



California State University, Sacramento
Department of Communication Sciences and
Disorders

Doctor of Audiology (Au.D.)
SYLLABUS & COURSE OUTLINE

Semester/Year: Summer 2026	Course: CSAD710: Clinical Methods Audiology Externship I	Section: 01
Meeting Days: Tuesday/ Thursday	Meeting Times: 6:00-7:25pm PST	Location: Online/ Zoom
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D., CCC-A	Email: s.venkitakrishnan@csus.edu	
Office Hours/Appointments: Wednesdays: 9-11 am; Fridays: 10-11 am (By appointment)	Location: Folsom Hall 2404G	

Catalogue Course Description:

CSAD 710 Clinical Methods: Externship I. 2 Units

Prerequisite(s): [CSAD 520](#)

Corequisite(s): [CSAD 710E](#)

Seminar and discussion of cases from externship placements.

Sacramento State Graduate Learning Goals (GLG)

<u>Sacramento State Graduate Learning Goals (GLG)</u>	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

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.

This course is a weekly combination of synchronous and asynchronous seminar for all 4th year Au. D students. The focus will be on integrating class work with clinical experiences. At the end of the semester, you will demonstrate a strong grasp on this and similar topics:

1. Professional Issues
2. Teleaudiology
3. Ethics & Obligations
4. Professional Communication
5. Case Studies

Course Structure:

Virtual meetings every week. Information will be presented, and coursework will be completed online, asynchronously.

COURSE REQUIREMENTS:

1. Clinical Case presentations (Grand Rounds Style)
2. Discussions forums/class participation
3. CEU Activities
4. Choose your own activity

Grading Policy:

This course is graded as 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>

Grade distribution for assignments are provided in this table: (See details on assignments below)

Assignment	Percentage of the total grade
Clinical Case Study Presentations (2)	40%
Discussion Posts	20%
CEU Activity	10%
Choose your own activity	10%
Reflection on action	5%
Summer Advising	5%
Attendance/Participation/Professionalism	10%

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%

Course Assignments:

Clinical Case Studies- 40 %

Students are required to discuss two (2) case studies per semester. The focus on the case study posting should be less on the pathology and diagnostic work completed and more on the “learning moment” that occurred. For example, a patient may have typical bilateral presbycusis which provided an opportunity for the student to exercise their counseling skills when the patient was resistant to recommendations. Do not be afraid to share mistakes. We want to hear about details of the case but most importantly what you learned from the experience. Students may also choose to describe a case that was handled in particularly skilled manner by their preceptor, such as divulging a difficult diagnosis to the patient, dealing with an upset patient, or presenting information to a patient in a unique way.

HIPAA and PHI

Students are responsible to know what information is considered PHI and to not violate any HIPAA laws (i.e., all cases must be de-identified). Any violations will result in no credit for the case presentation and students may jeopardize their ability to pass the course, ability to obtain licensure, risk getting expelled from their externship.) Please remain mindful of PHI and make sure that any cases are properly de-identified prior to the presentation.

Presentation Details

Each case presentation should be 15 minutes using presentation software such as PowerPoint, Google slides, Prezi or Canva. Presentations should have a title, brief summary of the case, details of the case, results/recommendations and your “learning moment”. There will be 5-minutes remaining for questions/comments. See the rubric on canvas for more information.

Each student is responsible for asking at least one question or comment after each presentation. Questions or comments must be meaningful and relevant to the discussion/presentation. If a student agrees with someone’s response, you must elaborate, comments such as “Ditto, or I agree” will not be accepted as effective participation. Unprofessional responses or judgements will not receive credit. This course assignment should serve as a safe place for everyone to share experiences from their respective clinics, thoughts, questions and to seek advice from fellow colleagues.

For more presentation information, please visit Canvas.

Discussion posts– 20%

Throughout the semester, students will complete three discussion posts related to difficult topics as they arise, and guest speaker preparation. These discussion posts are designed to help students reflect on topics that haven’t been covered during the regular AuD program that are yet important for audiology practice.

