



BACHELOR OF SCIENCE

in

SPEECH, LANGUAGE, and HEARING SCIENCES

2021-2022

Student Handbook

The “Cactus Book”



Department of Speech, Language, and Hearing Sciences
The University of Arizona
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The Department of Speech, Language, and Hearing Sciences



Mission Statement

The mission of the Department is to contribute to the scientific study of human communication and its disorders, to educate students regarding the relevant knowledge and skills necessary for clinical and research endeavors in the field, and to provide service to the university, community, state, and beyond.

Academic Programs

The Department of Speech, Language, and Hearing Sciences offers coursework leading to the Bachelor of Science (BS), Master of Science (MS), Doctor of Audiology (AuD), and Doctor of Philosophy (PhD) degrees.

The Bachelor of Science degree includes coursework to develop understanding of basic principles of biological and physical sciences, mathematics and the social and behavioral sciences. The SLHS major provides a broad education regarding human communication and communication disorders across the lifespan. This degree is also preparatory for clinical degrees in speech-language pathology or audiology, as well as for advanced degrees in speech, language, and hearing sciences or related fields of study.

The Master of Science degree includes the two-year academic and clinical training to prepare students for a career in speech-language pathology. A nonclinical Master of Science degree is also available.

The Doctor of Audiology (AuD) program is a four-year course of study for a professional degree with a clinical emphasis in audiology.

The Doctor of Philosophy (PhD) program prepares students for academic and research careers through coursework and participation in research projects.

Accreditation

The Master of Science (M.S.) education program in Speech-Language Pathology and the Doctor of Audiology (Au.D.) education program at the University of Arizona are accredited by Council on Academic Accreditation in Audiology and Speech-Language Pathology of the [American Speech-Language-Hearing Association](#), 2200 Research Boulevard, #310, Rockville, Maryland 20850, [800-498-2071](tel:800-498-2071) or [301-296-5700](tel:301-296-5700).

Department of Speech, Language, and Hearing Sciences Teaching Mission Statement

The teaching mission of the Department of Speech, Language, and Hearing Sciences at the University of Arizona is to provide excellent foundational and advanced education to students in the area of human communication and its disorders.

- For undergraduate students, our goals are
 - To promote critical thinking, writing skills, and problem-solving abilities
 - To provide high quality education in speech, language, and hearing sciences
 - To prepare students to continue their education with advanced degrees in audiology; speech-language pathology; speech, language, and hearing sciences; or related areas.

- For graduate students, our goals are
 - To train highly qualified audiologists and speech-language pathologists who are well-grounded in principles of evidence-based practice
 - To train the next generation of scientists in our professions

Coursework in the clinical degree programs is designed to support students to achieve the following knowledge outcomes and skills:

- Ability to demonstrate speech and language skills necessary for effective communication with clients/patients and their relevant others, and for composing well-written and substantive diagnostic and treatment reports, treatment plans, professional correspondence, and scientific and technical reports.
- Ability to analyze, synthesize and evaluate biological, acoustic, psychological, developmental, linguistic and cultural correlates of basic human communication processes and disorders including speech, receptive and expressive language in oral, written, and manual modalities, hearing, swallowing, and cognitive/social aspects of communication.
- Ability to analyze and evaluate information about prevention, assessment, and intervention over the range of communication disorders specified in the current ASHA scope of practice for audiology and speech-language pathology.
- Ability to analyze and synthesize relevant information regarding professional ethics and to interpret the principles of the ASHA Code of Ethics as they apply to the professional practice of audiology and speech-language pathology.
- Ability to comprehend the common principles of research and research design, both basic and applied, used in human communication sciences and disorders and to know sources of research information and how to access them.
- Demonstrate an understanding of issues currently having an impact on audiology or speech-language pathology as professions.

