BACHELOR OF SCIENCE

in

SPEECH, LANGUAGE, AND HEARING SCIENCES

2013-2014

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
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INTRODUCTION

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 is preparatory to graduate study. The master’s program in speech-language pathology and the clinical doctoral program in audiology are accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The Master’s of Sciences (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 first 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.

The information that follows is subject to change. The Departmental requirements and practices summarized herein supplement those described in the University's General and Graduate Catalogs. In case of conflict, the appropriate Catalog prevails. Students are held to Departmental requirements in effect at the time they are admitted to the program unless they formally choose to meet new requirements.
Training Mission Statement
Department of Speech, Language, and Hearing Sciences

The training mission of the Department of Speech, Language, and Hearing Sciences at the University of Arizona is to provide academic and clinical training to students in audiology and speech-language pathology sufficient to achieve the following knowledge outcomes and skills:

- Ability to comprehend basic principles of biological and physical sciences, mathematics and the social and behavioral sciences.
- Ability to demonstrate speech and language skills necessary for effective interaction with clients/patients and their relevant others, for writing grammatical and substantive scientific and technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.
- 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, cognitive aspects of communication, and 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.
- Have an understanding of issues currently having an impact on audiology or speech-language pathology as a profession.
• COURSES iN SPEECH, LANGUAGE, and HEARING SCIENCES
BACHELOR OF SCIENCE PROGRAM OF STUDY

This program of study is intended for students who desire careers in basic and 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 by the Council on Academic Accreditation (CAA) in Speech-Language Pathology and Audiology, of the American Speech-American Speech-Language-Hearing Association, requires graduate study. For information on general education, major, and minor requirements, the student should consult the University of Arizona catalog on the Internet at: http://catalog.arizona.edu

Advising:
The Department offers advising appointments at least five days a week. Appointments can be made by emailing raini@email.arizona.edu. We strongly encourage students to bring along an up-to-date Academic Requirements Report whenever they see an advisor (see Appendix D).

Students are encouraged to join 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 Speech and Hearing Building. Information will also be sent out via the SLHS listserv.

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, and Natural Sciences courses
- **Tier Two** – Humanities, Individuals & Societies, and Arts courses
- **Diversity Emphasis** – Gender, Race, Class, Ethnicity, Sexual Orientation, or Non-Western Area Studies (one course)

In addition to the general education requirements listed above an additional requirement for this major includes one course in statistics. The following courses are approved: MATH 163, MATH 263, PSY 230, SOC 200, SOC 274.
A recommended curriculum for the B.S. degree in Speech, Language, and Hearing Sciences and an advisement check sheet for transfer students are provided on following pages. 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.

The Major:
The undergraduate major in Speech, Language, and Hearing Sciences 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.

Students may also have the opportunity to take some of the following elective courses: SLHS 207, 262, 263, 270, 282, 310, 399, 430, 435, 455, 458, 459, 468, 470, 471, 478, 484, 492, 498, or 499.

Note: Students who expect to work in AZ public schools will be required to take Political Science 210 to meet state teacher certification requirements.

The Minor:
If you are not completing pre-health requirements, it is recommended that you choose a supporting minor. 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. A maximum of two courses can be used to simultaneously satisfy general education and minor requirements. No Tier One or Foundations course can apply to a major or minor with the following exceptions:

a. any Math course above Math 124
b. the third and fourth semester of a second language sequence taken to satisfy the second language requirement in general education.

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. These minors are established and approved by the minor department. 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. You may print the Thematic Minor form by going to the following URL: http://www.registrar.arizona.edu/forms/thematicMinorForm.pdf
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 340 Language Science (the designated writing intensive class).

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.

Clinical Observations:
If your goal is to apply for a clinical graduate degree, you should obtain 25 clock hours of clinical observation. This is an American Speech-Language-Hearing Association (ASHA) requirement before you begin clinical practicum in a graduate program.

It is the policy of the Speech, Language, & Hearing Sciences Department at the University of Arizona that in order to observe in our clinics (GBC, CAC, ACE, WOW), students must be registered as SLHS degree-seeking bachelor’s students or as non-degree seeking graduate students completing prerequisites for the graduate clinical program. Others may observe only with permission of a departmental clinical faculty member. Each student will have the opportunity to receive, but not to exceed, 25 hours of observation.

You can sign up to observe clinics in the Grunewald-Blitz Clinic, Room 110. See Appendix A for a copy of the Summary of Observation Experience Form and guidelines for observing in the Clinics. It is recommended that you place a copy of your observational hours form(s) in your student file.

Before you can observe any clinics, you must complete HIPAA training and sign a confidentiality form. To find out how to get the training, inquire in the Department office. Please see Appendix B for a copy of the departmental policy and the actions that will be taken should a policy violation occur.
Practicum Enrollment (SLHS 458 or SLHS 459):
In very rare cases, undergraduate students are allowed to enroll in clinical practicum.
  • If you want to take practicum in Speech-Language Pathology (SLHS 458), you need to have:
    - a cumulative grade point average of at least 3.0 overall and 3.2 in the major area;
    - completed 25 hours of supervised observation;
    - completed SLHS 471 (Speech Sound Disorders) and SLHS 441 (Lang. Acq.);
    - approval of one of the Speech-Language Pathology Clinical Professors.
  • If you want to take practicum in Audiology (SLHS 459), you need to have:
    - a cumulative grade point average of at least 3.0 overall and 3.2 in the major area;
    - completed 25 hours of supervised observation;
    - completed SLHS 483R/L (Principles of Audiology);
    - approval of one of the Audiology Clinical Professors.

Upper Division Unit Requirement:
To graduate, you need at least 42 units of Upper Division coursework (300-400 level). It is your responsibility to keep track of your upper division units. If you find that you are short on upper division credit, talk to a Department Advisor about independent study or directed research opportunities. This is a good way to get 1-4 units of upper division credit. The Department has a variety of research projects that offer directed research and many faculty offer independent study opportunities. Independent studies and directed research should be arranged individually with the instructor before registering. A list of faculty offering these opportunities can be obtained in the department office (Room 214). See Appendix C for the list of faculty and independent study options.

