BACHELOR OF SCIENCE

in

SPEECH, LANGUAGE, AND HEARING SCIENCES

2017-2018

Student Handbook

“The Cactus Book”

Department of Speech, Language, and Hearing Sciences
The University of Arizona
1131 E. 2nd Street
P.O. Box 210071
Tucson, Arizona 85721-0071

BS
Fall 2017
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OVERVIEW

The Department of Speech, Language, and Hearing Sciences offers coursework leading to B.S., M.S., Au.D. and Ph.D. degrees. The undergraduate major provides strong education regarding the cognitive, physical, and biological aspects of human communication across the lifespan, as well as an introduction to communication disorders. The B.S. degree is excellent preparation for a wide range of professions and graduate programs. The program of study is particularly well suited for students who desire careers in basic or clinical sciences (speech science, hearing science, language science, speech-language pathology, and audiology) in university, laboratory, medical, rehabilitation, public school, or other settings. Professional certification in speech-language pathology or audiology requires graduate study, and our undergraduate program fully prepares students to advance to graduate programs. Our master’s degree program in speech-language pathology and the clinical doctorate program in audiology are among the strongest in the nation, and are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

- The Master of Science (M.S.) program is a two-year course of study that includes a variety of clinical training opportunities for students desiring a career in speech-language pathology. Those master's level students planning to pursue studies leading to a Ph.D. degree should also plan to complete a master's thesis.
- The Audiology Doctoral (Au.D.) program is a four-year course of study that is a professional degree with a clinical emphasis in audiology.
- The Doctor of Philosophy (Ph.D.) program prepares students for academic and research careers through coursework and participation in research projects.

BACHELOR OF SCIENCE PROGRAM OF STUDY

The Bachelor of Science degree in Speech, Language, and Hearing Sciences (SLHS) is awarded through the College of Science. Students complete the general education degree requirements for the College, as well as the requirements for the major. This handbook is intended to provide guidance for students seeking the Bachelor of Science degree in SLHS, or a minor in SLHS. The Department requirements and practices summarized herein supplement those described in the University's General Catalog. For information on general education, major, and minor requirements, the student should consult the University of Arizona catalog at http://catalog.arizona.edu.

The information in this handbook is subject to change as the University or Department guidelines change over time. The handbook is updated annually, and students are held to the requirements in effect at the time they are admitted to the degree program, unless they formally choose to meet new requirements. In other words, students use the Cactus book in effect at the time the major is declared, but have the option to adopt the guidelines of a newer handbook (in its entirety).
General Education Requirements

All degree-seeking, undergraduate students must satisfy the requirements of the UA General Education Curriculum by completing a series of basic college courses:

- **Foundations** – English Composition, Mathematics, and Second Language courses
- **Tier One** – Traditions & Cultures, Individuals & Societies
- **Tier Two** – Humanities, Individuals & Societies, and Arts courses
- **Diversity Emphasis** – Gender, Race, Class, Ethnicity, Sexual Orientation, or Non-Western Area Studies (one course). Tier I or Tier 2 courses may also satisfy the diversity emphasis.

**Additional requirements** for the major include:

- One Math Course. Approved courses: MATH 113, MATH 113-CC, MATH 115A, MATH 115B, MATH 116, MATH 122B, MATH 125, MATH 125-CC, MATH 129, MATH 129-CC
- One Trigonometry Course. Approved Courses MATH 111, MATH 111-CC
- One Biological Science course including lab. Approved courses: ECOL 182L, ECOL 182R, MCB 181L, MCB 181R, MCB 184, PSIO 201, PSIO 202, Approved Transfer Course
- One Physical Science course including lab. Approved courses: CHEM 105A, CHEM 106A, CHEM 151, CHEM 152, CHEM 101B & 102, PHYS 102, PHYS 102-CC, PHYS 102-SA, PHYS 181, PHYS 181-SA, Approved Transfer Course
- One Social Science course. Approved courses: See academic advisement report for a list of courses [courses available in PSY, SOC, ANTH, or CPH].

**Unit Requirements for the Degree**

The **minimum total units for graduation is 120**, at least 42 of which must be in upper-division coursework (300-level and above). At least 18 units in the major must be taken in residence. Students are required to have a minimum 2.0 GPA in the major, minor and cumulative in order to graduate.

A recommended curriculum for the B.S. degree in SLHS and an advisement check sheet for transfer students are provided in Appendices A, B, and C.
Advising

Undergraduate advising is provided by a fulltime Academic Advisor for SLHS and the College of Science. Their office is Room 220a in the SLHS building. Appointments can be made online at [https://wiseadvising.arizona.edu/student/login.php?k=](https://wiseadvising.arizona.edu/student/login.php?k=). Students are encouraged to meet with their advisor once per semester to assure that their academic plan is in line with requirements. Progress toward the degree should be tracked using the Academic Advisement Report, and an up-to-date report should be brought to advising sessions. Faculty members are available to answer questions about the field of study and careers in speech, language, and hearing sciences (check office hours).

Tracking Progress toward Academic Requirements

An Advisement Report is an individualized report of progress toward the completion of degree requirements. (see example [http://aprr.web.arizona.edu/data/154/UGRD.USCNC.SLHSBS.pdf](http://aprr.web.arizona.edu/data/154/UGRD.USCNC.SLHSBS.pdf))

Academic Advisement Reports can be generated using UACCESS Student.