FACULTY

Alt, Mary	Ph.D.	Professor, Department Head (CCC-SLP)
Beeson, P�lagie M.	Ph.D.	Professor (CCC-SLP)
Bunton, Kate	Ph.D.	Associate Professor, Associate Department Head (CCC-SLP)
Casteix, Jennifer	M.S.	Associate Clinical Professor (CCC-SLP)
Cazzato, Kathleen	M.A.	Assistant Clinical Professor (CCC-SLP, BCS-S)
Cone, Barbara	Ph.D.	Professor (CCC-A)
Dai, Huanping	Ph.D.	Associate Professor
Darling-White, Meghan	PhD	Assistant Professor (CCC-SLP)
Fabiano-Smith, Leah	Ph.D.	Associate Professor (CCC-SLP), Director of the Bilingual/Multicultural Certificate Program
Guyette, Elizabeth	M.A.	Assistant Clinical Professor (CCC-SLP)
Hansen, Erica	AuD	Assistant Clinical Professor (CCC-A, F-AAA)
Hawley, Janet L.	ClinScD	Associate Clinical Professor (CCC-SLP)
Hoit, Jeannette D.	Ph.D.	Professor (CCC-SLP), Director of Postdoctoral Affairs
Jensen, Carole	M.S.	Assistant Clinical Professor (CCC-SLP)
Kapa, Leah	Ph.D.	Assistant Professor
Kielar, Aneta	Ph.D.	Assistant Professor
Marrone, Nicole	Ph.D.	Associate Professor (CCC-A)
Miller, Julie	Ph.D.	Assistant Professor
Monahan, Natalie	M.S.	Assistant Clinical Professor (CCC-SLP)
Muller, Thomas	AuD	Clinical Professor (CCC-A, F-AAA)
Musiek, Frank	Ph.D.	Professor (CCC-A)
Norrix, Linda	Ph.D.	Associate Clinical Professor (AUD)
Plante, Elena	Ph.D.	Professor (CCC-SLP)
Reeb, Kristin	M.S.	Clinical Instructor (CCC-SLP)
Samlan, Robin	Ph.D.	Associate Professor, Associate Dept Head (CCC-SLP)
Smith, Dori	DMA, M.S.	Clinical Instructor (CCC-SLP)
Smith, Diane	AuD	Clinical Instructor (CCC-A)
Story, Brad	Ph.D.	Professor, Associate Dean College of Science
Velenovsky, David	Ph.D.	Senior Lecturer (CCC-A)
Wong, Aileen	AuD	Assistant Clinical Professor (CCC-A)
 Adjunct Lecturers		
Dailey, Natalie	Ph.D.	Adjunct Lecturer (CCC-SLP)
LaCross, Amy	Ph.D.	Adjunct Lecturer
St. George, Barrett	Ph.D.	Adjunct Lecturer

Research Professionals

Figuerola, Cecilia	M.S., CCC-SLP	L4 Lab
Pantoja, Vania	B.S.	Bilingual Phonology Lab
Patterson, Dianne	Ph.D.	Plante Lab & Aphasia Research Project
Rising, Kindle Rising,	M.S., CCC-SLP	Aphasia Research Project
Vance, Rebecca	M.S. CCC-SLP	Plante Lab
Wong, Aileen	AuD, CCC-A	Audiologic Rehabilitation Lab

STAFF

Barakat, Fedey	Coordinator, Insurance & Billing
Colan, Brandon	IT
Hayward, Nickole	Graduate Coordinator
Lavine, Debra	Office Specialist
Palacio, Andrea	Undergraduate Advisor
Phelan, Kevin	Business Manager
Radosovic, Denise	Office Specialist
Reichenbacher, Richard	IT
Sasser, Kim	Administrative Assistant, Front Desk
Sanchez, Patricia	Administrative Assistant
Warren-Snyder, Selina	Administrative Assistant

FACULTY RESEARCH AREAS

Consistent with our mission to advance the science that provides foundational understanding of human communication and communication disorders, our department houses research laboratories that complement our on-campus clinical facilities. Students have the opportunity to enroll in independent studies, participate in ongoing investigations, and to conduct directed research in the context of thesis and dissertation projects. A wide range of research interests are represented by the faculty as highlighted below.