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

Degree Check:
Students should begin their degree check before registering for their last semester. To start the process, schedule an appointment with an advisor by emailing raini@email.arizona.edu.
BACHELOR OF SCIENCE IN SPEECH, LANGUAGE & HEARING SCIENCES

GENERAL EDUCATION REQUIREMENTS

English Composition
ENG 101/103H/107 _______ 3
ENG 102/104H/108/109H _______ 3
MCWA complete _______ Y

Second Language:
*2nd semester proficiency required by credit or exam
Grade of C or higher required to fulfill requirement
______ 102 (or above) _______ 4

Mathematics: Minimum Required
College Algebra MATH 112 _______ 3
AND Trigonometry MATH 111 _______ 2
OR Prep for Calculus MATH 120R _______ 4

Tier One Requirements: INDV/NATS/TRAD
Individuals and Societies (INDV 150)
*(2 courses with different prefix; i.e. 150A and 150B)
_________________________ _______ 3
_________________________ _______ 3

Natural Sciences (NATS 170)
*(2 courses with different prefix; i.e. 170A/B and 170C
170C is required
_________________________ _______ 3
_________________________ _______ 3

Traditions and Cultures (TRAD 160)
*(2 courses with different prefix; i.e. 160B and 160D)
_________________________ _______ 3
_________________________ _______ 3

Tier Two Requirements
Arts
_________________________ _______ 3

Humanities
_________________________ _______ 3

Individuals and Societies
_________________________ _______ 3

GRCENW (Gender/Race/Class/ Ethnicity/Non Western) *One undergraduate course must be taken from the GRCENW list; all TRAD 160A and certain Tier 2 courses can be used to meet this requirement
_________________________ _______ 3

Statistics- Choose ONE Course From:
MATH163/263 _______ 3
PSYC 230 _______ 3
SOC 200 _______ 4
SOC 274 _______ 3

SLHS MAJOR REQUIRED COURSES (33 UNITS)

Fall Classes
SLHS 267* _______ 3
SLHS 340 _______ 3
SLHS 362 _______ 4
SLHS 477 _______ 3
SLHS 483R/L _______ 4

Spring Classes
SLHS 261 _______ 4
SLHS 380* _______ 3
SLHS 367 _______ 3
SLHS 441 _______ 3
SLHS 473 _______ 3

(* offered both fall and spring)

Elective Courses: SLHS 207, 255, 263, 270, 430, 435, 454, 471,

OPTIONAL MINOR: (18 Units Minimum)

MINOR SELECTED:

COURSE # UNITS LOWER # UNITS UPPER

1.
2.
3.
4.
5.
6.
7.

MINOR GPA: /9 /9

UNIVERSITY REQUIREMENTS

☐ 120 Total Units_____________________
☐ 42 Upper-Div. Units_________________
☐ Major GPA _______________________
☐ Cum. GPA _______________________
☐ Final 18/30 @UA___________________
☐ 30+ units @UA____________________
☐ Degree Check Date: _______________

NAME _______________________________ SID # ________________________

CATALOG YEAR ___________________ EXPECTED GRADUATION DATE ______________________
<table>
<thead>
<tr>
<th></th>
<th><strong>FRESHMAN YEAR</strong></th>
<th></th>
<th><strong>FRESHMAN YEAR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>English 101</td>
<td>3</td>
<td>English 102</td>
<td>3</td>
</tr>
<tr>
<td>MATH 112 College Algebra</td>
<td>3</td>
<td>Math 111 Trigonometry</td>
<td>2</td>
</tr>
<tr>
<td>Tier I INDV</td>
<td>3</td>
<td>Second Language</td>
<td>4</td>
</tr>
<tr>
<td>Tier I NATS 170A or 170B</td>
<td>3</td>
<td>Tier I NATS 170C</td>
<td>3</td>
</tr>
<tr>
<td><strong>SLHS 207/263/255 elective</strong></td>
<td>3</td>
<td>Tier I TRAD</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>15</td>
<td><strong>Total Units</strong></td>
<td>15</td>
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<td><strong>SOPHOMRE YEAR</strong></td>
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<td><strong>SOPHOMRE YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>Second Language</td>
<td>4</td>
<td>Tier II Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Tier I TRAD</td>
<td>3</td>
<td>Tier II Art</td>
<td>3</td>
</tr>
<tr>
<td>Tier I INDV</td>
<td>3</td>
<td>Minor- Lower Division</td>
<td>3</td>
</tr>
<tr>
<td><strong>SLHS 267 (Acoustics) pre-ref 380</strong></td>
<td>3</td>
<td><strong>SLHS 261(Anat/Physio. of SLHS mech.)</strong></td>
<td>4</td>
</tr>
<tr>
<td>Minor- Lower Division</td>
<td>3</td>
<td><strong>SLHS 367 (Phonetics)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>16</td>
<td><strong>Total Units</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>JUNIOR YEAR</strong></td>
<td></td>
<td><strong>JUNIOR YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>Tier II INDV</td>
<td>3</td>
<td><strong>SLHS 380 (Hearing Sci) pre-ref 483r</strong></td>
<td>4</td>
</tr>
<tr>
<td>Minor- Lower or Upper Division</td>
<td>3</td>
<td><em>Statistics</em></td>
<td>3-4</td>
</tr>
<tr>
<td><strong>SLHS 340 (Lang Science) prereq for 441</strong></td>
<td>3</td>
<td>Minor- Lower or Upper Division</td>
<td>3</td>
</tr>
<tr>
<td>SLHS 362 (Neurobiology of Comm.)</td>
<td>3</td>
<td>Minor- Upper Division</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>13-15</td>
<td><strong>Total Units</strong></td>
<td>13-14</td>
</tr>
<tr>
<td><strong>SENIOR YEAR</strong></td>
<td></td>
<td><strong>SENIOR YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SLHS 477 (Comm. Dis I) pre-ref for 473</strong></td>
<td>3</td>
<td>SLHS 441(Language Acquisition)</td>
<td>3</td>
</tr>
<tr>
<td>SLHS 483R/L (Prin. Of Audiology)</td>
<td>4</td>
<td>SLHS 473(Comm. Disorders II)</td>
<td>3</td>
</tr>
<tr>
<td>SLHS 471 Speech Sound Disorders (elective)</td>
<td>3</td>
<td>SLHS Elective - Upper Division</td>
<td>3</td>
</tr>
<tr>
<td>Minor- Upper Division</td>
<td>3</td>
<td>Minor- Lower or Upper Division</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>15-16</strong></td>
<td><strong>Total Units</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