1. Log onto UACCESS Student Center ([http://uaccess.arizona.edu/](http://uaccess.arizona.edu/))
2. Under “Other Academic” select Advisement Report from the drop down menu and click the arrow to continue
3. Your Academic Advisement Report will process usually within a few minutes. The PDF version contains GPA information.
4. Check the report for accuracy; see your advisor if you have any questions.

The Major

The undergraduate major in SLHS requires **33 units and a minimum GPA of 2.0.**

- Required courses include: SLHS 261, SLHS 267, SLHS 340, SLHS 362, SLHS 367, SLHS 380, SLHS 441, SLHS 473, SLHS 477, and SLHS 483R/L. (See course list in Appendix D for titles and brief descriptions)
- Elective courses include: SLHS 207, 255, 263, 270, 282, 310, 430, 435, 455, 458, 459, 468, 470, 471, 478, 484, 495a, 496a, 498, independent study registrations 399 or 499, preceptor registrations 391 or 491, and directed research registrations of 392 and 492. (See Appendix E for titles and brief descriptions)
- Students who ultimately plan to work in Arizona public schools will be required to take Political Science 210 to meet state teacher certification requirements.

The Minor

Students select a minor area of study of interest that supports the major. The minor consists of at least **18 units**, 9 of which must be upper division (300-level and above). Students are required to have a 2.0 GPA in the minor and take at least 3 units in residence.

There are two options for the minor:

1. A traditional minor in one department related to the major, such as Psychology, Linguistics, or Special Education, Public Health, and Rehabilitation. You can check the catalog for specific minor requirements.
2. A thematic minor that includes work in two or more departments that support the major.
• For example, 6-9 hours of Psychology with additional coursework in such areas as Special Education and Rehabilitation, Educational Psychology, Family Studies, and Counseling and Guidance. These minors are available to students by petition only and the major advisor must approve all thematic minors. Print the Thematic Minor form by from the following location: http://www.registrar.arizona.edu/academics/thematic-minors
• There is also a Pre-health thematic minor, which is described on the following website http://clas.arizona.edu/prehealth/pre-health-minor.

Coursework for the minor is logged using the Academic Advisement Report (see example http://aprr.web.arizona.edu/data-minors/154/UGRD.SLHSMINU.pdf). Individual student records are kept under the Academic section of UAccess.

**Mid-Career Writing Assessment (MCWA)**

Every undergraduate degree program requires satisfaction of the Mid-Career Writing Assessment (MCWA). The MCWA is based on students’ performance in their second semester English composition course. A grade of A or B in one of the following courses will satisfy this University requirement:

• English 102 or
• English 108 (for ESL students) or
• English 104H (for Honors Students) or
• English 109H (for students earning a 4 or 5 on the AP exam)

Transfer courses in composition are evaluated by the English Writing Program coordinators.

Students earning less than a B grade in their second semester composition course must successfully complete the following in order to satisfy the Mid-Career Writing Assessment (MCWA):

• Passing grades in courses of the freshman writing sequence (either English 101-102, 103H-104H, 107-109, or 109H).
• A passing grade in SLHS 362 Neurobiology of Communication (the designated writing emphasis class for SLHS).

Students earning less than a C grade in the above coursework shall meet the Department requirement by completing one Writing Skills Improvement Workshop of their choice and providing written documentation that this was completed. Please discuss options with the SLHS academic advisor.

**Degree Check**

Students should begin their degree check **before registering for their last semester**. To start the process, schedule an appointment with the SLHS advisor at https://wiseadvising.arizona.edu/student/login.php?k= .

**Minor in SLHS (Appendix G)**

A minor in SLHS requires a minimum of 18 units, at least 12 of which must involve coursework. University policy requires 9 units to be upper division to meet the requirements of a minor.
Additional Educational and 100% Engagement Opportunities

The UA 100% Engagement Initiative provides students the opportunity to apply what they are learning in a real world setting and challenges students to learn new skills. Participation in these activities is noted on your official transcript.

*SLHS registrations that meet the UA 100% engagement initiative include: SLHS 391, 392, 458, 459, 491, and 492.

Independent Studies, Preceptorship, and Directed Research Opportunities
Students have the opportunity of additional engagement through independent study, preceptorship, or directed research opportunities. Such enrollments are arranged individually with the instructor before registering. A list of faculty and their research emphases is included in the Department Overview Cactus book and on the SLHS website. Note that students should be in good academic standing if they want to pursue these additional opportunities.

SLHS 458/459 Clinical Assistant Program
The audiology and speech-language clinics provide an opportunity for upper class undergraduates to assist in the clinic setting in an independent study activity. Applicants must have at least a 3.2 GPA in the major and follow all clinic guidelines, including HIPAA training. If you are interested, please complete the CAP Student application form.

SLHS 496a Advanced Clinical Observation, Analysis, and Writing
Seniors with a major GPA of 3.0 or above may register for SLHS 496a during the spring semester. These students should have completed or be concurrently enrolled in SLHS 473, SLHS 477 and SLHS 483R/L. The focus of the course is to analyze and evaluate the professional practice of speech pathology and audiology in a systematic way through guided observations. Students develop a professional writing style useful for clinical evaluation and treatment reports. Students need instructor permission to register.

Clinical Observations
If your goal is to apply to a clinical graduate program, you should obtain 25 clock hours of clinical observation. The American Speech-Language-Hearing Association (ASHA) requires that these hours be completed before beginning clinical practicum in a graduate program.