Mary Alt	Word and concept learning; understanding learning mechanisms; applying learning theory to language treatment. Populations studied include: bilingual children and children with language disorders/delays.
Pélagie Beeson	Neurogenic communication disorders, with particular emphasis on the nature and treatment of aphasia, acquired alexia and agraphia.
Kate Bunton	Kinematic, aerodynamic, and acoustic characteristics of normal and disordered speech production, speech development, and correlates of speech intelligibility.
Barbara Cone	Human auditory system development and methods for assessing hearing in infants at risk for hearing loss or neurologic impairment.
Huanping Dai	Basic science aspects of auditory perception, applied issues related to hearing, including the application of statistical and psychophysical principles and methods to the diagnoses of hearing disorders, and signal processing for amplification.
Meghan Darling-White	Develop and validate interventions that have an impact on functional speech production skills in individuals with motor speech disorders.
Leah Fabiano-Smith	Phonological development and disorders in bilingual Spanish-English speaking children and clinical issues related to culturally- and linguistically-diverse populations.
Jeannette Hoit	Normal and abnormal speech motor control, aging speech and hearing physiology, motor speech disorders, research ethics and practices.
Leah Kapa	Typical and disordered language development in childhood and the interaction between language and cognition in children and adults.
Aneta Kielar	Integration of behavioral and neuroimaging measures of brain function with goal of understand changes in cognitive functioning associated with brain damage and recovery.
Nicole Marrone	Hearing loss and treatment in adults; aging and cognitive factors in auditory perception; improving speech understanding in competing noise and reverberation

Julie Miller	Neurogenetic and circuitry mechanisms underlying human vocal function and dysfunction using birdsong as a model
Frank Musiek	Central auditory processing disorders; auditory evoked potentials, neuroanatomy and neurophysiology of the central auditory system, neuroaudiology
Elena Plante	Brain-language relations in developmental language disorders and language assessment and treatment.
Robin Samlan	Production, perception, and measurement of the human voice
Brad Story	Speech acoustics/analysis/signal processing, synthesis/simulation of speech and voice, relation between articulation and acoustics, speech-to-speech transformation, perception of natural and synthetic speech.
David Velenovsky	Tinnitus management; study of cochlear mechanics and auditory processing; animal audiology.

BACHELOR OF SCIENCE PROGRAM OF STUDY

The Bachelor of Science degree in Speech, Language, and Hearing Sciences (SLHS) is conferred 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; students are held to the requirements in effect at the time they are admitted to the degree program, unless they formally choose to meet newer 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. Details of these requirements can be found on the University General Education page <https://gened.arizona.edu/> :

- 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 Statistics course. Approved courses: MATH 163, MATH 263, PSY 230, SBS 200, SOC 375.
- 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, OR Approved Transfer Course*
- One Trigonometry Course. Approved Courses MATH 108 OR Approved Transfer Course
- One Biological Science course including lab. Approved courses: ECOL 182L, ECOL 182R, MCB 181L, MCB 181R, MCB 184, PSIO 201, PSIO 202, OR Approved Transfer Course*
- One Physical Science course including lab. Approved courses: CHEM 101A & CHEM 101B & CHEM 102, CHEM 141 & CHEM 143, CHEM 151, PHYS 102 & PHYS 181, OR Approved Transfer Course*
- One Social Science course. Approved courses: See academic advisement report for a list of courses

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 (cumulative and in the major and minor) in order to graduate.

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

* Speak to your Academic Advisor for approved transfer courses to ensure direct equivalency. For guidance, see:

- AZ Course Equivalency Guide - <http://aztransmac2.asu.edu/cgi-bin/WebObjects/CEG>
- Out of State Transfer Credit Guide - https://aztransfer.com/UACEG/UA_CEG_OutOfState.html

Advising

Undergraduate advising is provided by Andrea Palacio, Academic Advisor for SLHS and the College of Science. Her office is in the SLHS building, room 220a. Appointments can be made online at <http://student.trellis.arizona.edu/>. 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. Click [here](#) for a sample Advisement Report.

Academic Advisement Reports can be generated using UACCESS Student.