*Grade of C or higher is required to meet the 2nd language requirement starting Fall 2013

*TRAD 160A or certain Tier II meet Gender/Race/Ethnicity/Non Western Requirement

*MAJOR, MINOR, CUMULATIVE GPA MUST BE AT LEAST 2.000

*120 Units are required for the degree and 42 units must be upper division (U.D. 300-400#)

*DEGREE CHECK: You must begin the process BEFORE you register for your LAST semester.

*MATH 111 Trigonometry is Required for Catalog Years 2010 and beyond, and is a pre-ref for SLHS 267

*380 and 483R/L may be taken concurrently

*Tier 2 Natural Science (NATS) requirement is satisfied w/SLHS course work

*SLHS 471 Speech Sound Disorders is not required to graduate—you must have a CUM GPA of 2.8 to enroll

*Course sequencing is subject to change; check with your advisor every semester to stay on the correct sequence
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>
<thead>
<tr>
<th>JUNIOR YEAR</th>
<th>JUNIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>SPRING SEMESTER</td>
</tr>
<tr>
<td>SLHS 340 - Language Science</td>
<td>SLHS 261 – Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>SLHS 362 – Neurobiology of Comm</td>
<td>SLHS 380 – Hearing Science</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>SLHS 267 Acoustics</td>
<td>SLHS 367 - Phonetics</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Minor/Upper Division</td>
<td>Minor/Upper Division</td>
</tr>
<tr>
<td>3-6</td>
<td>3-6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>SPRING SEMESTER</td>
</tr>
<tr>
<td>SLHS 477- Com Dis I</td>
<td>SLHS 441-Language Acquisition</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SLHS 483R/L- Principles of Aud</td>
<td>SLHS 473 - Com Dis II</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Minor/Upper Division</td>
<td>Minor/Upper Division</td>
</tr>
<tr>
<td>6-9</td>
<td>6-12</td>
</tr>
</tbody>
</table>
**Graduate School Applications:**

MOST STATES REQUIRE A GRADUATE DEGREE (M.S. or Au.D.) TO PRACTICE SPEECH-LANGUAGE PATHOLOGY OR AUDIOLOGY. 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 application and deadline information and requirements. A listing of programs accredited by the American Speech-Language-Hearing Association can be found on the ASHA website at: http://www.asha.org/Careers/undergrad/.

- You should apply to several programs to ensure your chances of being accepted into at least one. The higher your GPA and GRE (Graduate Record Examination) scores the fewer schools you need to apply to in order to ensure your acceptance.

- 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.

- Tell faculty you want them to write letters of recommendation when you take their course. They can remember you better that way. Please ask the faculty what information they would like prior to writing a letter of recommendation for you. Common items include: your resume, unofficial transcript, and personal statement.

- Be sure to keep the original Observation Hours form(s). You will need to provide proof of hours to your graduate program.

- ASHA Standards for SLHS coursework at UA can be found in Appendix E.
Minor in Speech, Language, and Hearing Sciences

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

1. The SLHS Minor 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 advisor (Tharini Wijeweera; raini@email.arizona.edu) 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 advisor (Tharini Wijeweera; raini@email.arizona.edu).

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.
Table 1. Overview of courses available to SLHS Minor students. 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>
<th>Course number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall &amp; Spring</td>
<td>207</td>
<td>Survey of Human Communication and its Disorders</td>
</tr>
<tr>
<td>Spring</td>
<td>261 (4)</td>
<td>Anatomy &amp; Physiology of the Speech Mechanism</td>
</tr>
<tr>
<td>Fall</td>
<td>255</td>
<td>Hearing, Health, and Society</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>263</td>
<td>The World of Sound: Speech, Music, and MP3s</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>267 (P: Math 111 or Math 120R)</td>
<td>Acoustics for the Speech and Hearing Sciences</td>
</tr>
<tr>
<td>Spring</td>
<td>270</td>
<td>Scientific Thinking in Speech and Hearing Sciences</td>
</tr>
<tr>
<td>Fall</td>
<td>340</td>
<td>Language Science</td>
</tr>
<tr>
<td>Fall</td>
<td>362 (P: two Tier 1 NATS courses)</td>
<td>Neurobiology of Communication</td>
</tr>
<tr>
<td>Spring</td>
<td>367</td>
<td>Phonetics</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>380 (4) (P: 267)</td>
<td>Hearing Science</td>
</tr>
<tr>
<td>Spring</td>
<td>430</td>
<td>Neurobiology of Language</td>
</tr>
<tr>
<td>Spring</td>
<td>435</td>
<td>Bilingualism, Multiculturalism, and Nonmainstream Dialects</td>
</tr>
<tr>
<td>Spring</td>
<td>441 (P: 340)</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>Fall</td>
<td>454 (P: 483R)</td>
<td>Audiologic Rehabilitation across the Lifespan</td>
</tr>
<tr>
<td>Fall</td>
<td>471 (P: 367 &amp; major GPA &gt; 3.2)</td>
<td>Speech Sound Disorders</td>
</tr>
<tr>
<td>Spring</td>
<td>473 (P: 477)</td>
<td>Communication Disorders II</td>
</tr>
<tr>
<td>Fall</td>
<td>477</td>
<td>Communication Disorders I</td>
</tr>
<tr>
<td>Fall</td>
<td>483R &amp; 483L (4) (P:380)</td>
<td>Principles of Audiology</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>495a</td>
<td>Current Problems in Speech, Language, and Hearing Sciences</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>3TR, 392 (1-6), 399 (1-3), 399H (1-3), 492 (1-6), 499 (1-5), 499H</td>
<td>Independent study, Directed Research</td>
</tr>
</tbody>
</table>
Table 2. Suggested SLHS Minor course sequence 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>
<th>Year</th>
<th>Term</th>
<th>Course number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Fall &amp; Spring</td>
<td>267 (P: Math 111 or Math 120R)</td>
<td>Acoustics for the Speech and Hearing Sciences</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>340, or²</td>
<td>Language Science, or Neurobiology of Communication</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>362</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fall &amp; Spring</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>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>367</td>
<td>Phonetics</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>471 (P: 367 &amp; major GPA &gt; 3.2)</td>
<td>Speech Sound Disorders</td>
</tr>
<tr>
<td>2</td>
<td>Fall</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>

