



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2022	Course: CSAD620: Clinical methods – Communicating with patients	Section: 01
Meeting Days: Mondays	Meeting Times: 12:00-12:50pm	Location: Folsom 2204 or Zoom
Instructor: Laura Gaeta, Ph.D.	Email: <a href="mailto:lgaeta@csus.edu">lgaeta@csus.edu</a>	Phone: 916-278-4701
Office Location: Folsom 2207A or Zoom	Office Hours/Appointments: Monday 1:00-2:30pm, Thursday 12:00-1:30pm, or by appointment	

#### Catalog Course Description:

CSAD 620. Clinical methods: Communicating with patients

1 Unit

**Prerequisite(s):** Admission to the Doctor of Audiology program; CSAD 610

**Corequisite(s):** CSAD 620C

**Term Typically Offered:** Spring only

Communicating with patients. The nature of health communication among providers, patients, families, and caregivers. Topics related to multicultural issues will also be presented.

#### Place of Course in Program

This methods course focuses on communicating with patients and families. Students will learn about styles of communication, strategies for resolution and decision-making, the audiologist-patient relationship, and patient advocacy. Multicultural aspects of communication will also be discussed.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y
<b>Research:</b> <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	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. See the program's Academic Performance Improvement Plan (APIP) policy at <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/audiology/csad-apip-policy-spring-2020.pdf>

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### GRADUATE EXPECTED LEARNER OUTCOMES (ELO)

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

1. List factors to consider in the audiologist-patient relationship.
2. Describe the role of the audiologist in the decision-making process.
3. Discuss strategies for facilitating decision-making.
4. Identify resources for patient advocacy.
5. Evaluate clinical scenarios for appropriate use of interpreters.
6. Use clinical, ethical, and legal guidelines for the provision of culturally- and linguistically-appropriate services.
7. Establish appropriate assessment and rehabilitative approaches and procedures for non-English speaking populations.
8. Give examples of strategies for assessing speech recognition for non-English speaking patients.

ELO	Component Indicating Competency	Grade(s) Received
1	Reflection board post; class participation; grand rounds presentation; G&G	
2	Reflection board post; class participation; grand rounds presentation; G&G	
3	Reflection board post; class participation; reflection-on-action forms; G&G	
4	Class participation; grand rounds presentation; G&G	
5	Reflection board post; class participation; grand rounds presentation; G&G	
6	Class participation; reflection board post; grand rounds presentation; G&G	

7	Reflection board post; class participation; G&G	
8	Class participation; G&G	

**Textbooks and Materials:**

No textbook is required. See Canvas for readings and other materials.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org10.1037/0000165-000>

**Online Resources:**

This course utilizes Canvas. All course materials will be available on Canvas.

**Course Requirements/Components:**

**Course Format**

Seminar

**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 required to actively participate in class discussions and read/view any assigned materials prior to class meetings.

**Class Attendance:**

Students are expected to arrive on time as class begins at 12:00pm. The class period is 50 minutes. If a student is unable to attend class, it is the student’s responsibility to notify the instructor before class. Attendance is required and worth up to 30 points, and the instructor will determine the distribution of these points. After three unexcused absences, an APIP will be initiated, and the attendance grade may be affected.

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

**Class Assignments:**

Course grades will be based on attendance and participation, assignments (14 G&G, 14 Reflection posts), observer feedback, and a grand rounds presentation. Assignments must be submitted on time. Assignments that are submitted after the due date/time will be deducted points based on the rubric. If more than three days have elapsed from the original due date, students will receive 0 points for the assignment. Any instances of academic misconduct

will result in a 0 on that assignment or exam and will be reported according to department- and campus-level policies.

Rubrics for all assignments will be available on Canvas. Turnitin.com will be used for written assignments submitted online.

Classes may not be recorded without permission from the instructor through SSWD accommodations.

For students who become ill or who are placed under quarantine during the COVID-19 pandemic, contact the instructor so that due dates for the below assignments can be adjusted (student will not be penalized in these cases). Follow the Sacramento County Public Health Department's advice: frequently wash hands with warm, soapy water for at least 20 seconds; avoid touching eyes, nose, and mouth; cover coughs and sneezes with a tissue then throw the tissue in the trash; and stay home when you are sick. For information about COVID-19 assessment and remote learning, students are directed to the Sac State mobile app.

**G&G assignments:** There will be 14 "G&G" assignments in this course. These assignments are designed to help students reflect on their clinical performance from the past week. Information about these weekly assignments can be found on Canvas.