Continuing Education Unit (CEU) Activity – 10%

To help students transition to the role of professionals and to become accustomed to required CEU obligations, students will choose one CEU activity during the semester. The CEU activity may be a journal article from a professional peer-reviewed, scholarly publication (e.g., JAAA, AJA, Ear & Hearing, Seminars in Hearing), from an online, live or on-demand webinar (e.g Audiology Online, eAudiology), or a training or conference attendance (e.g State Academy meeting, AAA national conference, manufacturer seminar at an outside site etc.) Note: office visits from manufacturers/ reps to your clinic will not count for this assignment.

Students will share their chosen CEU topic with the class and will post on the Canvas discussion forum by the due date. Each student is then required to comment on at least two classmate’s posts (for due date see Canvas) focusing on what they are interested in learning about the topic or sharing any relevant experiences. If a post already has two comments, please select a different post to respond to (as best you can).

Students will be given dedicated class time during one of the class weeks to work on their CEU activity.

Presentations will take place in Week 9 and should include the following elements:

- Title and source of the CEU activity
- A summary of the content
- Key take-aways
- A personal “learning moment”
- How you plan to apply what you learned to your clinical practice.

Choose Your Own Activity – 10%

For this activity, you may choose one of the following:

Option 1: Meet with your preceptor and identify a resource that you could develop for the clinic.

- Obtain preceptor approval and input
- Use evidence-based practice and develop a resource that will benefit the practice and/or its patients. Site references used in the resources. Examples include writing up a clinical protocol, creating a brochure, creating a patient handout or other resource guide, developing a hearing aid pairing guide, etc.
- A sample of the final created resource (PDF, link to a video etc.) should be uploaded to the drop box on the Canvas by the due date
- Activity form needs to be submitted with the supervisor’s signature.

Option 2: Volunteer Activity for 2 hours

- Community service for the profession and the general public is essential to becoming a well-rounded professional and individual. Volunteer service may include but is not limited to

- Community health fairs
- Volunteering at an audiology conference
- Special interest groups (e.g. a CI support group or HLAA meeting)
- Presentations to the community related to audiology.
- Providing support to your site's sponsored audiological events
- Other humanitarian activities' (cancer walk, food bank etc.)
- This activity should be documented by completing the Activity form on Canvas, which requires a signature from the organization and/or activity representative and should be uploaded to the Canvas page by the due date. Incomplete forms will not be accepted and less than 2 hours of volunteer service will not receive credit.
- Please make copies of the form if multiple activities are needed to meet the 2-hour requirement. Please note that students are required to sign the form in order to attest to completion of this requirement.

Students will share their chosen activity with the class and will post on the Canvas discussion forum by the due date. Each student is then required to comment on at least two classmates' posts (for due date see Canvas) focusing on what they learnt about the activity or sharing any relevant experiences. If a post already has two comments, please select a different post to respond to (as best you can).

Students will be given dedicated class time in one of the weeks to work on their chosen activity. Presentations will take place in Week 9 and should include the following elements:

- Chosen activity (clinic resource or volunteer event)
- A summary of the content/experience
- Key take-aways
- A personal "learning moment"

Reflection on action – 5%

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

Summer Advising- 5%

Students are responsible for signing up for a 15-minute check-in with the Audiology Clinical Education Coordinator (Dr. Ariel Cassar). Please use the Zoom link and join the meeting only during your assigned time slot.

Please use the following link to sign up for a slot: <https://calendly.com/ariel-cassar/csad710e-advising>. Please submit a screenshot of the completion of sign-up to signing up for credit for this assignment.

