



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE (AuD) SYLLABUS

Table 1: Class Information

Semester/Year: Spring 2024	Course: CSAD 652: Pediatric Habilitation (3 units)	Section: 01
Meeting Days: Wednesday	Meeting Times: 5:00 pm – 7:50 pm	Location: Folsom Hall 1049
Instructor: Kelly Miller, Au.D.	Email: <a href="mailto:Kelly.miller@csus.edu">Kelly.miller@csus.edu</a>	Phone: Email preferred
Office Location: Zoom	Office Hours/Appointments: By Appointment	

Catalogue Course Description:

<https://catalog.csus.edu/courses-a-z/csad/csad.pdf>

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

**Corequisite(s):**

**Term typically offered:** Spring only

**Description:** Early identification, assessment, and habilitation for infants and children with hearing loss. Focus on speech and language outcomes, communication strategies, technology and counseling of families.

Place of Course in Program

CSAD652: This course prepares students for serving children who have hearing loss, as well as their families. Students will learn about the importance of early intervention, assessment, habilitation, and communication in working with children with hearing loss.

Table 2: Sacramento State Graduate Learning Goals for the 21st Century (GLG)

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 LEARNING OUTCOMES**

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 on 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.

**NOTE: Students who have a grade less than a B (i.e. B- or lower) on the assignments or exams, instructor will initiate an APIP.**

**CSAD 652 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Outline major milestones in the typical development of speech and language
2. Describe the effects of hearing loss on speech and language perception and production in children
3. Explain assessment procedures for an infant, young child, and school-aged child
4. Identify resources for early identification and intervention for children with hearing loss in California
5. Describe the role of a pediatric audiologist in the identification, assessment, intervention, and management of a child with hearing loss.
6. Explain procedures for managing hearing loss in an infant or child, including devices, speech-language therapy and classroom management.
7. Describe the role of the family and/or caregiver in the habilitation of children with hearing loss

Table 2: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
1-7	Class participation	
1-5	Midterm exam	
1-7	Pediatric Counseling Presentation	
1-7	Final exam	

### Textbooks and Materials:

Required texts

*Madell, J.R., Flexer, C., Wolfe, J., Shafer, E.C. (2019). Pediatric Audiology: Diagnosis, Technology, and Management.*

*Cole, E.B., Flexer, C. (2020). Children with Hearing Loss. Developing Listening and Talking. 4<sup>th</sup> Edition.*

Publication Manual of the American Psychological Association, Seventh Edition (2020).

[https://csus.instructure.com/courses/70571/discussion\\_topics/898720](https://csus.instructure.com/courses/70571/discussion_topics/898720)

### Online Resources:

Canvas

PubMed

<https://www.successforkidswithhearingloss.com/>

<https://leadkfamilyservices.org/>

### Course Requirements/Components:

Course Format: Lecture (Zoom or in-person as noted on course schedule). If there is a change to schedule, you will be notified via email. In-person instruction will be at Folsom Hall 2204 on CSUS campus.

## Examinations

**There will be a midterm and final. The final exam will be comprehensive.** Examinations will be in person and must be completed during the scheduled timeframe. Examinations will be based on class lectures, assigned readings, class activities/homework, and discussions. Exams may be composed of multiple choice, true/false, matching and/or short answer questions.

In the case of a documented medical emergency prior to the exam, you will be required to notify me in advance of the exam and provide documentation of the illness/injury or emergency. Make-up exams will be scheduled during the last week of classes and may be essay format. If you do not complete one or more of the exams by the last day of the final exam period, you may receive a "0" on your exam(s) as per instructor discretion. ***Please note that you remain individually responsible for being aware of your exam dates and times posted in the course syllabus.***

## Assignments:

### 1. Pediatric Counseling Presentation

The student will be provided with a fictitious pediatric patient. The information provided will include: patient demographics, audiologic results, medical history and educational history. Through role-play, the student will be the audiologist and a classmate or instructor will be the family member or caregiver of the pediatric patient. The student is expected to explain results, answer questions and make appropriate recommendations.

***Emailed assignments will not be accepted. Late assignments will be reduced by 20% per day and the late penalty will be applied at the time the assignment is received by the instructor.***

Student travel policy: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/policy/csad-student-travel-policy.pdf>

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.

