



California State University, Sacramento
 Department of Communication Sciences and Disorders
 GRADUATE (AuD) SYLLABUS

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2022	Course: CSAD 653: Diagnosis and Management of Vestibular Disorders	Section: 01
Meeting Days: Thursdays	Meeting Times: 6:00PM – 8:50PM	Location: Folsom 2204 (Computer Lab), 2 nd Floor Vestibular Lab, 1 st Floor Clinic and/or Zoom
Instructor: Christine Vong, AuD., CCC-A	Email: Christine.vong@csus.edu	Phone: 916-278-4867
Office Location: Folsom Hall 2000	Office Hours/Appointments: Thursday 5:15PM – 6:00PM or Zoom by appointment. <i>Instructor will typically respond to emails within a 24-48-hour time period, excluding weekends.</i>	

CATALOG COURSE DESCRIPTION

CSAD 653: Diagnosis and Management of Vestibular Disorder

3 Units

Prerequisite(s): Admission to Doctor of Audiology program; CSAD611, CSAD612, CSAD613, CSAD614, CSAD621, CSAD622, CSAD622L, CSAD623, CSAD624, CSAD631, CSAD632, CSAD641, CSAD641L, CSAD642, CSAD643

Term Typically Offered: Spring only

Description: Anatomical and physiological bases of the vestibular system, including congenital, peripheral and central, and neurologic factors will also be introduced. Physiological measures of the vestibular system, clinical assessment, and management and rehabilitation.

PLACE OF COURSE IN PROGRAM:

This course provides students with the foundations of disorders of the vestibular system, diagnostic procedures, and management of vestibular disorders. Students will learn the mechanisms behind common vestibular assessments and the support for rehabilitation techniques. This course will prepare students to perform these assessments at off-campus rotations.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	N

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.

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

CSAD 653 SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. Identify the key structures and functions of the vestibular system
2. Describe the role of the nervous system (vestibular, ocular, motor) in maintaining balance and equilibrium
3. Explain the pathophysiology of common vestibular disorders
4. List the main components of a case history for evaluating patients with suspected vestibular disorders
5. Perform common clinical vestibular tests
6. Describe how disorders will impact testing and test results
7. Interpret the results of various diagnostic procedures
8. Develop recommendations (audiologic, medical, non-medical, referral) for patients based on test results
9. State examples of interprofessional management strategies with physical therapists

Graduate Learner Outcome	Component Indicating Competence	Grade Received
1	Laboratory assignments, oral presentations, exam 1, exam 2, and final exam	
2	Laboratory assignments, oral presentations, exam 1, exam 2, and final exam	
3	Laboratory assignments, oral presentations, exam 1, exam 2, and final exam	
4	Laboratory assignments, oral presentations, exam 1, exam 2, and final exam	
5	Laboratory assignments and practical exam	
6	Laboratory assignments, oral presentations, exam 1, exam 2, and final exam	
7	Laboratory assignments, oral presentations, exam 1, exam 2, and final exam	
8	Oral presentations and final exam	
9	Oral presentations and final exam	

TEXTBOOKS AND MATERIALS

USB Stick

Jacobson, Gary P., et al. (2021). *Balance Function Assessment and Management: Third Edition*, Plural Publishing, Incorporated. ISBN: 1-63550-199-7

Publication Manual of the American Psychological Association: Seventh Edition. American Psychological Association. ISBN: 978-1-4338-3217-8

ONLINE RESOURCES

All course materials and assigned articles will be available on Canvas.

COURSE REQUIREMENTS/COMPONENTS:

COURSE FORMAT

Lecture and laboratory

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. Articles can be found on Canvas under “Module.”

CLASS PARTICIPATION

Students are expected to actively participate in class discussions.

CLASS ATTENDANCE

Classroom attendance is required for this course. If the student is unable to attend a scheduled class session, it is the student's responsibility to notify the instructor before class and to receive notes from the classmates. No more than three unexcused absences are allowed. ***Acceptable excused absence is personal illness with a doctor's note, personal medical appointment with a doctor's note, funeral services, jury duty, justifiable personal reasons (an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of their religion, attendance at religious retreats), to attend their naturalization ceremony to become a United States citizen, or to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in CA Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment. An excused absence can only be granted by the course instructor.*** Absences that does not follow the circumstances are considered unexcused absences. Family members/significant others may contact the course coordinator on behalf of students who are hospitalized or are otherwise unable to speak directly with the course instructor. These absences will result in a zero on attendance. Students are expected to arrive on time as class begins at 6:00PM. Recording is allowed if a student has accommodation.