To observe in the University of Arizona Speech, Language, or Hearing Clinics (including off-campus sites, such as Wings on Words program), students must be registered as degree-seeking students in SLHS or as non-degree seeking graduate students completing prerequisites for the graduate clinical program. Others may observe only with permission of a Department clinical faculty member. Each student will have the opportunity to receive, but not to exceed, 25 hours of observation.

See Appendix K for Observation Guidelines and Appendix N for a copy of the Clinical Observation Log. You should retain the original signed observation log, and file a copy with the Department upon graduation with SLHS Student Services Coordinator (Denise Minopoli).
HIPAA Client/Patient Confidentiality Clinical Policy

HIPAA stands for the Health Insurance Portability and Accountability Act, a federal law regarding confidentiality of client/patient information. All students must receive HIPAA training to participate in any clinical endeavor, and are expected to adhere to HIPAA and Department policies at all times. HIPAA training involves two steps:

1. Students must complete the UA HIPAA training through UAccess Learning. This training can be completed on campus or from an off campus location using VPN. On UAccess Learning, click on Find Learning and locate the module HIPAA (Health Insurance Portability and Accountability Act (CERTHIPAA) and click register. When registered click on HIPAA 101 and complete the self-paced modules. Detailed instructions are available on the UAccess Learning site. When you have completed the module, print the certificate of completion.

2. Students must review the department HIPAA policies (available on slhsfac.arizona.edu) and sign the department confidentiality form. Annual updates regarding HIPAA and other security issues will be provided at the start of each academic year.

Students must have a certificate of completion from UAccess Learning and a signed confidentiality form on file in the department office. Direct questions regarding HIPAA to Janet Hawley, SLHS HIPAA Compliance Officer.

National Student Speech-Language-Hearing Association (NSSLHA)

Students have the opportunity to learn and get to know other students and faculty through the student group, the National Student Speech-Language-Hearing Association (NSSLHA). Meeting dates and times are posted on the Department website calendar (http://slhs.arizona.edu/) and on bulletin boards in the SLHS building, and information will be sent out via the SLHS listserv.
Graduate School Applications

Most states require a graduate degree (M.S. or AuD) to practice in speech-language pathology or audiology, respectively. Near the end of your junior year, you should begin thinking about where you might want to attend graduate school. Below are some considerations and resources to help you in the process of applying to graduate schools:

- You will want to research the different programs, their requirements, application and deadline information. A listing of programs accredited by the American Speech-Language-Hearing Association can be found on the ASHA website at: http://www.asha.org/Academic/accreditation/CAA-Accredited-Programs/
- You should apply to several graduate programs to ensure your chances of being accepted into at least one.
- During the summer or fall of your senior year, you should take the GRE. It is a good idea to take the exam early enough so that you will have time to take it again if necessary.
- Consider which faculty members you would like to approach to write letters of recommendation for you. When you request a letter, be sure to provide information about the schools you are applying to and deadlines, your academic experience (including unofficial transcript), your personal statement, and whatever else the faculty member may request.
- Be sure to keep the original Observation Hours form(s). You will need to provide proof of observation hours to your graduate program.
- Note that some of your undergraduate coursework serves to meet the knowledge and skill requirements of the American Speech-Language-Hearing Association Standards. The standards are posted on the ASHA website and are updated every few years. For speech-language pathology, see http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/, for audiology, see http://www.asha.org/Certification/2012-Audiology-Certification-Standards/. Appendix F is a guide regarding what SLHS coursework at UA is associated with ASHA standards.
APPENDICES: Checklists, Guidelines, and Supplemental Information

Regarding the Major in SLHS

B. Four-Year Academic Plan for Bachelor of Science in SLHS
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E. Elective Courses for the Major
F. Undergraduate SLHS Coursework Meeting ASHA Standards

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G. Overview of the Minor in SLHS
H. Course options for the Minor in SLHS
I. Suggested Course Sequence for SLHS Minor for students interested in SLP
J. Suggested Course Sequence for SLHS Minor for students interested in AuD

Regarding Clinical Observation and Confidentiality

K. Clinical Observation at the University of Arizona SLH Clinics
L. Overview of Confidentiality Guidelines
M. Corrective Action for Breach of Client/Patient Confidentiality
N. Clinical Observation Log

OTHER RESOURCES

See SLHS Department Overview Cactus Book for the following:

- Training Mission of the Department
- List of all Faculty
- Faculty Areas of Research (relevant for independent studies and directed research)
- List of all courses

Many resources for students are available on the SLHS resource website:
http://slhsfac.arizona.edu/content/student-information
Or the public SLHS website: http://slhs.arizona.edu
GENERAL EDUCATION REQUIREMENTS

English Composition - Choose ONE Option
ENG 101 and ENG 102*  ____ 3  ____ 3
OR ENG 107 and ENG 108*  ____ 3  ____ 3
OR ENG 109H*  ____ 3
*A grade of B or higher in ENGL 102, 108 or 109H is required to satisfy the Mid-Career Writing Assessment.