**Reflection discussion board posts:** There are 14 discussion board posts in this course, and students will respond and reflect on a different question each week. See Canvas for assignment details, requirements for responses, and the rubric.

**Reflection-on-action forms:** Students will submit a midterm and final week evaluation of their performance in clinic. This form can be found on Canvas.

**Grand rounds presentation:** Students will present a case from clinic using the grand rounds format and an evidence-based approach around any of the topics discussed in the course. Requirements for the presentation can be found on Canvas.

### Grading:

Activity	Points Available	Points Earned	Percentage of Grade
G&G (5 points each x 14)	70		35%
Reflection board post (5 points each x 12)	60		30%
Grand rounds presentation	30		15%
Reflection-on-action form (midterm)	5		2.5%
Reflection-on-action form (final)	5		2.5%
Participation and attendance	30		30%
TOTAL COURSE POINTS AVAILABLE	200		

### Overall percentage needed:

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

Letter	%
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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%

Note: Scores that are on the border between two grades will be rounded (e.g. 94.5% will be 95%, 89.5 will be 90%, etc.) Scores that will round to another letter grade by the second digit after the decimal place (e.g., 89.45) will round to the tens decimal place and follow the first note (e.g., 89.5 will round to 90%).

## **Au.D. Program 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 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.

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 practica 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.

## Communication and Emergency Information

If a faculty member is not available during the semester, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality.

## TENTATIVE Course Schedule/Outline:

Date	Topic	Homework/Readings	Due Date
01/24	Introduction to class Reflection #1 assigned	None.	
01/31	Patient-centered care	See Canvas	Glow and grow #1 Reflection #1
02/07	Communication lecture	See Canvas	Glow and grow #2 Reflection #2
02/14	Adults and older adults	See Canvas	Glow and grow #3 Reflection #3
02/21	Darla Hagge, Ph.D., CCC-SLP guest lecture Patients with aphasia	See Canvas	Glow and grow #4 Reflection #4
02/28	Licia King, CCHAT Center guest lecture Parent of twins with hearing loss	See Canvas	Glow and grow #5 Reflection #5
03/07	Working with children and other professionals  Audiologists and decision making	See Canvas	Glow and grow #6 Reflection #6
03/14	Tonia Davis, Ph.D., CCC-SLP Patients with developmental disabilities	See Canvas	Reflection-on-action form due

			Glow and grow #7 Reflection #7
03/21	<i>Spring break – No class</i>		
03/28	Patient advocacy, guest speaker	See Canvas	Glow and grow #8 Reflection #8
04/04	Cultural and linguistic diversity in audiology	See Canvas	Glow and grow #9 Reflection #9
04/11	Working with Spanish-speaking patients, guest speaker	See Canvas	Glow and grow #10 Reflection #10
04/18	Interpreters and health literacy	See Canvas	Glow and grow #11 Reflection #11
04/25	Case presentations (#1-2)		Glow and grow #12
05/02	Case presentations (#3-5)		Reflection-on-action form due Glow and grow #13
05/09	Case presentations (#6-7) Last day of class		Glow and grow #14 Reflection #12
05/16	Finals week – No final exam		

## 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 nonsecure digital platform.

### Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

## 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

## 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: <https://www.csus.edu/umannual/student/stu-100.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](mailto:sswd@csus.edu).

*Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>*

## 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](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## Title IX

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

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

Student Health & Counseling Services at The WELL On Campus  
Phone Number: 916-278-6461  
Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen  
Email: [weave@csus.edu](mailto:weave@csus.edu)  
On Campus Phone Number: 916-278-5850 (during business hours)  
WEAVE 24/7 Hotline: 916-920-2952

## CSUS Grading Policy

Information for students regarding grading is provided here:  
<https://www.csus.edu/umannual/acad/umg05150.htm>

## 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](mailto:stark@csus.edu)
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
- 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): 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. <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

## **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
- A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)

## **Standard II-B: Prevention and Screening**

- B4. Utilizing instrument(s) (i.e. sound-level meter, dosimeter, etc.) to determine ambient noise levels and providing strategies for reducing noise and reverberation time in educational, occupational, and other settings

## **Standard II-E: Audiologic Rehabilitation Across the Life Span**

- E9. Defining appropriate electroacoustic characteristics of amplification fittings based on frequency-gain characteristics, maximum output sound-pressure level, and input–output characteristics
- E10. Verifying that amplification devices meet quality control and American National Standards Institute (ANSI) standards