nov 3	OTC, Self-Fitting & Consumer Hearing Technology	Prescription vs. OTC landscape; self-fitting outcomes; role of professional support and verification. <i>Discussion post 6.</i>	• De Sousa et al. (2023) • De Sousa et al (2024) • OTC Meta-analysis (2026)
Week 11 - Nov 10	Hearables, Wearables & Integrated Health Sensing	In-ear physiological monitoring (PPG, heart rate, temperature, fall detection); convergence of hearing aids and health tracking. <i>Discussion post 7.</i>	• Ne et al. (2021) • Choi et al. (2022) • Caduff et al. (2020)
Week 12 - Nov 17	Artificial Intelligence & Machine Learning in Audiology	Automated audiometry, ML-personalized amplification, LLM-generated reports, and ethical/validation challenges. <i>Discussion post 8</i>	• Frosolini et al. (2024) • Tasnim et al. (2024) • Koyama et al. (2024)
Week 13 - Nov 24	Teleaudiology & Remote Hearing Care	Remote fitting/follow-up; local-facilitator model; diagnostic limitations. <i>Discussion Post 9</i>	• Muñoz et al. (2021) • Glista et al. (2023) • Eikelboom et al. (2016)
Week 14 - Dec 1	Global Hearing Health & the Public-Health Model of Ear/Hearing Care	WHO World Report on Hearing; integrated people-centered ear and hearing care; unmet global need; return-on-investment. <i>Supervision assignment 3 due.</i>	• McMahon et al. (2021) • Tordrup et al. (2022)
Week 15 - Dec 8	Review - Course Wrap up		

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.

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. Writing, analytical, and critical-thinking skills are learning outcomes of this course; students must prepare all assignments independently.

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://sacramentostatetext.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. 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 SSWD and meet with a SSWD 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>

StudyMate (tutoring resource): Available in the course CANVAS site
