**CAA Accreditation Application and Annual Report**

**Audiology Knowledge and Skills within the Curriculum**

Instructions:

Enter the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the audiology curriculum.

Save and upload this document to Section 3.1Aof your on-line application.

|  | **Academic Course Title and #** | **Clinical Course Title and #** | **Practicum Experience**  **Title and #** | **Labs**  **Title and #**  **or Description** | **Research**  **Title and #**  **or Description** | **Other**  **Title and #**  **or Description** |
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| **3.1.1A PROFESSIONAL PRACTICE COMPETENCIES** |  |  |  |  |  |  |
| Accountability |  |  |  |  |  |  |
| Effective Communication Skills |  |  |  |  |  |  |
| Evidence-Based Practice |  |  |  |  |  |  |
| Professional Duty |  |  |  |  |  |  |
| **3.1.2A FOUNDATIONS OF AUDIOLOGY PRACTICE** |  |  |  |  |  |  |
| Embryology, anatomy, and physiology of the auditory, vestibular, and related body systems |  |  |  |  |  |  |
| Normal aspects of auditory and vestibular function across the lifespan |  |  |  |  |  |  |
| Normal aspects of speech production and language function across the lifespan |  |  |  |  |  |  |
| Normal aspects of speech perception across the lifespan |  |  |  |  |  |  |
| Effects and role of genetics in auditory function, diagnosis, and management of hearing loss |  |  |  |  |  |  |
| Effects and role of genetics in vestibular function, diagnosis, and management of vestibular disorders |  |  |  |  |  |  |
| Effects of chemicals and other noxious elements on auditory and vestibular function |  |  |  |  |  |  |
| Effects of pathophysiology on the auditory, vestibular, and related body systems |  |  |  |  |  |  |
| Medical and surgical interventions that may be used to treat the results of pathophysiology in these systems |  |  |  |  |  |  |
| Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders |  |  |  |  |  |  |
| Effects of hearing loss on the speech and language characteristics of individuals across the life span and the continuum of care |  |  |  |  |  |  |
| Effects of hearing impairment on educational, vocational, social, and psychological function and, consequently, on full and active participation in life activities |  |  |  |  |  |  |
| Physical characteristics and measurement of simple and complex acoustic stimuli |  |  |  |  |  |  |
| Physical characteristics and measurement of non-acoustic stimuli (e.g., EEG, tactile, electrical signals) |  |  |  |  |  |  |
| Methods of biologic, acoustic, and electroacoustic calibration of clinical equipment to ensure compliance with current American National Standards Institute (ANSI) standards (where available) and other recommendations regarding equipment function |  |  |  |  |  |  |
| Principles of psychoacoustics as related to auditory perception in individuals with normal hearing and those with hearing loss |  |  |  |  |  |  |
| Principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application of research to clinical populations |  |  |  |  |  |  |
| **3.1.3A IDENTIFICATION AND PREVENTION OF HEARING LOSS, TINNITUS, AND VESTIBULAR DISORDERS** |  |  |  |  |  |  |
| The prevention of the onset of loss of auditory system function, loss of vestibular system function, development of tinnitus, and development of communication disorders |  |  |  |  |  |  |
| The use of protocols to minimize the impact of the loss of hearing, tinnitus, loss of vestibular system function, and development of communication disorders |  |  |  |  |  |  |
| The use of screening protocols, including clinically appropriate and culturally sensitive screening measures, to assess individuals who may be at risk for hearing impairment and activity limitation or participation restriction |  |  |  |  |  |  |
| The screening of individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures |  |  |  |  |  |  |
| The use of screening tools for functional assessment |  |  |  |  |  |  |
| Administering programs designed to reduce the effects of noise exposure, tinnitus, and agents that are toxic to the auditory and vestibular systems |  |  |  |  |  |  |
| Applying psychometrics and principles of screening |  |  |  |  |  |  |
| Applying the principles of evidence-based practice |  |  |  |  |  |  |
| Selection and use of outcomes measures that are valid and reliable indicators of success of prevention programs |  |  |  |  |  |  |
| **3.1.4A ASSESSMENT OF THE STRUCTURE AND FUNCTION OF THE AUDITORY AND VESTIBULAR SYSTEMS AS WELL AS THE IMPACT OF ANY CHANGES TO SUCH SYSTEMS** |  |  |  |  |  |  |
| Evaluate information from appropriate sources to facilitate assessment planning |  |  |  |  |  |  |
| Obtain a case history |  |  |  |  |  |  |
| Perform an otoscopic examination |  |  |  |  |  |  |
| Remove cerumen, when appropriate |  |  |  |  |  |  |
| Administer clinically appropriate and culturally sensitive assessment measures |  |  |  |  |  |  |
| Perform audiologic assessment using behavioral, physiological (e.g., immittance, wideband reflectance, evoked potentials), psychophysical, and self-assessment tools |  |  |  |  |  |  |