1. Log on to UACCESS Student Center (<https://uaccess.arizona.edu/>)
2. Under “Advising” tab 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 SLHS 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, 435, 454, 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 for SLHS Majors

Students select a minor area of study of interest that supports the major. The minor consists of at least **18 units**, nine 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 and Rehabilitation, Public Health, and Spanish. You can check the catalog for specific minor requirements for a given department.
2. A thematic minor that includes work in two or more departments that support the major

An example of a thematic minor could be 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, click [here](#) for example. 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 student 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 lower than a C grade in the above coursework shall meet the Department requirement by (a) completing one Writing Skills Improvement Workshop of their choice and providing written documentation that this was completed and (b) earning a B or higher in the department writing emphasis course (SLHS 362 Neurobiology of Communication). 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 <http://student.trellis.arizona.edu/>.

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 nine units to be upper division to meet the requirements of a minor.

Additional Educational and 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 (Nickole Hayward).

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 Edge Learning. This training can be completed on campus or from an off campus location using VPN. On UAccess Edge Learning, in the search bar type HIPAA Annual Certification. Next, click register. When registered click to complete the self-paced modules. Detailed instructions are available on the UAccess Edge Learning site. When you have completed the module, print the certificate of completion as a pdf.
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 Edge 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 (<https://slhs.arizona.edu/student-groups>) and on bulletin boards in the SLHS building, and information will be sent out via the SLHS listserv.

The Speech, Language, and Hearing Sciences Student Success, Innovation, and Community Outreach HUB

The HUB is dedicated to collaboration centered on student success initiatives, leadership, community partnership, and development. To find out more information on the latest initiatives, please reach out to Dr. Aileen Wong, AuD, CCC-A, annw16@email.arizona.edu.

University Policies and Resources

The University of Arizona seeks to promote a safe environment where students and employees can participate in the educational process without compromising health, safety, or welfare. To that end, the clear policies and guidelines are provided for student and faculty conduct, and excellent resources are available to support all members of the university community. We encourage students to seek guidance and assistance from SLHS faculty and staff as needed, including direct contact with the department head. Anyone who experiences or is aware of discriminatory conduct or threatening behavior is urged to report the concern without delay. Concerns or needs can be communicated directly to the appropriate university offices, including the Dean of Students, Human Resources, and the Office of Institutional Equity.

Nondiscrimination and Anti-harassment Policy: The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

UA Office of Institutional Equity: <https://equity.arizona.edu/>

Code of Academic Integrity: All members of the University of Arizona community have a responsibility to uphold and maintain an honest academic environment by following the UA Code of Academic Integrity. Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Support Services and Resources for Students

Support Services: Student Assistance serves as a central support resource for all students. Help is available to support students and their families manage crises, life traumas, and other barriers that impede success. The staff works to address the needs of students who struggle in such areas as psychological health, physical health, victimization, relationship issues, social adjustment, and academics through a variety of interventions, referrals, and follow up services. We strive for a culture of caring on campus. Resources are available here: <https://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Disability Resources Center: The Disability Resource Center (DRC) leads the University in a progressive and proactive approach to campus accessibility. Our goal is to ensure that disabled students, employees and visitors, have a similar, if not identical, experience to that of their non-disabled counterparts. In addition to facilitating individual accommodations, DRC works proactively to impact the systemic design of our campus environments to be seamlessly accessible, reducing or eliminating the need for any individual accommodations or modifications. <https://drc.arizona.edu/about>

Graduate School Application Process

Most states require a graduate degree (MS 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, if you plan to practice as a clinician. 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: <https://caa.asha.org/programs/>
- You should apply to several graduate programs to ensure your chances of being accepted into at least one; the admissions process is competitive.
- During the summer or fall of your senior year, you should take the GRE if you are applying to schools that require it. 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. *An electronic (scanned) copy of Observation Hours should be given to your advisor as the Department is often asked to verify the requirement is complete.
- 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 <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>, for audiology, see <https://www.asha.org/Certification/2020-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)

SLHS Major

- A. BS in Speech, Language, and Hearing Sciences – Advising Guide and Checklist
- B. Four-Year Academic Plan for Bachelor of Science in SLHS
- C. Suggested Course Sequence for Transfer Student
- D. Required Courses for the Major
- E. Elective Courses for the Major
- F. Undergraduate SLHS Coursework Meeting ASHA Standards