Other courses to choose from

<table>
<thead>
<tr>
<th>Term</th>
<th>Course number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall &amp; Spring</td>
<td>207</td>
<td>Survey of Human Communication and its Disorders</td>
</tr>
<tr>
<td>Spring</td>
<td>263</td>
<td>The World of Sound: Speech, Music, and MP3s</td>
</tr>
<tr>
<td>Spring</td>
<td>270</td>
<td>Scientific Thinking in Speech and Hearing Sciences</td>
</tr>
<tr>
<td>Fall</td>
<td>340</td>
<td>Language Science</td>
</tr>
<tr>
<td>Fall</td>
<td>362 (P: two Tier 1 NATS courses)</td>
<td>Neurobiology of Communication</td>
</tr>
<tr>
<td>Spring</td>
<td>441 (P: 340)</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>Fall</td>
<td>454 (P: 483R)</td>
<td>Audiologic Rehabilitation across the Lifespan</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>496a</td>
<td>Current Problems in Speech, Language, and Hearing Sciences</td>
</tr>
<tr>
<td>Fall &amp; Spring</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>
</tbody>
</table>

¹ If student has taken LING 341, 362 is recommended; otherwise 340 is recommended.
Table 3. Suggested SLHS Minor course sequence for students interested in pursuing graduate studies in Audiology. Consult *Recommended Coursework for Graduate Study in Audiology*. P = prerequisite course.

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Course number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Fall &amp; Spring</td>
<td>267 (P: Math 111 or Math 120R)</td>
<td>Acoustics for the Speech and Hearing Sciences</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>362</td>
<td>Neurobiology of Communication</td>
</tr>
<tr>
<td>1</td>
<td>Fall &amp; Spring</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>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>367</td>
<td>Phonetics</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>471 (P: 367 &amp; major GPA &gt; 3.2)</td>
<td>Speech Sound Disorders</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>483R &amp; 483L (4)</td>
<td>Principles of Audiology</td>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

**Other courses to choose from**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall &amp; Spring</td>
<td>207</td>
<td>Survey of Human Communication and its Disorders</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>263</td>
<td>The World of Sound: Speech, Music, and MP3s</td>
</tr>
<tr>
<td>Spring</td>
<td>270</td>
<td>Scientific Thinking in Speech and Hearing Sciences</td>
</tr>
<tr>
<td>Fall</td>
<td>340</td>
<td>Language Science</td>
</tr>
<tr>
<td>Fall</td>
<td>362 (P: two Tier 1 NATS courses)</td>
<td>Neurobiology of Communication</td>
</tr>
<tr>
<td>Spring</td>
<td>441 (P: 340)</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>Fall</td>
<td>454 (P: 483R)</td>
<td>Audiologic Rehabilitation across the Lifespan</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>495a</td>
<td>Current Problems in Speech, Language, and Hearing Sciences</td>
</tr>
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<td>3TR, 392 (1-6), 399 (1-3), 399H (1-3), 492 (1-6), 499 (1-5), 499H</td>
<td>Independent study, Directed Research</td>
</tr>
</tbody>
</table>
Appendix A

Summary of Observation Experience Form
Quick Reference to Observational Procedures-AuD
Quick Reference to Observational Procedures-SLP
DEPARTMENT OF SPEECH, LANGUAGE, & HEARING SCIENCES
UNIVERSITY OF ARIZONA

POLICY
The Department of Speech, Language, & Hearing Sciences recognizes that observation of clinical sessions can enhance the education of our students. It is the policy of the Speech, Language, & Hearing Sciences Department at the University of Arizona that in order to observe in our clinics (GBC, CAC, ACE, WOW), students must be registered as SLHS degree-seeking bachelor’s students or as non-degree seeking graduate students completing prerequisites for the graduate clinical program. Others may observe only with permission of a departmental clinical faculty member. Each student will have the opportunity to receive, but is not to exceed, 25 hours of observation. HIPAA training must be completed before observations can be scheduled.

PROCEDURE
The ASHA certified UA faculty or staff member who is supervising the observation will sign his/her name, indicate type of certification, and enter the appropriate hours for each observation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature of Supervisor</th>
<th>SLP/AuD</th>
<th>Location</th>
<th>Clock Hours</th>
<th>Running Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

Student’s signature: __________________________ Date: __________________

NOTE: This form is to be signed by University of Arizona Faculty/Staff Only
Quick Reference to Observational Procedures – Hearing Clinics

UNIVERSITY OF ARIZONA HEARING CLINICS
Ground Floor, Speech & Hearing Sciences Building

Reminders when observing in the clinics:

- Sign your initials on posted daily schedule sheet at the time you wish to observed; then sign up on the observation sheet.
- No more than one student observing a session
- Maintain a professional attitude and observational etiquette (dress, demeanor) at all times
- DRESS CODE: No shorts, jeans, or sneakers
- Plan to arrive at least 15 minutes early in order to introduce yourself to the audiologist and have time to review the client file
- Please obtain a copy of the audiogram, fill in your observation form and have it signed before you leave the clinic
- See Patricia in the Reception Area with any questions. Also, Clinical Instructors can help in this area, as needed.
Quick Reference to Observational Procedures – SLP Clinics