| Perform audiologic assessment using techniques that are representative of the challenges listeners may face in everyday communication situations |  |  |  |  |  |  |
| Perform assessment to plan for rehabilitation |  |  |  |  |  |  |
| Perform assessment to characterize tinnitus |  |  |  |  |  |  |
| Perform balance system assessment and determine the need for balance rehabilitation |  |  |  |  |  |  |
| Document evaluation procedures and results |  |  |  |  |  |  |
| Interpret results of the evaluation to establish type and severity of disorder |  |  |  |  |  |  |
| Generate recommendations and referrals resulting from the evaluation processes |  |  |  |  |  |  |
| Provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served |  |  |  |  |  |  |
| Maintain records in a manner consistent with legal and professional standards |  |  |  |  |  |  |
| Communicate results and recommendations orally and in writing to the individual being served and other appropriate individual(s) |  |  |  |  |  |  |
| Engage in interprofessional practice to facilitate optimal assessment of the individual being served |  |  |  |  |  |  |
| Assign the correct Common Procedural Terminology (CPT) code(s) and the correct International Classification of Diseases (ICD) code(s) |  |  |  |  |  |  |
| Apply the principles of evidence-based practice |  |  |  |  |  |  |
| Select and use outcomes measures that are valid and reliable indicators of success in assessment protocols and in determining the impact of changes in structure and function of the auditory and vestibular systems |  |  |  |  |  |  |
| Administer clinically appropriate and culturally sensitive self-assessment measures of communication function and functional assessment tools for individuals across the lifespan and the continuum of care |  |  |  |  |  |  |
| Administer clinically appropriate and culturally sensitive scales of communication function to communication partners of the individual being served |  |  |  |  |  |  |
| Determine contextual factors that may facilitate or impede an individual’s participation in everyday life |  |  |  |  |  |  |
| **3.1.5A INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE AUDITORY AND VESTIBULAR SYSTEMS ON AN INDIVIDUAL’S ABILITY TO PARTICIPATE IN HIS OR HER ENVIRONMENT** |  |  |  |  |  |  |
| Perform assessment for aural (re)habilitation |  |  |  |  |  |  |
| Perform assessment for tinnitus intervention |  |  |  |  |  |  |
| Perform assessment for vestibular rehabilitation |  |  |  |  |  |  |
| Develop and implement treatment plans using appropriate data |  |  |  |  |  |  |
| Counsel individuals served, families, and other appropriate individuals regarding prognosis and treatment options |  |  |  |  |  |  |
| Develop culturally sensitive and age-appropriate management strategies |  |  |  |  |  |  |
| Perform hearing aid, assistive listening device, and sensory aid assessment |  |  |  |  |  |  |
| Recommend, dispense, and service prosthetic and assistive devices |  |  |  |  |  |  |
| Provide hearing aid, assistive listening device, and sensory aid orientation |  |  |  |  |  |  |
| Conduct audiologic (re)habilitation and engage in interprofessional practice to maximize outcomes for individuals served |  |  |  |  |  |  |
| Serve as an advocate for individuals served, their families, and other appropriate individuals |  |  |  |  |  |  |
| Monitor and summarize treatment progress and outcomes |  |  |  |  |  |  |
| Assess efficacy of interventions for auditory, tinnitus, and balance disorders |  |  |  |  |  |  |
| Apply the principles of evidence-based practice |  |  |  |  |  |  |
| Document treatment procedures and results |  |  |  |  |  |  |
| Maintain records in a manner consistent with legal and professional standards |  |  |  |  |  |  |
| Communicate results, recommendations, and progress in a culturally sensitive and age-appropriate manner to appropriate individual(s) |  |  |  |  |  |  |
| Select and use outcomes measures that are valid and reliable indicators of success in determining the impact of the interventions used to minimize the effects of changes in structure and function of the auditory and vestibular systems |  |  |  |  |  |  |
| **3.1.6A GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE** |  |  |  |  |  |  |
| Ethical conduct |  |  |  |  |  |  |
| Integration and application of the interdependence of speech, language, and hearing |  |  |  |  |  |  |
| Engagement in contemporary professional issues and advocacy |  |  |  |  |  |  |
| Engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services |  |  |  |  |  |  |
| Clinical education and supervision skills |  |  |  |  |  |  |
| Clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care |  |  |  |  |  |  |
| Professionalism and professional behavior that is reflective of cultural and linguistic differences |  |  |  |  |  |  |
| Interaction skills and interpersonal qualities, including counseling and collaboration |  |  |  |  |  |  |
| Ability to work effectively as a member of an interprofessional team |  |  |  |  |  |  |