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. 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>

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see <https://www.csus.edu/compliance/risk-management/coronavirus.html> and <https://www.csus.edu/return-to-campus/return-to-campus-faq.html> for more information and updates.

COURSE GRADES

Course grades will be based on lab assignments, attendance, oral presentation, and exams.

LABORATORY ASSIGNMENTS

Purpose: To prepare students to perform vestibular assessment at off-campus rotations. There are at least seven designated laboratory days. The instructor will demonstrate how to perform each test/assignment during these days (See syllabus). ***Students are expected to take notes during demonstration and to use these designated days to complete their assignments on a test subject (preferably a classmate) under supervision.*** Laboratory assignment due dates are on the syllabus. If the student missed the lab, it is the student's responsibility to get the notes from the classmate. The student should then notify and coordinate with the instructor which lab assignment needs to be completed under supervision as soon as possible. Keep in mind that there are designated lab days (see syllabus). If the student is unable to submit lab assignments by the due date (see syllabus), it will result in zero.

“Patient's Name” on the software should be the ***student's name—not the test subject's name.*** Test sessions should be downloaded on a USB stick (as the vestibular computer may not have reliable internet connection) and submitted on Canvas.

ORAL PRESENTATIONS

Each student will select a vestibular disorder to present (first come first serve) during Spring Recess. See syllabus for date. Lecturer will give an example of an oral presentation along with a rubric (see syllabus for date). The PowerPoints must be submitted on Canvas at least 48 hours prior to the date of the presentation.

The presentations should include: (1) Description of the vestibular disorder, (2) Prevalence and incidence, (3) Site of lesion, (4) The effects of the vestibular disorder on balance and/or hearing, (4) Diagnostic criteria & expected balance test results, (5) Recommendation/referral for the patients based on test results, and (6) Medical and/or surgical management available to the patient. It is required to use APA format to cite your sources.

List of Vestibular Disorders: (1) Labyrinthitis versus Vestibular Neuritis, (2) Meniere’s Disease versus Endolymphatic Hydrops, (3) Autoimmune Inner Ear Disease, (4) Superior Semicircular Canal Dehiscence versus Perilymph Fistula, (5) Vestibular Schwannoma, (6) Enlarged Vestibular Aqueduct versus Pendred Syndrome, (7) Migraine-Associated Vertigo.

EXAM

There will be four exams in the course. Exam 1, exam 2, and final exam will consist of multiple choice, true/false, matching, fill in the blank, dropdown questions, and etc. For the practical exam, students will be asked to complete one aspect of vestibular testing; students should be prepared to perform all aspects of the testing procedures demonstrated in class.

Exam Absences:

An unexcused absence will result in zero points for the exam. An excused absence can only be granted by the course instructor. It is the student’s responsibility to contact the instructor within the first two weeks of the semester if they are unable to sit for the exam. Family members/significant others may contact the course coordinator on behalf of students who are hospitalized or are otherwise unable to speak directly with the course instructor. It is the student’s responsibility to contact the instructor about rescheduling the exam. Scheduling conflicts due to work or family travel are not eligible for make-up exams; these absences will result in a zero on the exam. Students with accommodations should notify the instructor early in the semester to allow for accommodations for the full semester (i.e., a student who notifies the instructor of accommodations halfway through the semester may have those accommodations for the remaining assignments of the semester; past assignments and exams cannot be retaken). If a student is given permission to miss an exam, a make-up exam will be administered during the week prior to the final exam. The make-up exam may be formatted differently from the original exam at the discretion of the course instructor.

Exam Procedures:

All exams are closed-book and closed-note; no outside resources are permitted unless otherwise noted. Exam 1 and Exam 2 are 90 minutes each and have 50 questions each. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodation, 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.