GRUNEWALD-BLITZ CLINIC FOR CHILDREN WITH COMMUNICATION DISORDERS (GBC)
Ground Floor, Speech & Hearing Sciences Building

CLINIC FOR ADULT COMMUNICATION DISORDERS (CAC)
Fourth Floor, Speech & Hearing Sciences Building

Reminders when observing in the clinics:

- Obtain HIPAA certification prior to observation
- Obtain the form for Observation Verification: Reception Area
- Check Schedules
  - Times and Rooms listed on board at west end of hallway (GBC) or board on east side of 4th floor (CAC)
  - Check with clinical instructor prior to observation
- Generally, no more than one student observing the same session, please. Exceptions as approved by the clinical instructor
- Proceed to observation area adjacent to treatment rooms
- Introduce yourself to the clinical instructor, please
- Avoid discussion with client’s caregivers, parents, or spouse who may be observing the session
- Seek out sessions at which clinical instructors are present
- Obtain signatures from clinical instructors: do not request clinicians’ autographs!
- Maintain a professional attitude and observational etiquette (dress, demeanor) at all times
- See Patricia in the Reception Area with any questions. Also, Clinical Instructors can help in this area, as needed.
- See Janet Hawley regarding observations of the Aphasia Program on Fridays
Appendix B

HIPAA
Welcome to the Department of Speech, Language, and Hearing Sciences at the University of Arizona. Please familiarize yourself with the following policies and protocols regarding confidentiality of client/patient information that are followed in the Speech-Language and Hearing Clinics (adult and child).

**Health Insurance Portability and Accountability Act (HIPAA)**
The Health Insurance Portability and Accountability Act (HIPAA) of 1996 created uniform, national rules regarding privacy of health care information. This includes patient access to records, patient education regarding privacy, receiving patient consent before the release of information, and providing recourse if privacy protections are violated. ASHA Leader, Vol 7 No.13, July 23, 2002.

**HIPAA Officers:**
Privacy Officer - Janet Hawley  626-6073
Security Officer – Bruce Munroe 621-1821
HIPAA Committee:  Lacy Enneking, Lea Cuzner Janet Hawley

**Privacy and Security Training:**
Confidentiality of client/patient information is mandated by federal law and is the policy of the University of Arizona and the Department of Speech, Language, and Hearing Sciences (SLHS). All students, faculty and staff must complete HIPAA training and demonstrate competence through receiving 80% or higher on a post-training test and sign a confidentiality form yearly. Severe sanctions exist for individuals and institutions that violate the privacy and confidentiality of client/patient information. Corrective action will be taken to correct inappropriate behaviors that threaten or breach the confidentiality of client/patient information. A threat means there is a potential to violate client/patient confidentiality. A breach means there is a direct or indirect violation of client/patient confidentiality.

Faculty and Staff please refer to the Faculty/Staff Client/Patient Confidentiality Policy and for policies on corrective actions see the Classified Staff Policy and Procedures #403 and the University Handbook for Appointed Personnel Chapter 2.13.09. Students please refer to the SLHS department’s Undergraduate or Graduate Client/Patient Confidentiality Policy and Corrective Action for Breach of Client/Patient Confidentiality Clinical Policy by Undergraduate and Graduate Students.

An observation session(s) consent form must be signed by casual observers/visitors. This includes donors touring the clinical areas, visiting students, and any other short-term visitors.

**Notice of Health Information Practices:**
Copies will be posted in clinic waiting areas, Clinical Computer Lab, and student workrooms. Copies are available in clinic office.
Clinic Communication Policy/Protocol:

Public Area Policy:
To ensure confidentiality, client/patient protected health information (PHI) cannot be discussed in public areas, which include hallways, elevators, restrooms, classrooms, the student library, or any other area open to the public. Acceptable discussion areas include therapy rooms, audiology counseling rooms, test suites, clinical faculty offices, and the Clinical Computer Lab. Discretion should be used when discussing patients in the clinic office.

Hard Copy Communication Policy:
Hard copy communication (phone messages, documents, reports, videotapes/DVD’s) regarding client/patient care may only be placed or maintained in clinic mailboxes and client/patient files which are located in the Clinical Computer lab, Workroom (Room 136), Autism Extension Center (ACE) office, Children’s Language Center (CLC) office or the main clinic office. Personal and confidential client/patient information is not allowed in the mailboxes located on the 2nd floor of the SLHS building.

Oral Communication:
The Privacy Ruling allows covered healthcare providers to share PHI orally (in person or on the phone) for treatment purposes only, without client/patient authorization, to other healthcare providers. These communications pertain to clinic faculty and staff using reasonable safeguards and providing only the minimum necessary information. As directed by their clinical instructors, graduate student clinicians are allowed to communicate with individuals on the client/patient’s treatment team such as case managers (e.g., DDD and DVR) and school personnel to facilitate client/patient care.

Documentation Policy and Procedure:
The clinic maintains a hard copy chart and electronic records (in Lytec) on all clients seen in the clinic and at ACE. All pertinent information regarding client/patient care (including phone contacts, status changes, release of client information etc.) must be documented in the client/patient record in Lytec. Initial contact/access to the chart (i.e., chart reviews) by graduate clinicians newly assigned to the client/patient must be documented in Lytec. Anyone else, besides appropriate clinic faculty and staff, who enters the client/patient chart (including Lytec) must have authorization to do so and must document this access and authorization in the Lytec (e.g., for graduate training purposes given permission by clinic faculty). Clinical records for children seen in the Wings on Words program (WOW) are maintained at the CLC.

E-mail Policy and Procedure:
As a general rule, use of e-mail to share protected client/patient health information by graduate student clinicians is not allowed. However, as a part of clinic daily operations, clinic faculty and staff, and graduate student clinicians, may send e-mail messages to each other, regarding client/patient scheduling, cancellations, and the like. In such cases, only the client/patient’s first name and last initial may be used and only the “minimum necessary” information should be shared.