## Grading Policy:

Table 3: Course Requirements and Grade Distribution

Source	Points	% of Grade
Dr. Miller's Stupid Questions	50	5%
Class participation	50	5%
IEP Simulation	50	5%
Midterm Exam	200	20%

Pediatric Counseling Presentation	250	25%
Final Exam	400	40%
Total	1000	100%

Letter grades are assigned according to the following scores:

*Table 4: Points, Percentages and Letter Grades*

### Grading

Letter	%
A	93-100%
A-	90-92.99%
B+	87-89.99%
<b>B</b>	<b>83-86.99%</b>
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 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.

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.

Classroom attendance is necessary. **No more than 1 unexcused absence** is allowed. Students are expected to arrive on time at 6:00pm on Monday and Wednesday. Unexcused absences can reduce student's participation grade. In addition, an APIP may be initiated to address attendance.

### **Participation**

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 readings are discussed in class or not. Readings are required and it is expected they will be read prior to the class in which they will be discussed. The class participation grade will be calculated by student's ability to explain reading material when asked, student's meaningful, thoughtful contributions to further class discussion with comments and/or questions.

### **Late Work**

No late work will be accepted unless there is a documented emergency for which you have written proof that occurred the day work was due. Any missed assignments due to the documented emergency will be due the day the student returns to class.

### **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.

I will respond to emails within 24 hours and will not respond on weekends, university or federal holidays. If email questions posed cannot be simply answered in 1-3 sentences and/or have questions regarding graded materials or results, please contact me during my scheduled office hours.

### TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment	Notes
01/24	Introduction to Course/Review	Syllabus Review  <u><a href="#">Additional resource on Canvas under Module Week 1</a></u> Pediatric Audiometric Testing Recommendations		Folsom Hall 1049
01/24	Communication Approaches for Managing Children with Hearing Loss	Chapter 27 Madell, Flexer, Wolfe & Schafer  <u><a href="#">Additional readings on Canvas under Module Week 1</a></u> Decision Guide to Communication Choices For Parents of Children Who are Deaf and Hard of Hearing  Total Communication – Hands and Voices  Communication Choices Chapter 2 eBook  Guest Speaker: Tonia Davis, PhD CCC-SLP		Folsom Hall 1049
01/31	Speech and Language Development	Chapters 8 & 9 Cole & Flexer  <a href="https://www.asha.org/public/speech/development/chart">https://www.asha.org/public/speech/development/chart</a>  Guest Speaker:		Folsom Hall 1049
01/31	Listening and Spoken Language (LSL/AVT)	Chapter 10 pages 255-287 Role of the LSL Practitioner Cole & Flexer		Folsom Hall 1049
01/31	Intervention	Chapter 6 Cole & Flexer		Folsom Hall 1049
02/07	Overview Pediatric Amplification,	Chapter 5 Cole & Flexer, pages 144-154, 155-156,		Zoom

	Options and Verification			
02/07	Pediatric Amplification Continued	Additional reading on Canvas under Module Week 4 Chapter 5 Hearing Aid Use and Orientation McCreery & Walker (2017)		Folsom Hall 1049
02/21	Infant Habilitation (Birth to 3 years of age)	My Baby Has a Hearing Loss (on Canvas Module Week 5)  Weisleder, A., & Fernald, A. (2013). Talking to children matters: Early language experience strengthens processing and builds vocabulary. <i>Psychological Science</i> , 24(11), 2143-2152.  Chapters 28 Madell, Flexer, Wolfe & Schafer		Folsom Hall 1049
02/21	Infant Habilitation (Birth to 3 years of age)	Chapters 28 Madell, Flexer, Wolfe & Schafer  Chapter 29 Madell, Flexer, Wolfe & Schafer		Folsom Hall 1049
02/28	Pediatric Hands On Practice			Maryjane Rees Audiology Clinic
3/6	Guest Lecture	Sarah Benner- Phonak		Zoom
03/06	Young Child Habilitation (3 years to 5 years of age)	Chapter 30 pages 925-932 Madell, Flexer, Wolfe & Schafer  Additional readings listed on Canvas under Module Week 7		Zoom
03/06	Young Child Habilitation (3 years to 5 years of age)	Additional readings listed on Canvas under Module Week 7  Guidelines for Audiologists Providing Informational and Adjustment Counseling to Families of Infants and Young Children With Hearing Loss Birth to 5 Years of Age. ASHA.  **Midterm Review**		Zoom
03/13	Midterm			Folsom Hall 1049
03/20	No Class	Spring Break		
	Spring Break	Have Fun!		