Second Language¹:
2nd semester proficiency required by credit or exam
102 (or above)  ____ 4

Mathematics: Minimum Required
Trigonometry MATH 111  ____ 2
& Elements of Calculus MATH 113  ____ 3

Tier One Gen-Ed Requirements:
Individuals and Societies (INDV 150)
(2 courses with different prefix; i.e. 150A and 150B)
____________________  ____ 3
____________________  ____ 3

Traditions and Cultures (TRAD 160)
(2 courses with different prefix; i.e. 160B and 160D)
____________________  ____ 3
____________________  ____ 3

Tier Two Gen-Ed Requirements:
Arts
____________________  ____ 3

Humanities
____________________  ____ 3

Individuals and Societies
____________________  ____ 3

Diversity Emphasis (May be satisfied with Tier 1 or Tier 2 gen-ed course above that contains diversity attribute)²
____________________  ____ 3

STATISTICS - Choose ONE Course From:
MATH163 or 263  ____ 3
PSYC 230  ____ 3
SOC 274  ____ 3

PHYSICAL SCIENCE - Choose ONE option:
Chem 101A & 101B & 102 OR
Chem 100 & Chem 151 OR
Chem 151 OR Physics 102&181  ____ 4

BIOLOGICAL SCIENCE³ - Choose ONE Option:
ECOL 182R/L OR PSIO 201 OR MCB 181R/L  ____ 4

SOCIAL SCIENCE ⁴
(PSY101, SOC 101, etc.)  ____ 3

SLHS MAJOR REQUIRED COURSES (33 UNITS)⁵

Fall Classes

<table>
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<th>COURSE</th>
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<tr>
<td>SLHS 340**</td>
<td>3</td>
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<tr>
<td>SLHS 362</td>
<td>3</td>
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<tr>
<td>SLHS 477</td>
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<tr>
<td>SLHS 483R/L**</td>
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Spring Classes

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<td>SLHS 367</td>
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</tr>
<tr>
<td>SLHS 380**</td>
<td>4</td>
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<tr>
<td>SLHS 441</td>
<td>3</td>
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<td>SLHS 473</td>
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Elective Courses: SLHS 207, 255, 263, 270, 296, 420, 430, 435, 454, 471, 495A, 496A

MINOR (optional): 18 Units Minimum

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<th># UNITS</th>
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MINOR GPA: /9 /9

UNIVERSITY REQUIREMENTS

- 120 Total Units required to graduate
- 42 Upper Div. Units (300-400 level) required to graduate
- Major GPA (2.0 Minimum Required)
- Cum. GPA (2.0 Minimum Required)
- Final 18/30 @UA
- 30+ units @UA
- Degree Check (begin process before you register for your final semester)
# Four Year Academic Plan
Bachelor of Science in Speech, Language & Hearing Sciences

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
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<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>English 101</td>
<td>English 102</td>
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<tr>
<td>MATH 113 Elements of Calculus (or math you tested into)</td>
<td>Math 111 Trigonometry</td>
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<tr>
<td>Tier I INDV</td>
<td>Second Language</td>
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<tr>
<td>Tier I TRAD</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Elective&lt;sup&gt;6&lt;/sup&gt; (Recommended: SLHS 207)</td>
<td>Tier I TRAD or Elective (Recomm: SLHS 270)</td>
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<tr>
<td>Second Language</td>
<td>Tier II Humanities</td>
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<tr>
<td>Biological Science</td>
<td>Tier II Art</td>
</tr>
<tr>
<td>Tier I INDV</td>
<td>Minor/Elective - Lower Division</td>
</tr>
<tr>
<td>SLHS 267 Acoustics (pre-req: math 111)</td>
<td>SLHS 261 Anat/Physio. of SLHS mech.</td>
</tr>
<tr>
<td>Elective (Recommended: SLHS 255/263)</td>
<td>SLHS 367 Speech Science</td>
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<tr>
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<td><strong>SPRING SEMESTER</strong></td>
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<tr>
<td>Tier II INDV</td>
<td>SLHS 380 Hearing Sci. (pre-req: SLHS 267)</td>
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<tr>
<td>Minor/Elective - Lower or Upper Division</td>
<td>Statistics</td>
</tr>
<tr>
<td>SLHS 340 Language Science</td>
<td>Minor/Elective - Lower or Upper Division</td>
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<tr>
<td>SLHS 362 Neurobiology of Communication</td>
<td>Minor/Elective - Upper Division</td>
</tr>
<tr>
<td>Minor/Elective - Lower Division</td>
<td>Elective</td>
</tr>
<tr>
<td>Total Units</td>
<td>Total Units</td>
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<tr>
<td>15</td>
<td>13-16</td>
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<tr>
<th>SENIOR YEAR</th>
<th>SENIOR YEAR</th>
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<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>SLHS 477 Communication Disorders I</td>
<td>SLHS 441 Language Acquisition (pre-req: SLHS 340)</td>
</tr>
<tr>
<td>SLHS 483R/L Prin. Of Aud. (pre-reqs: SLHS 267 &amp; 380)</td>
<td>SLHS 473 Comm. Disorders II (pre-req: SLHS 477)</td>
</tr>
<tr>
<td>Elective - Up Division (Recommended SLHS 471)</td>
<td>Elective - Upper Division</td>
</tr>
<tr>
<td>Elective - Upper Division</td>
<td>Minor/Elective - Lower or Upper Division</td>
</tr>
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<td>Minor/Elective - Upper Division</td>
<td>Minor/Elective - Upper Division</td>
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<tr>
<td>Total Units</td>
<td>Total Units</td>
</tr>
<tr>
<td>14-15</td>
<td>15</td>
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</table>

<sup>*This 4 year plan is one representation of how SLHS required coursework can be completed within 8 semesters (4 years). Individual 4 year plans may vary according to Math and English placement, and the order in which general education courses, second language courses and electives or minor course work (if pursuing a minor) are completed.<br><br>1 Grade of C or higher is required to meet the 2nd language requirement starting Fall 2013<br>2 Diversity Emphasis can be met with any TRAD 160A, or approved tier II gen-ed<br>3 See advisor for approved list of physical and biological sciences<br>4 See advisement report for list of classes to satisfy social science. Social Science course may not double dip with general education requirement.<br>5 Course sequence is subject to change, see advisor for more info</sup>
APPENDIX C: Suggested Course Sequence for TRANSFER STUDENT in Speech, Language, and Hearing Sciences

Transfer students should meet with their major advisor on a semester-by-semester basis. A maximum of 64 units of community college course work may apply toward degree requirements. Coursework completed at community colleges are considered lower division. Students must complete 42 units or more of upper division coursework (300 and above) in order to graduate. Also, a minimum of 18 of the final 30 units taken toward degree requirements must be UA University credit.