If a client/patient requests that e-mail be used as a mode of communication, s/he must sign the ‘Authorization to Exchange Clinical Information by E-mail’ form. There are two forms; one for e-mail between the client/patient and clinic and one between the clinic and an outside party. Prior to sending an e-mail from the clinic, confirmation of the presence of the
appropriate signed form in the client chart (or as documented in Lytec) is required. The following disclosure statement is required on all e-mails leaving the clinic:

‘Confidentiality/Nondisclosure Notice: This e-mail transmission (and any attachments) is confidential. It may also be privileged or otherwise protected by law. If you have received it by mistake, please let the sender know by e-mail reply or you may call sender at the University of Arizona Speech, Language, and Hearing Clinics in Tucson, Arizona at 520 621-7070 and delete it from your system. You may not copy this message or disclose its contents to anyone unless otherwise required by law.’

Acquiring a signed authorization from the client/patient prior to disclosing PHI via any mode of communication to any outside party is standard clinic practice. However, the Privacy Rule allows covered health care providers to share PHI via e-mail for treatment purposes, without client/patient authorization, to other health care providers. Only clinic faculty and staff, and graduate clinicians when given specific permission, may send such e-mail transmissions using reasonable safeguards, sharing minimum information necessary and only with the above noted disclosure statement. Unless specifically directed by their clinical instructors, graduate student clinicians are expressly forbidden from sharing client/patient PHI via e-mail.

Fax Policy and Procedure:
Mailing or direct pick-up of client/patient records by an authorized party is preferred over faxing. However, applying reasonable safeguards to protect information from inappropriate use or disclosure, the Privacy Ruling allows healthcare providers to share protected health information for treatment purposes (i.e., to facilitate client/patient care in a timely manner) by fax. It is the policy of our clinic that health care providers, (i.e., clinic faculty and staff) share protected health information via fax only when necessary or requested. When faxing clinical information, the HIPAA-specific fax cover sheet must be used which includes the following Confidentiality/Nondisclosure Notice:

‘This cover page and any documents accompanying this facsimile transmission contain confidential information belonging to the sender that is legally privileged. This information is intended only for the use of the individual or entity named above. The authorized recipient of this information is prohibited from disclosing this information to any other party and is required to destroy the information after its stated need has been fulfilled. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or action taken in reliance on the contents of these documents is strictly prohibited. If you have received this facsimile in error, please notify the University of Arizona Speech, Language, and Hearing Clinics (phone: 520-621-7070; fax: 520-621-9901) immediately to arrange for destruction or return of these documents.’

All incoming and outgoing cover sheets regarding client/patient care (e.g., authorizations, personal communications, clinical records etc.) are to be placed in the client/patient file.

Legal Issues
Client/patient PHI may be released in response to a subpoena, court order, or other lawful process in which a written statement with the appropriate accompanying documentation authorizing such disclosure is received by the covered entity. PHI may be released without authorization if there is suspected child, adult, or elder abuse or in response to a criminal investigation by the police. In all cases, graduate student clinicians should inform their
clinical instructor if they receive such requests and the clinical instructor will take appropriate action. It is the policy of the Speech-Language Hearing Clinics that the legal department of the University be contacted in these cases. Although unlikely to be relevant in the Speech-Language Hearing clinics, confidential clinical records may also be disclosed if the information is judged to be pertinent to national security, contagious diseases that may affect public health, or adverse events related to medication.

**Computer Policy/Protocol:**

All faculty, staff, and students must abide by the Department of Speech, Language, and Hearing Sciences Acceptable Computer Usage Policies.

All written documentation regarding clients/patients will be maintained on the clinical server which is password protected. PHI may not be placed on a personal computer hard drive, removable media, or Personal Digital Assistant (PDA) device. Computers must not be left unattended prior to logging off.

All faculty, staff, and graduate students must complete the Request for User Accounts form in order to obtain access to department and clinical systems. All requests for user accounts must be submitted to the Security Officer.

**Clinical Computer Laboratory Policy:**

Only individuals who have need to be in the Clinical Computer Lab (i.e., are involved in the treatment, payment, and operation activities of the clinic) will be assigned an access code (i.e., password) to enter the Clinical Computer Lab. To acquire a password ‘The Request for User Accounts Form’ must be completed and signed by the appropriate department personnel (Clinical Faculty or Department Head).

All faculty, staff and graduate students must protect their password. Individuals with an access code are responsible for any and all activity that is conducted under their user name and access code. The laboratory door should remain closed at all times.

**Clinic Protocols to ensure HIPAA compliance:**

Phone Call Protocol:
When making phone calls to client/patients, the minimum information necessary will be shared (e.g., “Hi, this is Gayle reminding you of your appointment tomorrow at 2:00 p.m., if you have any questions, please call me at 621-7070”).

Check-in Protocol:
When clients/patients arrive, they are required to complete the following consent forms:

- Acknowledgement of Health Information Practices
- Consent to Use Clinic Information For Educational Purposes – (i.e., relating to the potential use of de-identified clinic information in classroom lectures, web-based educational materials, distance learning, written books or articles, other printed materials, and conference or workshop presentations). Note: the client/patient is not required to agree to the potential disclosure of their clinical information for educational purposes prior to being treated in the clinic but they must indicate their decision, for each item listed, and sign the form. They may also withdraw their consent through written means at any time.
Upon completion of the two forms, the Clinic Secretary will sign and witness that, to the best of her understanding, the Clients/Patients understand what they have read and signed.

Greeting Protocol:
Client/Patient confidentiality must be protected in waiting room areas and no personal information discussed. Example: An appropriate greeting is “Good morning Mr. Smith. My name is Jane Doe and I am a graduate clinician and this is my clinical instructor, Ms. Ima Instructor. Please follow me to the Desert Garden room.” An inappropriate greeting is “Good morning Mr. Smith. I understand that you are here for your child’s stuttering problem.” Should there be a student observer, the instructor should introduce the student to the client/patient and the family, as applicable, and explain the purpose of the observation.