Attendance/ Participation/ Professionalism – 10%

Classroom participation includes asking/ answering questions and engaging in discussion during case presentation and other discussions throughout the semester. **Professionalism** will include timely arrival in class, timely and professional response to emails (within 48 hours), engaging in the class, timely submission of assignments, no mobile phone use in the class except for emergencies, use of professional language in class, and with classmates, keeping camera on whenever possible on zoom; and being available to engage and present in the class; not interrupting other students/ faculty, and utilizing appropriate turn-taking skills, etc.

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.

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.

Tentative Course Schedule

This schedule is tentative and is subject to change.

Dates/Week	Agenda	Assignment
Week 1: June 9 th & June 11 th	Course /Expectations Syllabus Review Research/prepare topic for your CEU Activity + Choose your Own Activity	Discussion Post I: Questions for content areas to discuss on
Week 2: June 16 th & June 18 th	Discussion on externship site/ Own topics Discussion Post II	Discussion Post II: Questions for Guest speaker #1
Week 3: June 23 rd & June 25 th	Guest speaker from Sacramento Regional Family Justice Center Plan for your CEU activity & choose your own activity topic	Thank you for Guest speaker #1 Work on plan for CEU activity/ Choose your own activity
Week 4: June 30 th & July 2 nd	Suicide Prevention Protocol + Resources: Dr. Darla Hagge Prepare case presentations	Thank you for Guest speaker #2 Prepare case presentations
Week 5 July 7 th & July 9 th	Grand Rounds #1: Group 1 Grand Rounds #1: Group 2	Discussion Post III: Questions for Guest Speaker #3 due
Week 6 July 14 th & July 16 th	Guest speaker #3: Dr. Deb Abel Work on CEU activity (due next week)	Thank you for Guest speaker #3 Reflection on action for mid-term due (Canvas + Calipso)
Week 7 July 21 st & July 23 rd	Submit CEU activity Watch and Comment on classmates' CEU activity Summer Advising	Submit CEU activity + recording Post on your classmates CEU + choose your own activity (Thursday) Schedule an appointment for advising with Dr. Cassar
Week 8 July 28 th & July 30 th	Grand Rounds #2: Part 1 Grand Rounds #2: Part 2	Submit Grand Rounds #2: recording + view classmates' presentations Comment on 2 classmates' presentations
Week 9 August 4 th & August 6 th	Present 'choose your own activity' Reflection on action: Final	Submit 'choose your own activity' recording Post on your classmates choose your own activity

Hornet Honor Code

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

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

As Hornets, we will:

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

Academic conduct

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

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

Commitment to Integrity

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

Sac State's Academic Honesty Policy & Procedures

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

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

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual (7th edition.) All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course

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

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at dac@csus.edu Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

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

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

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

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

Other Resources

The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>

Testing Center: <https://www.csus.edu/testing/>

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

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

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

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

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

CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>

Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Knowledge and Skills Outcome (KASO) Standards Met:

This class will fulfill, in whole or in part, the following KASO Standards as required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). Click links for detailed description of standards.

2020 Certification Standards

Standard II A: A5, A7, A8, A10, A12, A13, A14, A15, A16, A17, A18, A20, A21
Standard II B: B1, B2, B3, B6, B7, B9, B13
Standard II C: C1, C2, C3, C4, C5, C7, C8, C9, C10, C11, C14
Standard II D: D3, D9
Standard II E: E3-29
Standard II F: F1-13, F103
Standard III.1: 1A, 2A, 3A, 4A, 5A, 6A

2023 Accreditation Standards

3.1.1 A: 1 – 10
3.1.2 A: 2, 8, 9, 12, 13
3.1.3 A: 1, 2, 3, 5, 6, 8, 9
3.1.4 A: 1 – 24
3.1.5 A: 1 – 18
3.1.6 A: 1 - 9

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, F4, F5, F9, F10, F12

Diagnosis and Management: D6, D7, D8, D9, D10, D12, D13, D14

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

Professional Responsibilities and Values: P1, P2, P3, P4, P5, P6, P10, P12, P13, P14, P15, P16 P17