SLHS Minor

- 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

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>

BACHELOR OF SCIENCE IN SPEECH, LANGUAGE, & HEARING SCIENCES 2021-2022 CATALOG

NAME: _____

SID: _____ EGD: _____

GERNERAL EDUCATION REQUIREMENTS

ENGLISH COMPOSITION¹ - Choose **ONE** Option

- ENG 101 **AND** ENG 102 3 3
- ENG 107 **AND** ENG 108 3 3
- ENG 109H 3

SECOND LANGUAGE²:

_____ 102 (or above) 4

MATHEMATICS: **BOTH** Courses, Minimum Required ³

- MATH 108 - Modeling with Alegebraic & Trig. Functions 4
- MATH 113 - Elements of Calculus 3

TIER ONE GEN-ED REQUIREMENTS:

Individuals & Societies (INDV 150)

(2 courses with different prefix; i.e. 150A and 150B)

_____ 3

_____ 3

Traditions & Cultures (TRAD 160)

(2 courses with different prefix; i.e. 160B and 160D)

_____ 3

_____ 3

TIER TWO GEN-ED REQUIREMENTS:

- _____ Art 3
- _____ Humanities 3
- _____ Individuals & Societies 3
- _____ Diversity Emphasis ⁴ 3

UNIVERSITY GRADUATION REQUIREMENTS

- 120 Total Units Required
- 42 Upper Division (300-400 level) Required
- Minimum 2.0 *Major* GPA
- Minimum 2.0 *Cummulative* GPA
- Final 18/30 Units @ UA
- 30+ Units @ UA
- MCWA or Satisfactory Grade in Writing Emphasis Course
- Degree Audit Worksheet (meet w/ Advisor before registering for final semester)

MAJOR-SPECIFIC REQUIREMENTS

STATISTICS - Choose **ONE** Option

- MATH 163 OR 263 3
- PSY 230 3
- SBS 200 3
- SOC 375 3-4

PHYSICAL SCIENCE - Choose **ONE** Option

- CHEM 101A **AND** 101B **AND** 102 4
- CHEM 151 3
- CHEM 141 **AND** 143 4-6
- PHYS 102 **AND** 181 4-6

BIOLOGICAL SCIENCE - Choose **ONE** Option

- ECOL 182 *R/L* 3
- PSIO 201 4
- MCB 181 *R/L* 3

SOCIAL SCIENCE⁵

(PSY 101, SOC 101, etc.) 3

SLHS MAJOR REQUIRED COURSES (33 UNITS)⁶

<i>Fall</i>	<i>Spring</i>
SLHS 261 <input type="checkbox"/> 4	SLHS 267 <input type="checkbox"/> 3
SLHS 340* <input type="checkbox"/> 3	SLHS 367 <input type="checkbox"/> 3
SLHS 362 <input type="checkbox"/> 3	SLHS 380 <input type="checkbox"/> 4
SLHS 477 <input type="checkbox"/> 3	SLHS 441 <input type="checkbox"/> 3
SLHS 483* <input type="checkbox"/> 4	SLHS 473 <input type="checkbox"/> 3

(* - Also offered in summer)

SLHS ELECTIVE COURSEWORK

<i>Fall</i>	<i>Spring</i>
SLHS 207 <input type="checkbox"/> 3	SLHS 255 <input type="checkbox"/> 3
SLHS 341* <input type="checkbox"/> 3	SLHS 263 <input type="checkbox"/> 3
SLHS 471* <input type="checkbox"/> 3	SLHS 270 <input type="checkbox"/> 3
	SLHS 454 <input type="checkbox"/> 3
	SLHS 435 <input type="checkbox"/> 3

EXPERIENTIAL & ENGAGEMENT OPPORTUNITIES⁷

- Clinical Observation Colloquium
- Independent Study Workshop
- Directed Research Internship
- Preceptorship Volunteering
- Student & Professional Organizations

¹ Grade of B or high required in ENGL 102, 108 or 109H to satisfy Mid-Career Writing Assessment (MCWA)

² Grade of C or high required to meet 2nd language requirement

³ Students who do not place into MATH 108 will be required to take prerequisite courses

⁴ Diversity Emphasis may be satisfied with any Tier 1 or Tier 2 gen-ed course that contains diversity attribute

⁵ Social Science course may **not** double-dip wwith gen-ed requirement. Refer to advsiement report for list of classes available.