End of Therapy/Evaluation Feedback Sessions:
Test or therapy results should only be discussed with clients/patients and their respective families and guardians in therapy or evaluation rooms. Although client/patients and family members may ask, on occasion, for detailed clinical information while seated in the waiting rooms it is appropriate to ask the individuals to move into an appropriate treatment area prior to discussing their protected health information. If they insist that they do not have concerns regarding confidentiality, this verbal authorization should be documented in the client/patient’s chart and ‘minimum necessary” information should only be disclosed.

Clinic Observation:
As a part of our educational mission, we support student observation of clinical activity (evaluation, treatment, and other clinical services in the Speech-Language and Hearing clinics) as a part of class assignments and to accrue the 25 hours suggested by ASHA guidelines. Prior to observation in the clinic, the student is required to complete the SLHS department HIPAA training program. At the time of signing up for observation in the clinic, the clinic secretary confirms that the HIPAA training has been completed and provides the department’s Clinic Observation form to the student so that the observation activities can be documented by the supervising Speech-Language Pathologist or Audiologist. Students completing observations are not allowed to view client/patient files but they may review therapy lesson plans when observing in the Speech-Language Clinic which are labeled with only client/patient initials. When a student observer is asked to document audiological test data for a class assignment, students are obligated to record the data by hand at the time of the observation experience and again use only patient initials on the form. Undergraduate students are not allowed access to the clinic office or to client files to Xerox clinical test results.

Report Writing Protocol:
For general overview, please see attached Flow Chart for Client/Patient Report Writing. As noted above, to ensure confidentiality of client/patient written documentation, reports and other narrative documentation will be generated/completed by graduate students in the Clinical Computer Lab.

Step 1: The original draft of the report/document, and an associated tracking form, is printed and placed in the clinical instructor’s box in the lab or in the Workroom (room 136) and/or sent via Spongebob (our internal firewall-protected report writing network) to the clinical instructor for editing. The clinical instructor will also use this process to return the
report (hard copy or via Spongebob) to the student(s) with suggested edits until a final draft is approved.

Step 2: Once a report is approved and the instructor completes the tracking form, the student will send the final Speech-Language Evaluation or audiological report to the clinic secretary through Spongebob, and print a hard copy which will be placed in the clinic secretary’s box. The secretary will then format the report and print it on letterhead. All other reports (e.g., formatted therapy progress reports) will be printed by the student on the appropriate department letterhead.

Step 3: The completed Evaluation report will then be placed in the student's mailbox located in the Clinical Computer lab or the Workroom (Room 136) for final review and signature. The signed report is then placed in the instructor’s mailbox for signature.

Step 4: Once signatures are obtained, the evaluation and therapy summary reports are returned to the clinic secretary for filing, mailing (if requested) and shredding of evaluation drafts. The tracking form will be returned to the clinical instructor. This form is for internal use only and may not be copied.

*As requested by certain payors (e.g., DES-Division of Developmental Disabilities), clinical records (i.e., reports) may be sent electronically using appropriate security measures. All other clinical records (i.e., daily progress notes) must be completed in the building in a timely manner.

**Client/Patient File Procedure:**

No files or any other form of our client/patients’ PHI may leave the SLHS or the CLC buildings. (Exception: only clinical instructors and authorized clinic staff may transport client/patient files or other confidential information from ACE and the CLC to SLHS for report writing and other treatment purposes). When graduate students are in Off-campus practicum experiences, the assigned facility’s HIPAA policies and procedures regarding their clients and patients will supersede department policies.

Graduate student clinicians may only view files for their specific client/patients unless directed by their clinical instructor. Other students who have received permission must document in the client/patient file log (Lytec) that they reviewed the file, the name of the approver, and date.

Undergraduate students are not allowed to view client/patient files.

Some exceptions include:

- Faculty may direct undergraduate students to view a client/patient file as part of a research or development project. In all cases the student name and faculty name must be logged in the client/patient file. Review the Program Development and Research Policy/Protocols.
- Clinical instructors may direct undergraduate student to view files as part of the Clinical Assistant Program (CAP). This also must be documented in the client/patient file.

Undergraduate students who fail to abide by these guidelines will be subjected to corrective action. See the Corrective Action for Breach of Client/Patient Confidentiality Clinical Policy by Undergraduate Students.
Speech-Language and Audiology

Client/patient files can be removed from the Clinic Office for 48 hours after seeing the client/patient for report writing in the Clinical Computer Lab. During the end of semester report writing period, speech-language students may have files checked out for a 3-day period. However, client/patient files cannot be left overnight in the Clinical Computer Lab. They must be stored only in the Workroom (Room 136).

ACE and the Wings-On-Words Program at the CLC

Students treating clients at ACE will complete their documentation (Lytec and reports) in the SLHS clinic on campus. Students completing their practicum experience in the WOW program will maintain the appropriate treatment documentation and write reports at the CLC. As needed, client/patient files will be transported between ACE, the CLC, and the Speech, Language, and Hearing Sciences building only by clinical instructors. These files can only be stored in the designated file cabinet at the ACE, CLC or the Workroom (Room 136).

Storage of Client/Patient Information Policy:

While in a graduate student's possession, all video/audio tapes, DVD’s and photographs of client/patients should be stored in the Clinical Computer Lab or the Workroom (Room 136) until returned to the clinical instructor. Once the report is completed, all video/audio tapes, DVD’s, and photographs will be stored in the clinical instructor's office or the Clinic Audio-Visual Resource Center, or appropriately erased/destroyed.

Once a graduate clinician has graduated, their clinical computer accounts, including any client/patient protected health information, will be deleted within 3 months. For any exceptions please see the Security Officer.

Program Development Policy/Protocol:

HIPAA allows health care professionals to communicate freely with patients about treatment options and other health-related information but authorization must be obtained from client/patient before contacting them about program development activities. The form on which clients/patients can give authorization to be contacted for program development activities is the Acknowledgement of Health Information Practices. Only individuals authorized by the Privacy Officer may have access to these forms and client/patient files. In order to access clinical records for program development activities, the requester must complete the 'Request for Access to Clinical Records for Program Development' form and submit it to the Privacy Officer. The Privacy Officer will confirm that all parties who request access to files have completed the HIPAA Privacy Training. When the signed approval form allowing access to the charts is received from the Privacy Officer, the requester must maintain a record of the clients/patients who were contacted, the date contacted and a notation must be made in each client/patient file as to who reviewed the information. Once the requested information is obtained, the original Request for Access form and attached record of contact must be filed with the Privacy Officer. A copy will be placed in the clinic office and another copy given to the requester.