The course sequence below includes elective minor and upper division coursework.

<table>
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<tr>
<th>JUNIOR YEAR</th>
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<tr>
<td>FALL SEMESTER</td>
<td>SPRING SEMESTER</td>
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<tr>
<td>*SLHS 340 - Language Science</td>
<td>3</td>
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<tr>
<td>SLHS 362 – Neurobiology of Comm</td>
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<td>SLHS 267 Acoustics</td>
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<tr>
<td>Minor/Upper Division</td>
<td>3-6</td>
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</tr>
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<tr>
<td>FALL SEMESTER</td>
<td>SPRING SEMESTER</td>
</tr>
<tr>
<td>SLHS 477- Com Dis I</td>
<td>3</td>
</tr>
<tr>
<td>SLHS 483R/L- Principles of Aud</td>
<td>4</td>
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<tr>
<td>Minor/Upper Division</td>
<td>6-9</td>
</tr>
<tr>
<td>+SLHS 471 Speech Sound Disorders</td>
<td>3</td>
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</table>

*commonly offered during summer session, see your academic advisor for updated summer offerings
+recommended for those planning to pursue M.S.
APPENDIX D: Required SLHS courses

Syllabi for all courses can be found at http://slhsfac.arizona.edu/content/slhs-course-syllabi

261 Anatomy of the Speech Mechanism
This course covers the basic principles of acoustics in speech and hearing. General Education: Tier 2 Natural Sciences

267 Acoustics for the Speech and Hearing Sciences
Basic principles of acoustics in speech and hearing are covered in this course. Prerequisites: Math 111 and 120R.

340 Language Science
Core features of language are identified and integrated into a model of language that is applicable to language disorders and language development. Topics include: phonology, morphology, syntax, semantics, and pragmatics.

362 Neurobiology of Communication
This course focuses on the role of the central nervous system in human communication. The study of brain anatomy and physiology is approached from the perspective of how neurological systems support speech, language, and hearing and how breakdowns in these systems disrupt aspects of communication. Writing Emphasis Course.

367 Speech Science
Through lecture and independent learning experiences, students will develop an understanding of the speech production from a physiological/biological point of view, become familiar with measures of speech production, acoustics of speech production and speech perception. This course also includes a unit on transcription using the International Phonetic Alphabet.

380 Hearing Science
This course introduces the scientific foundation for the sense of hearing, and is organized around lectures and laboratory demonstrations that address (a) the anatomy and physiology of the ear and related structures, and (b) the basics about auditory perception. Prerequisite SLHS 267.

441 Language Acquisition
Principles and processes of first language acquisition described in relation to children's social and cognitive development; first language acquisition processes compared and contrasted to child and adult second language acquisition and language disorders. Prerequisite SLHS 340.

473 Communication Disorders II
This course focuses on disorders affecting communication across the lifespan. Consideration is given to signs and symptoms, etiology, clinical course, and vocational-social impact of these disorders. Principles of assessment and intervention are highlighted. Prerequisite SLHS 477.

477 Communication Disorders I
This course focuses on disorders affecting communication across the lifespan. Consideration is given to signs and symptoms, etiology, clinical course, and vocational-social impact of these disorders. Principles of assessment and intervention are highlighted. Prerequisite 261

483R/L Principles of Audiology (lecture+lab)
Basic principles and techniques of audiological testing, etiologies of hearing impairment, and intervention strategies are taught in this course. The laboratory provides hands-on experience in support of the content taught in the lecture. Concurrent enrollment is required. Prerequisites SLHS 267 and 380.
APPENDIX E: Elective Courses Available in SLHS
Syllabi for these courses can be found at http://slhsfac.arizona.edu/content/slhs-course-syllabi

207 Human Communication and Its Disorders
The purpose of this course is to introduce students to the scientific study of human communication and its disorders, and to provide an introduction to the professions of Speech-Language Pathology and Audiology.

255 Hearing, Health, and Society
The purpose of this course is to introduce students to critical thinking in relation to communication disorders and quality of life issues associated with a disability and aging.

263 The World of Sound: Speech, Music, & MP3s
This class is an introduction into all of these aspects of sounds and our perception.

270 Scientific Thinking in Speech and Hearing
This course is about scientific thinking and an appreciation of the achievements and constraints of science.

420 Cognitive Neuroscience of Hearing
This course will take a multidisciplinary approach to understand the neural systems that contribute to auditory perception, using music and speech as example domains.

430 Cognitive Neuroscience of Language
This course examines the neural and cognitive underpinnings of language from the perspective of cognitive neuroscience, integrating findings from patients with language deficits and experimental methods such as functional neuroimaging.

435 Bilingual, Multiculturalism, & Nonmainstream Dialects
This course provides students with an overall understanding of child socialization practices, typical language development, and communication disorders across cultural-linguistic groups and issues related to the assessment of and intervention with individuals from culturally and linguistically diverse populations.