⁶ Course sequence subject to change

⁷ Experiential & Engagement Opportunities are optional and strongly encouraged but not required to graduate - speak to advisor for more information

Sample Four Year Academic Plan

Bachelor of Science in Speech, Language, & Hearing Sciences

	<u>FALL SEMESTER</u>			<u>SPRING SEMESTER</u>		
<u>FRESHMAN YEAR</u>	ENGL 101	First-Year Composition (1st Semester)	3	English 102	First-Year Composition (2nd Semester)	3
	MATH 108	Modeling with Algebraic & Trigonometric Functions (or math you tested into)	4	Math 113	Elements of Calculus	3
	SCI 195A	Student Success Strategies	1	Science		4
	SLHS 207	Survey of Human Communication and Its Disorders	3	Tier I Gen Ed		3
	Tier I Gen Ed		3	Tier II Gen Ed	(Recommended: SLHS 255)	3
	Total Units		14	Total Units		16
	SUMMER					
	Use summer to catch up on math if behind in sequencing based on placement results prior to freshman year.					
<u>SOPHOMORE YEAR</u>	SLHS 261	Anatomy & Physiology of the Speech Mechanism	4	SLHS 267	Acoustics (pre-req: math 108)	3
	Second Language		4	Tier I Gen Ed		3
	Social Science		3	Second Language		4
	Tier I Gen Ed		3	Science		4
	Tier II Gen Ed		3	Minor/Elective	(Recom: SLHS 263 or 270)	3
	Total Units		17	Total Units		17
	SUMMER					
	Use summer to gain career-related experience through internships, study abroad, or volunteering. Begin thinking about research opportunities, clinical observation hours, preceptorships, etc.					
<u>JUNIOR YEAR</u>	SLHS 340	Language Science	3	SLHS 367	Speech Science	3
	SLHS 362	Neurobiology of Communication	3	SLHS 380	Hearing Science (pre-req: SLHS 267)	4
	Tier II Gen Ed		3	Statistics		3
	Minor/Elective		3	Tier II Gen Ed		3
	Minor/Elective		3	Minor/Elective		3
	Total Units		15	Total Units		16
	SUMMER					
	Begin thinking about life after graduation, and those applying to graduate school – take GRE.					
<u>SENIOR YEAR</u>	SLHS 477	Communication Disorders I	3	SLHS 473	Communication Disorders II	3
	SLHS 483 R/L	Principles Of Audiology (pre-reqs: SLHS 267 & 380)	4	SLHS 441	Language Acquisition (pre-req: SLHS 340)	3
	Elective	(Recommended SLHS 471)	3	Elective	(Recommended SLHS 454)	3
	Minor/Elective		3	Minor/Elective		3
	Minor/Elective		3	Minor/Elective		3
	Total Units		16	Total Units		15

Recommended Electives

SLHS 207: Survey of Human Communication and Its Disorders – Students are introduced to the scientific study of human communication and its disorders, with an overview of the biological systems of speech, language, and hearing and a basic understanding of the nature and treatment of communication disorders across the life span.

SLHS 255: Hearing, Health and Society – This course introduces students to critical thinking in relation to hearing loss and quality of life issues associated with a disability across the life span.

SLHS 263: World of Sound – An introduction to sound – its production, perception and use in speech, music and animal communications. The course is divided into basics of sound; music and speech production; the hearing system; and speech perception.

SLHS 270: Scientific Thinking in Speech and Hearing Sciences – The purpose of this course is to introduce the student to scientific reasoning and critical thinking skills in the speech and hearing sciences. The main goals are to teach basic skills for critically evaluating research and implementing an experiment.

SLHS 435: Bilingualism, Multiculturalism, and 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.

SLHS 454: Audiologic 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.

SLHS 471: Speech Sound Disorders – The purpose of this course is to introduce students to the major constructs currently 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.