GRADING

Activity	Points Available	Points Earned	Percentage of Grade
Laboratory Assignments	55 (11 assignments)		5%
Attendance	55 (11 days, non-exam/presentation days)		5%
Oral Presentation	100		10%
Written Exam 1	200		20%
Written Exam 2	200		20%
Practical Final Exam	200		20%
Comprehensive Final Exam	200		20%
TOTAL COURSE POINTS AVAILABLE	1010		100%

OVERALL PERCENTAGE NEEDED

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

Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%

Grade	Percentage
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
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/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.

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.

TENTATIVE COURSE SCHEDULE/OUTLINE

Week/ Date	Topic	Vestibular Lab	Reading
(1) 1/27	Course Introduction Anatomy & Physiology of the Ocular Motor System Anatomy & Physiology of the Vestibular System Biomechanics and Physiology of Balance		Chapter 3-5 Article
(2) 2/3	Neurophysiology of Vestibular Compensation The Vestibular Case History Assessing Dizziness-Related Quality of Life		Chapter 6-8 Article
(3) 2/10	Bedside Assessment of the Vestibular System Eye Movement Recording and Ocular Motility Testing Positional Testing	Headshake Test Ocular Motility Test Positional Test	Chapter 9-11 Article
(4) 2/17	Caloric Testing Rotational Vestibular Assessment	Bithermal Caloric Rotational Testing	Chapter 12-14 Article
(5) 2/24	Video Head Impulse Test (vHIT) REVIEW FOR EXAM 1	vHIT	Chapter 3-14 Article
(6) 3/3	WRITTEN EXAM 1	Lab Practice (if needed) LAB DUE (at 11:59PM)	
(7) 3/10	Computerized Dynamic Posturography Vestibular Evoked Myogenic Potentials (VEMPs)	Modified Clinical Test of Sensory Integration of Balance (mCTSIB) cVEMP oVEMP	Chapter 15-17 Article
(8) 3/17	Electrocochleography (ECoChG) Pediatric Vestibular Testing Vestibular Balance Therapy for Children	ECoChG	Chapter 11, 18-19 Article
(9) 3/24	SPRING RECESS. Students select vestibular disorder for oral presentation		
(10) 3/31	Positional Treatment Oral Presentation Example (BPPV) <i>REVIEW FOR EXAM 2</i>	Maneuvers to treat BPPV	Chapter 3-19 Article
(11) 4/7	WRITTEN EXAM 2 (will include materials from Chapter 3-14)	Lab Practice (if needed) LAB DUE (at 11:59PM)	
(12) 4/14	Medical Management of Vertigo That is Otologic in Origin Surgical Management of Vertigo That is Otologic in Origin Neurologic Origins of Dizziness and Vertigo	Lab Practice	Chapter 20-22 Article
(13) 4/21	Behavioral Factors in Dizziness and Vertigo Vestibular Rehabilitation The Aging Vestibular System: Implication for Rehabilitation	Lab Practice	Chapter 23-25 Article
(14) 4/28	Topographical Localization of Vestibular System Impairment Challenging Cases ORAL PRESENTATIONS	Lab Practice	Chapter 26-27 Article
(15) 5/5	PRACTICAL EXAM BASED ON TIME SLOT		
(16) 5/12	IPE with DPT (tentative) <i>REVIEW FOR FINAL EXAM</i>		Chapter 3-27 Article
(17) TBA	COMPREHENSIVE FINAL EXAM		

Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.

For additional information, please review the CSAD Handbooks website:
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.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 to this website: <https://www.csus.edu/information-resources-technology/canvas/canvas-for-students.html>

- ***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.

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: <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 they 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

Standard II-A: Foundations of Practice

- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems

Standard II-C: Audiologic Evaluation

- C1. Reviewing and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors
- C2. Completing a case history and client/patient narrative
- C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function
- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system
- C14. Selecting, performing, and interpreting vestibular testing, including electronystagmography (ENG)/videonystagmography (VNG), ocular vestibular-evoked myogenic potential (oVEMP), and cervical vestibular-evoked myogenic potential (cVEMP)
- Applicant has demonstrated knowledge of:
 - C17. Posturography
 - C18. Rotary chair tests
 - C19. Video head impulse testing (vHIT)

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E26. Providing canalith repositioning for clients/patients diagnosed with benign paroxysmal positional vertigo (BPPV)
- E27. Providing intervention for central and peripheral vestibular deficits