454 Auditory Rehabilitation across the Lifespan
This course provides an introduction to interventions aimed at minimizing the communication difficulties associated with hearing loss in people of all ages.

456/459 Clinical Assistant Program
Upperclassmen have the opportunity to assist in the Audiology or Speech-Language Clinic on campus working with a graduate student and clinical instructor.

471 Speech Sound Disorders
The purpose of this course is to introduce students to the major constructs framing the study of speech sound disorders as well as cover topics on assessment and treatment of these disorders. This course is highly recommended for students interested in pursuing an SLPA (speech-language pathology assistant) certificate or graduate study.

495A Colloquium
The purpose of the colloquium series is to provide a forum for SLHS faculty and students, as well as for others in the community, to be exposed to new research and discussion of topics that are of importance to our field.

496A Seminar: Adv Clinical Observ/Anlys/Writing
This course focuses on the ability to analyze and evaluate the clinical practice of speech pathology and audiology in a systematic way through guided observations. Students will also develop a professional writing style useful for clinical evaluation and treatment reports.

497 Workshop
Topics for this course depend on offering, but may include accent modification, public speaking, autism.
## Appendix F: Undergraduate SLHS Coursework meeting ASHA Standards


<table>
<thead>
<tr>
<th>Course Number</th>
<th>Standard IV</th>
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<td>A B A2 B C D E</td>
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<td>SLHS 483R</td>
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<td>SLHS 496A</td>
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SLHS 207 Survey of Human Communication and Its Disorders  
SLHS 261 Anatomy and Physiology of the Speech Mechanism (4)  
SLHS 263 The World of Sound: Speech, Music, & MP3s  
SLHS 267 Acoustics for the Speech and Hearing Sciences  
SLHS 270 Scientific Thinking in Speech and Hearing Sciences  
SLHS 340 Language Science  
SLHS 362 Neurobiology of Communication  
SLHS 367 Speech Science  
SLHS 380 Hearing Science (4)  
SLHS 430 Neurobiology of Language  
SLHS 441 Language Acquisition  
SLHS 454 Audiologic Rehabilitation-Lifespan  
SLHS 471 Speech Sound Disorders  
SLHS 473 Communication Disorders II  
SLHS 477 Communication Disorders I  
SLHS 483R Principles of Audiology (4)  
SLHS 496A Seminar: Advanced Clinical Observation, Analysis, & Writing (1)
APPENDIX G: Overview of the MINOR in Speech, Language, and Hearing Sciences

Students wishing to complete a Minor in SLHS are advised of the following:

1. A minor in SLHS requires a minimum of 18 units, at least 12 of which must involve coursework. University policy requires 9 units to be upper division to meet the requirements of a minor. See Table 1 below for available courses. For students who intend to pursue graduate school in Speech-Language Pathology or Audiology, a recommended course sequence is provided below (Tables 2 and 3).

2. At least 12 units of the SLHS Minor must be taken at the University of Arizona.

3. A minimum GPA of 2.00 is required in the SLHS Minor.

4. Some courses may have prerequisites. Students are strongly encouraged to meet with the SLHS advisor and plan ahead to facilitate completing the course sequences in a timely manner.

5. For students interested in pursuing graduate studies in Speech-Language Pathology or Audiology: Completing a Minor in SLHS does NOT guarantee that all prerequisites for graduate school have been met. Although SLHS Minor students are strongly encouraged to take courses that will satisfy prerequisites for graduate school, there may be situations in which this is not possible (for example, see point 6 below). Consult the Recommended Coursework for Graduate Study in Speech-Language Pathology (www.slhs.arizona.edu) and/or the Recommended Coursework for Graduate Study in Audiology (www.slhs.arizona.edu) to formulate an optimal plan with the SLHS advisor.

6. Students who are pursuing a Major in SLHS receive priority over SLHS Minor students in class registration. This means that in some cases, SLHS Minor students may not be able to take a course (including required or prerequisite courses) because of limited enrollment capacity.
**APPENDIX H:** Overview of courses available for **Minor in SLHS.** All courses are 3 units and have prefix SLHS unless otherwise noted. P = course with prerequisites. See catalog for course titles and descriptions.

<table>
<thead>
<tr>
<th>Term</th>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>207</td>
<td>Survey of Human Communication and its Disorders</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>261 (4)</td>
<td>Anatomy &amp; Physiology of the Speech Mechanism</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>255</td>
<td>Hearing, Health, and Society</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>263</td>
<td>The World of Sound: Speech, Music, and MP3s</td>
</tr>
<tr>
<td><strong>Fall &amp; Spring</strong></td>
<td>267 (P: Math 111 or Math 120R)</td>
<td>Acoustics for the Speech and Hearing Sciences</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>270</td>
<td>Scientific Thinking in Speech and Hearing Sciences</td>
</tr>
<tr>
<td><strong>Fall &amp; Summer</strong></td>
<td>340</td>
<td>Language Science</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>362 (P: two Tier 1 NATS courses)</td>
<td>Neurobiology of Communication</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>367</td>
<td>Speech Science</td>
</tr>
<tr>
<td><strong>Spring &amp; Summer</strong></td>
<td>380 (4) (P: 267)</td>
<td>Hearing Science</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>420</td>
<td>Cognitive Neuroscience of Hearing</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>430</td>
<td>Cognitive Neuroscience of Language</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>435</td>
<td>Bilingualism, Multiculturalism, and Nonmainstream Dialects</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>441 (P: 340)</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>454 (P: 483R)</td>
<td>Audiologic Rehabilitation across the Lifespan</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>471 (P: 367 &amp; major GPA &gt; 3.2)</td>
<td>Speech Sound Disorders</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>473 (P: 477)</td>
<td>Communication Disorders II</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>477</td>
<td>Communication Disorders I</td>
</tr>
<tr>
<td><strong>Fall &amp; Summer</strong></td>
<td>483R &amp; 483L (4) (P:380)</td>
<td>Principles of Audiology</td>
</tr>
<tr>
<td><strong>Fall &amp; Spring</strong></td>
<td>495a</td>
<td>Current Problems in Speech, Language, and Hearing Sciences (Colloquium)</td>
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<tr>
<td><strong>Fall &amp; Spring</strong></td>
<td>392 (1-6), 399 (1-3), 399H (1-3), 492 (1-6), 499 (1-5), 499H</td>
<td>Independent study, Directed Research</td>
</tr>
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</table>
**APPENDIX I:** Suggested course sequence for SLHS minor for students interested in pursuing graduate studies in SLP. Consult *Recommended Coursework for Graduate Study in Speech-Language Pathology.* P = prerequisite course.