SLHS 497: Mapping Your Future: Planning for Your Career – This workshop-style course introduces undergraduates in SLHS to career paths within communication disorders, as well as other disciplines. The main focus of this course is to prepare students for applying to graduate school, as well as the development of alternative career paths in order to remain adaptable after graduation.

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.

JUNIOR YEAR

FALL SEMESTER

SLHS 340 - Language Science*	3
SLHS 362 – Neurobiology of Comm	3
SLHS 261 – Anatomy & Physiology	4
Minor/Upper Division	3-6

JUNIOR YEAR

SPRING SEMESTER

SLHS 267 – Acoustics	3
SLHS 380 – Hearing Science*	4
SLHS 367 – Phonetics for Clinical Practice	3
Minor/Upper Division	3-6

SENIOR YEAR

FALL SEMESTER

SLHS 477- Com Disorders I	3
SLHS 483R/L- Principles of Aud*	4
Minor/Upper Division	6-9
SLHS 471 Speech Sound Disorders+	3

SENIOR YEAR

SPRING SEMESTER

SLHS 441-Language Acquisition	3
SLHS 473 - Com Disorders II	3
Minor/Upper Division	6-12
SLHS 454 Auditory Rehab+	3

*commonly offered during summer session, see your academic advisor for updated summer offerings

+recommended for those planning to pursue MS

Be advised that transfer students are required to meet with major advisor to build an individualized plan of study based on transfer coursework.

- Timeline for completion of degree requirements will also depend on transfer coursework with special attention to math and science proficiency and course history

APPENDIX D

Required SLHS courses

Syllabi for all courses can be found at <https://slhsfac.arizona.edu/content/current-slhs-course-syllabi>

261 Anatomy of the Speech Mechanism (lecture + discussion)

This course covers the basic principles of acoustics in speech and hearing.

267 Acoustics for the Speech and Hearing Sciences

Basic principles of acoustics in speech and hearing are covered in this course.

Prerequisite: Math 108

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 Phonetics for Clinical Practice

This course overviews the scientific study of speech sounds with a focus on transcription of different types of speech, including adult and child speech, and typical and disordered speech. The focus of the class will be primarily on English (including its dialectal variants), but other languages will also be discussed.

380 Hearing Science (lecture + discussion)

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: SLHS 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 <https://slhsfac.arizona.edu/content/current-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 [GEN ED]

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 [GEN ED]

This class is an introduction into all of these aspects of sounds and our perception of them.

270 Scientific Thinking in Speech and Hearing [GEN ED]

This course is about scientific thinking and an appreciation of the achievements and constraints of science.

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.

458/459 Clinical Assistant Program

Opportunity to work with a clinical educator and graduate students in the clinic setting

471 Speech Sound Disorders

The purpose of this course is to introduce students to the major constructs currently 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: Advanced Clinical Observation/Analysis/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 individual offerings include: Professional Speaking, Computer Literacy

APPENDIX F

Undergraduate SLHS Coursework meeting ASHA Standards

Standards can be found at: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>, for audiology, see <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>

Course Number	Standard IV MS								Standard V MS		Standard II AuD					
	A*	B	C	D	E	F	G	H	A	B	A	B	C	D	E	F
SLHS 207		•	•	•												
SLHS 261		•				•										
SLHS 263																
SLHS 267		•									•					
SLHS 270						•										
SLHS 340		•				•										
SLHS 362		•				•										
SLHS 367		•														
SLHS 380		•									•					
SLHS 430		•	•	•		•	•	•	•		•	•		•		
SLHS 441		•	•	•	•	•								•		
SLHS 454		•	•	•	•	•	•		•	•	•	•		•	•	•
SLHS 471		•	•	•	•	•	•	•	•	•	•	•		•		
SLHS 473		•	•	•	•	•	•		•	•						
SLHS 477		•	•	•	•	•	•	•	•	•		•				
SLHS 483R		•	•	•	•		•	•		•	•	•	•	•	•	•
SLHS 496A			•	•	•		•		•	•						

*Column A refers to the four ASHA prereq courses (statistics, biological science, physical science, & social/behavioral science)

- 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 Phonetics for Clinical Practice
- 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). Coursework for Graduate Study in Speech-Language Pathology (<https://slhs.arizona.edu/SLP-prerequisites>) and/or the Recommended Coursework for Graduate Study in Audiology (<https://slhs.arizona.edu/students/doctor-audiology-aud>) 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
Course Options for the 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.