03/27	Pediatric Counseling	Continuation from 03/06/2024 reading Any additional readings on Canvas Module Week 10		Folsom Hall 1049
04/03	Pediatric Counseling Parent/Caregiver Perspective	Readings on Canvas under Module Week 10		Folsom Hall 1049
04/03	Counseling Case study	Muñoz K, Price T, Nelson L, Twohig M. (2019). Counseling in Pediatric Audiology: Audiologists' Perceptions, Confidence, and Training. <i>J Am Acad Audiol.</i> 30(1):66-77.		Zoom
04/10	School Age Habilitation (5 to 18 years of age)	Chapter 30 pages 932-941 Madell, Flexer, Wolfe & Schafer		Folsom Hall 1049
04/10	School Age Habilitation (5 to 18 years of age)	Chapter 32 & 36 Madell, Flexer, Wolfe & Schafer		Folsom Hall 1049
04/17	Empowering Teens with Hearing Loss	Readings on Canvas Under Module Week 13		Folsom Hall 1049
04/17	Empowering Teens with Hearing Loss	Additional readings on Canvas under Module Week 13		Folsom Hall 1049
04/24	Impacts of Late Identified Hearing Loss in School Age Children/Mild and Unilateral Hearing Loss	Walker, E.A., Spratford, M., Ambrose, S.E., Holte, L., & Oleson, J. (2016). Service Delivery to Children With Mild Hearing Loss: Current Practice Patterns and Parent Perceptions. <i>American Journal of Audiology</i> , 26(1), 38-52. <a href="https://successforkidswithhearingloss.com/impact-of-hearing-loss-child/">https://successforkidswithhearingloss.com/impact-of-hearing-loss-child/</a> <a href="https://www.tandfonline.com/doi/full/10.1080/14992027.2019.1654620">https://www.tandfonline.com/doi/full/10.1080/14992027.2019.1654620</a>		Folsom Hall 1049
04/24	Audiologic Management of Mild and Unilateral HL	Additional readings on Canvas under Module Week 14		Folsom Hall 1049
05/01	Role of Audiologist Family/Caregiver for children	Chapters 34 & 35 Madell, Flexer, Wolfe & Schafer		Folsom Hall 1049

	with hearing loss			
05/01	Role of Family/Caregiver for children with hearing loss	Holzinger, D., Fellingner, J., & Beitel, C. (2011). Early onset of family centered intervention predicts language outcomes in children with hearing loss. <i>International Journal of Pediatric Otorhinolaryngology</i> , 75(2), 256-260.		Folsom Hall 1049
05/08	Presentation		Pediatric Counseling Presentation	Folsom Hall 1049
05/15 5:00- 7:50pm	Final			Folsom Hall 1049

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: <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/](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

## CSAD 652 Pediatric Habilitation

### Standard II-A: Foundations of Practice

- A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span
- A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span
- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
- A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- A11. Manual and visual communication systems and the use of interpreters/transliterators/translators
- A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication
- A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation
- A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision making regarding treatment options and goals
- A17. Importance, value, and role of interprofessional communication and practice in patient care
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals

### Standard II-B: Prevention and Screening

- B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function
- B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication

### Standard II-D: Counseling

- D1. Identifying the counseling needs of individuals with hearing impairment based on their narratives and results of client/patient and/or caregiver responses to questionnaires and validation measures
- D2. Providing individual, family, and group counseling as needed based on client/patient and clinical population needs
- D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders
- D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices
- D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life
- D6. Facilitating patients' acquisition of effective communication and coping skills



- D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems
- D8. Enhancing adherence to treatment plans and optimizing treatment outcomes
- D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed

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

- E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship
- E4. Providing assessments of family members' perception of and reactions to communication difficulties
- E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning
- E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options
- E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties
- E13. Conducting individual and/or group hearing aid orientations to ensure that clients/patients can use, manage, and maintain their instruments appropriately
- E15. Counseling cochlear implant candidates and their families regarding the benefits and limitations of cochlear implants to (a) identify and resolve concerns and potential misconceptions and (b) facilitate decision making regarding treatment options
- E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients'/patients' communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit
- E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations
- E20. Providing or referring for consulting services in the installation and operation of multi-user systems in a variety of environments (e.g., theaters, churches, schools)
- E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication
- E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome

#### Standard II-F: Pediatric Audiologic (Re)habilitation

- F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment
- F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for children with hearing impairment
- F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social–emotional development and functioning
- F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs),

individual family service plans (IFSPs), individual health plans; and so forth

- F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices and HATS