<table>
<thead>
<tr>
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<td>1</td>
<td>Fall &amp; Summer</td>
<td>340</td>
<td>Language Science</td>
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<tr>
<td>1</td>
<td>Fall</td>
<td>362</td>
<td>Neurobiology of Communication</td>
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<tr>
<td>1</td>
<td>Fall</td>
<td>477</td>
<td>Communication Disorders I</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>261 (4)</td>
<td>Anatomy &amp; Physiology of the Speech Mechanism</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>367</td>
<td>Speech Science</td>
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<tr>
<td>2</td>
<td>Fall</td>
<td>471</td>
<td>Speech Sound Disorders</td>
</tr>
<tr>
<td>2</td>
<td>Fall &amp; Summer</td>
<td>483R &amp; 483L (4) (P: 380)</td>
<td>Principles of Audiology</td>
</tr>
<tr>
<td>2</td>
<td>Spring</td>
<td>441 (P: 340)</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>2</td>
<td>Spring</td>
<td>473 (P: 477)</td>
<td>Communication Disorders II</td>
</tr>
</tbody>
</table>
**APPENDIX J.** Suggested course sequence for SLHS for students interested in pursuing graduate studies in Audiology. Consult *Recommended Coursework for Graduate Study in Audiology.* P = prerequisite course.

<table>
<thead>
<tr>
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<th>Term</th>
<th>Course number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Fall &amp; Spring</td>
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<td>Acoustics for the Speech and Hearing Sciences</td>
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<tr>
<td>1</td>
<td>Fall</td>
<td>362</td>
<td>Neurobiology of Communication</td>
</tr>
<tr>
<td>1</td>
<td>Spring &amp; Summer</td>
<td>380 (4) (P: 267)</td>
<td>Hearing Science</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>477</td>
<td>Communication Disorders I</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>261 (4)</td>
<td>Anatomy &amp; Physiology of the Speech Mechanism</td>
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<td>Speech Science</td>
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<tr>
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<td>2</td>
<td>Fall</td>
<td>454 (P: 483R)</td>
<td>Audiologic Rehabilitation across the Lifespan</td>
</tr>
<tr>
<td>2</td>
<td>Spring</td>
<td>473 (P: 477)</td>
<td>Communication Disorders II</td>
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</table>
APPENDIX K: Clinical Observation at the University of Arizona

Undergraduate students enrolled in SLHS have the opportunity to observe up to 25 hours of clinical activities in the UA Speech-Language and Hearing Clinics. To assure that patient/client confidentiality, students must complete HIPAA training before observations can be scheduled.

Clinic Locations

- **Audiology Clinics**
  - 1st Floor of SLHS

- **Speech-Language Pathology Clinics**
  - 1st floor - Grunewald Blitz Clinic for Children
  - 4th Floor - Clinic for Adult Communication Disorders
  - Child Language Center 202 E Speedway Blvd, Tucson, AZ 85705

Signing up to Observe

After the semester is underway, an observation schedule will be available on-line at [http://slhsfac.arizona.edu/content/clinical-observation](http://slhsfac.arizona.edu/content/clinical-observation).

Observation Guidelines and Procedures

- Complete HIPAA certification prior to observation
- Bring Clinical Observation Log with you for signature
- Dress appropriately for a professional environment
- Plan to arrive **at least 15 minutes** before session
- Proceed to observation room (speech-language) or clinical area (audiology) and introduce yourself to the clinical instructor
- Maintain a professional attitude and behavior all times
- Avoid discussion about protected health information with caregivers/family members
- Obtain signatures from clinical instructors on your observation log form.
- If needed for class, obtain a copy of the audiogram, fill in your observation form and have it signed **before you leave the clinic**
APPENDIX L: Overview of Confidentiality Guidelines
From HIPAA Privacy and Security Policies and Procedures

Confidentiality of client/patient information is mandated by federal law and is the practice of the Department of Speech, Language, and Hearing Sciences (SLHS). The Health Insurance Portability and Accountability Act (HIPAA) of 1996 and the Health Information Technology for Economic and Clinical Health (HITECH) Act of 2010 created national standards regarding the privacy and security of health care information. The University of Arizona and the Department of Speech, Language, and Hearing Sciences have procedures in place to protect the confidentiality, integrity and availability of protected health information (PHI). All SLHS faculty, staff, affiliates, volunteers and students must comply with SLHS policies and procedures regarding the privacy and security of PHI.