Term	Course number	Title
Fall	207	Survey of Human Communication and Its Disorders
Fall	261 (4)	Anatomy & Physiology of the Speech Mechanism
Spring	255	Hearing, Health, and Society
Spring	263	The World of Sound: Speech, Music, and MP3s
Spring	267 (P: Math 108 <i>or</i> Math 120R)	Acoustics for the Speech and Hearing Sciences
Spring	270	Scientific Thinking in Speech and Hearing Sciences
Fall & Summer	340	Language Science
Fall	362 (P: two Tier 1 NATS courses)	Neurobiology of Communication
Spring	367	Phonetics for Clinical Practice
Spring & Summer	380 (4) (P: 267)	Hearing Science
Spring	435	Bilingualism, Multiculturalism, and Nonmainstream Dialects
Spring	441 (P: 340)	Language Acquisition
Spring	454 (P: 483R)	Audiologic Rehabilitation across the Lifespan
Fall & Summer	471 (P:367 & major GPA>3.2)	Speech Sound Disorders
Fall	477 (P: 473)	Communication Disorders I
Spring	473	Communication Disorders II
Fall & Summer	483R & 483L (4) (P:380)	Principles of Audiology
Fall & Spring	495a	Colloquium
Fall & Spring	392 (1-6), 399 (1-3), 399H (1-3), 492 (1-6), 499 (1-5), 499H	Directed research and Independent study

APPENDIX I

Suggested course sequence for SLHS minor for students interested in pursuing graduate studies in Speech-Language Pathology.

Consult *Recommended Coursework for Graduate Study in Speech- Language Pathology*.

P = prerequisite course.

Term	Course number	Title
Fall	261 (4)*	Anatomy & Physiology of the Speech Mechanism
Fall & Summer	340	Language Science
Fall	362*	Neurobiology of Communication
Spring	367*	Phonetics for Clinical Practice
Spring	441 (P: 340)*	Language Acquisition
Fall & Summer	471	Speech Sound Disorders
Fall	477	Communication Disorders I
Spring	473	Communication Disorders II
Fall & Summer	483R* & 483L *(4) (P: 380)	Principles of Audiology

* = Courses ***required*** to apply to 2-year MS Program

- Be advised that the courses indicated above do not include additional requirements as indicated by ASHA (American Speech Hearing Association)
- For additional guidance, please visit: <https://slhs.arizona.edu/SLP-prerequisites>

APPENDIX J

Suggested course sequence for SLHS minor for students interested in pursuing graduate studies in Audiology.

Consult *Recommended Coursework for Graduate Study in Audiology*.

P = prerequisite course.

Term	Course number	Title
Fall	261 (4)	Anatomy & Physiology of the Speech Mechanism
Spring	267	Acoustics for the Speech and Hearing Sciences
Fall	362	Neurobiology of Communication
Spring	367	Phonetics for Clinical Practice
Spring & Summer	380 (4) (P: 267) *	Hearing Science
Fall & Summer	471	Speech Sound Disorders
Fall	477	Communication Disorders I
Spring	473	Communication Disorders II
Spring	454 (P: 483R)	Audiologic Rehabilitation across the Lifespan
Fall & Summer	483R & 483L (4) *	Principles of Audiology

APPENDIX K

Clinical Observation at the University of Arizona SLH Clinics

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>.

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 insure 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, s/he 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/student-rights-responsibilities/student-rights-responsibilities>

Student Name: _____

HIPAA Training completion date: _____

Clinical Observation Log
DEPARTMENT OF SPEECH, LANGUAGE, & HEARING SCIENCES
UNIVERSITY OF ARIZONA

Date	Signature of Supervisor	SLP/AuD	Location	Clock Hours	Running Total

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