Clinical Research and the HIPAA Privacy Rule

Authorization must be obtained from clients/patients before contact can be made regarding
potential candidacy for research projects. The client/patient’s decision whether or not they authorize contact for research purposes is indicated on the Acknowledgement of Health Information Practices form which is completed at the time of the first visit to the clinic.

Activities Preparatory to Research:
Under the ‘preparatory to research’ provision, covered entities may use and disclose protected health information to researchers to aid in study recruitment (i.e., to determine if a sufficient number or type of records exist to conduct the research). To permit the researcher to conduct a review of records, the covered entity must ensure that this review is sought solely for, and is necessary for, the purposes of research and that no protected health information is removed during the review. (See the National Institutes of Health, ‘Health Services Research and the HIPAA Privacy Rule’ document for detailed information).

Procedure for Accessing Clinic Records:
In order to view clinical records for research purposes, the researcher must complete the ‘Request for Access to Clinical Records for Research’ form and submit it to the Privacy Officer. This form includes information regarding the nature of the research, the need for the chart review, and the names of individuals who will be accessing client/patient records. The Privacy Officer will confirm that all parties who have requested access to files have completed the HIPAA Privacy Training. Once the researcher(s) receive authorization to access clinical records from the Privacy Officer, the requester/researcher must maintain a record of the client/patient charts that were reviewed and, as applicable, list the names of the client/patients who were contacted and the date(s) contacted. A notation must also be entered in each client/patient file including the date reviewed and the name of the researcher who reviewed the chart and, as applicable, contacted the client/patient. Once the requested information is obtained, the original Request for Access form and the attached record of contact will be filed in the clinic office and the researcher will retain a copy.

Use of Clinical Information for Educational Purposes:
As noted above, de-identified PHI of clients/patients seen in the clinic, including photographs, video/audio recordings, and written information/data may be used for training purposes in classes if the client/patient provides written consent (see Consent to Use Clinical Information for Educational Purposes form). Undergraduate and graduate students will be held accountable for maintaining the confidentiality of this information per HIPAA guidelines. Should an incident occur (Threaten or Breach of Confidentiality), the Course Instructor is responsible to meet with the student to review the violation and the policy.

Forms Policy:
No new clinical forms can be developed and used without prior approval of the HIPAA Committee. Copies of all clinical forms can be found in the Clinic Office or Room 220A.
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 threaten or breach the confidentiality of client/patient information. A threat means there is a potential to violate client/patient confidentiality. A breach means there is a direct or indirect violation of client/patient confidentiality. The Course Instructor, Privacy Officer, and Clinical Instructors are responsible for addressing inappropriate 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 two incidents that appear to threaten confidentiality of
client/patient information or is named in an incident that appears to 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 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 decision 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 address: http://w3.arizona.edu/~studpubs/policies/studdisc.htm.
Appendix C
Independent Study and Directed Research Opportunities

Mary Alt: Receptive language development with a particular emphasis on the learning mechanisms that contribute to Specific Language Impairment.

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 the signal processing for amplification.

James Dean: Audiologic assessment for individuals with developmental disabilities, predictive modeling of audiological treatment benefits and the application of outcome measures to validate treatment efficacy.

Gayle DeDe: Neurogenic communication disorders and cognitive aging; real-time processes underlying sentence comprehension, the role of general cognitive abilities (e.g., working memory) on sentence comprehension, sentence comprehension impairments in aphasia.

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.
Barbara Kiernan: The atypical language-learning characteristics of children with specific language impairment.

Andrew Lotto: Auditory cognitive science; the roles of auditory encoding and perceptual learning in the perception of complex sounds, such as speech.

Edwin Maas: Speech production, particularly phonological planning and motor planning for speech, disorders of spoken language production in adults and children, effects of conditions of practice and feedback in treatment of motor speech disorders.

Nicole Marrone: Hearing loss and treatment in adults; aging and cognitive factors in auditory perception; improving speech understanding in competing noise and reverberation.

Elena Plante: Brain-language relations in developmental language disorders and language assessment.

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, studying inner ear function in lizards as a way to better understand cochlear mechanics and auditory processing in individuals on the autism spectrum.

Stephen Wilson: Neuroimaging of language networks; neurodegenerative and vascular aphasias; syntactic processing; lexical access; single word reading.
Appendix D

ACADEMIC REQUIREMENTS REPORT

An Advisement Requirement Report is an individualized report of a student’s progress towards completing degree requirements. Advisement Requirement Reports can be generated using UACCESS Student.

To access your Advisement Report:

1. Log onto UACCESS Student Center (http://uaccess.arizona.edu/)
2. Under Academics, select Academic Requirements Report from the drop down menu and click the arrow to continue
3. Your Academic Requirements Report will process usually within a few minutes
4. For clarification on requirements meet with your Academic Advisor at least once a semester. You should check your report for accuracy.

ACADEMIC PROGRAMS REQUIREMENTS REPORT (APRR)

An APRR displays a complete statement of the requirements and approved courses for each UA undergraduate degree program. APRR’s are the official record of requirements for degree programs; therefore, students should become familiar with the APRR for their degree program. To find an APRR, go to http://catalog.arizona.edu/2013-14/ and search under major or minor requirements.

IF YOU HAVE QUESTIONS ABOUT ANY POLICIES AND NEED CLARIFICATION, PLEASE CONTACT YOUR ACADEMIC ADVISOR IMMEDIATELY
### Appendix D

**ASHA Standards for Speech, Language, and Hearing Sciences Coursework**  
University of Arizona, Tucson, AZ  

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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**  
  Phonetics

- **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)