HIPAA Training Policy
All students majoring in SLHS, students involved in activities that bring them in contact with patients/clients in the clinic, and all faculty and staff must complete HIPAA training with annual updates, as needed.

- Undergraduate students who, as a part of their undergraduate programs, observe patients/clients in the clinic or who are involved in other activities which bring them into the clinics, are required to complete HIPAA training prior to participating in the observation or activity.
- Prior to observation in the clinic, students are required to provide evidence of completion of HIPAA training.

Medical Records Policy
Only students and faculty assigned to a clinical case shall access that client/patient’s personal health information (PHI).

- **Undergraduate students completing observations are not allowed to view client/patient files (hard copy or electronic).**
  - Exceptions can be approved by a supervising faculty member when a student is involved in a research or educational project that requires clinical information. In such cases the student name and faculty name must be logged in the client/patient file. Students involved in the Clinical Assistant Program may be granted access to records specifically relevant to their clinical activities.
- Students **ARE permitted to review therapy lesson plans** when observing in the Speech-Language Clinic. The lesson plans are typically available in the observation room, and are labeled with only client/patient initials.

Confidentiality

- Students should not discuss information regarding clients/patients that are observed in the clinic. The exception to this rule relates to educational discussions with SLHS faculty. Such discussions should only be conducted in private areas. On occasions where it is appropriate to discuss observations in class (as indicated by your instructor), the identity of the individuals should always be protected.
- It is allowable for some protected health information to be shared for educational purposes, such as case presentations in class that may include photographs, video/audio recordings, and written information/data ONLY IF the client/patient provides written consent to Use Clinical Information for Educational Purposes form. Students are expected to maintain the confidentiality of such information presented in the classroom.

Breach of Client/Patient Confidentiality Policy by Undergraduate Students
Undergraduate students who fail to abide by these guidelines will be subjected to corrective action (see Appendix). A breach is the unauthorized disclosure of any form of PHI. If an actual or potential breach occurs, the individual discovering the breach must report it immediately to the Course instructor (if it occurred relative to information shared in a class), the SLHS Privacy Officer (Janet Hawley). These individuals will coordinate a response to the breach in accordance with procedures established by the Office for the Responsible Conduct of Research and the University of Arizona Information Technology Systems Department.
APPENDIX M: Corrective Action for Breach of Client/Patient Confidentiality Clinical Policy by Undergraduate Students

Purpose: This policy sets forth guidelines for corrective action when undergraduate students fail to comply with the confidentiality policy of the University of Arizona Department of Speech, Language, and Hearing Sciences and associated clinics both on and off campus.

Policy: Corrective action will be taken to correct inappropriate behaviors that could compromise the confidentiality of client/patient information. A breach is defined as the unlawful or inappropriate acquisition, access, use, or disclosure of protected health information (PHI) in a manner not permitted which compromises the security or privacy of PHI. The Course Instructor, Privacy Officer, and Clinical Instructors are responsible for addressing these behaviors in a timely manner and for documenting corrective actions.

It is the responsibility of the Privacy Officer (via HIPAA training), the Course Instructor and, as applicable, the Clinical Faculty to inform students of:
- the federal law governing confidentiality of clinical information
- departmental rules for protecting confidentiality of client/patient information
- the steps that will be taken to correct violations of the rules for protecting confidentiality of clinical information
- the time line for correcting inappropriate behavior(s)
- the consequences of failure to abide by departmental rules for protecting confidentiality of client/patient information

Any academic or clinical faculty member or member of the staff who observes a student, or group of students, engaged in a behavior that appears to threaten or breach the confidentiality of client/patient information is required to immediately advise the student of their concern and file an incident report with the Course Instructor or Privacy Officer.

Corrective Action Steps

Step 1: Conference with Course Instructor/Privacy Officer: Depending on where the confidential clinical information was presented/observed (i.e., in class vs. in the clinic), the Course Instructor (or Privacy Officer) is required to confer with the student or students named in the incident report. The goal of the conference is to ensure that there is both understanding of and commitment to protecting confidentiality of client/patient information.

Step 2: Written warning and conference: When a student has been named in a second incident that could potentially breach confidentiality, the student will be given a written warning from the Course Instructor, or Privacy Officer, as appropriate. The reason for the written warning will be discussed with the student. Thereafter the written warning will be placed in the student’s record in the department. The goal of the conference is to explain the seriousness of maintaining confidentiality of client/patient information and the consequences of another instance of inappropriate behavior that can include a grade of failure in the associated class.

Step 3: Suspension from class participation and a grade of failure: Students who have received a written warning and thereafter are judged to have behaved in such a way as to breach the confidentiality of client/patient information will be suspended from class participation and receive a grade of failure.

Students have the right of appeal of actions and decisions of suspension from class and receipt of a failing grade. The appeal must be filed with the department head within 5 days of receiving the decision. For appeal procedures see UA Student Disciplinary Procedures found at the following website: https://deanofstudents.arizona.edu/policies-and-codes/student-disciplinary-procedures
Clinical Observation Log
DEPARTMENT OF SPEECH, LANGUAGE, & HEARING SCIENCES
UNIVERSITY OF ARIZONA

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I certify that the information provided above is correct and that I have not exceeded 25 hours of observation.

Student signature: ___________________________ Date: ________________

NOTE: This form is to be signed by University of Arizona Faculty/Staff Only