

***The overall goal of the CSD program is to provide students with a basic foundation and general understanding of human communication processes. This goal includes providing a solid foundation for graduate study communication sciences and disorders or audiology. Another program goal, for those who are interested, is to provide the academic requirements for the NAU Certificate as a Speech-Language Pathologist Assistant.***

***Department* of Communication Sciences & Disorders**

***College* of Health and Human Services**

**CSD 460: Clinical Interaction in Speech-Language Pathology and Audiology**

**Spring 2018**

**Web Course Syllabus**

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| General Information | |
| CREDIT HOURS | 3 hours |
| INSTRUCTOR (Lecturer) |  |
| Email |  |
| Phone | 480-299-5012 |
| Other: | Online and Collaborate (BBLearn) |
| OFFICE HOURS | Virtual: Monday 8:00-11:00am and Thursday 4:00 p.m.-5:00 p.m. |
| COURSE PREREQUISITES | CSD 191, CSD 202, CSD 251 |
| COURSE CO-REQUISITES | CSD 301, CSD 302, CSD 303, CSD 304 |
| Permission Number Required | Email instructor for pre-clinical interaction requirements |
| COURSE DESCRIPTION | Observation of therapy procedures in various clinical settings. This course introduces clinic policies and procedures through a variety of clinical activities. |

**Course Standards and Student Learning Outcomes**

**The successful learner will complete the following:**

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| * Perform the duties of an SLPA in training within the scope of practice outlined by the American Speech-Language and Hearing Association (ASHA). |
| * Document a minimum of 100 hours of clinical interaction activities under the supervision of a licensed master's level speech-language pathologist with at least two (2) years of full-time professional experience as a Speech Language Pathologist. ***The 100 hours does not include observation hours.*** |
| * Apply fieldwork experiences to clinical discussions with your peers and instructor. |
| * Problem solve and reflect upon your fieldwork experiences through activity and reflection logs. |
| * Self-evaluate clerical, technical, and interpersonal skills. |
| * Examine your SLPA-Student skills through supervisor evaluation. |
| * Reflect and describe your fieldwork experience overall in a mid-experience and final summary report. |

**\*\*\*It is the student’s responsibility to establish a fieldwork site/s and find an SLP supervisor per your state licensure/certification requirements \*\***

**Arizona requires that the supervising SLP must have at least 2 years of licensed full-time work that does not include the CFY year**

**ASHA and other states, ie. California have different requirements.**

1. **Contact Information:** No later than the first week of your clinical interaction experience, e-mail mary.valencia@nau.edu with:

(a) contact phone numbers where you can be reached;

(b) your SLP supervisor's name, work address, and contact information, years of experience that does not include CFY, if they have previous supervised, if they have complete CEUs in supervision.

All future correspondence should take place within Blackboard.

2. **Activity and Reflection Logs:** Due **Each week on Monday** by 8:00 am MUST be completed and approved by CSD460 instructor

* Submit a journal entry of the previous week’s activities in BB Learn.
  + Separate observation hour reflection logs from direct contact reflection log using bblearn journal.
  + A form for these reports is included in the Course Content "Forms" folder.
    - You may modify the forms to your liking as long as all areas are addressed
    - Feel free to reproduce this form or type your own report (as long as you address all areas on the form)
  + DAILY Activity logs should include:
    - Breakdown of hours (direct service time, clerical time, preparation for therapy, collaboration and discussion)
    - **Reflection** of from your experience in a Know, What I learned and What I would like to know/learn format

3. **50 Hours Completed, Mid-experience Report:** When you are midway through your experience, submit the mid-experience report of your fieldwork experience. The report template can be found in the Course Content page in the "Forms" folder. This report **does not** have to be shared with or signed by your SLP/s supervisor. When you have completed this report, you need submit it either in the class, by an e-mail attachment.

4. **50 Hours Completed, Self Evaluation: A mid-experience self-evaluation will be completed and shared with your SLP supervisor/s.**

* You are responsible for providing the SLP supervisor with your evaluation form completed.
  + The evaluation can be found in the Course Content page in the "Forms" folder. Review your self-evaluation with your supervisor/s. Both you and the SLP supervisor/s must sign and date this evaluation. These documents need to be submitted by an e-mail attachment to mary.valencia@nau.edu.

5. **100 Hours Completed, SLP Supervisor Evaluations: Your SLP supervisor will evaluate you at the end of your fieldwork experience):**  You are responsible for providing the SLP supervisor with the evaluation form prior to being evaluated. Review this evaluation with your supervisor. Both you and the SLP supervisor must sign and date this evaluation. The evaluation can be found in the Course Content page in the "Forms" folder. These documents need to be submitted by an e-mail attachment to or submitted via BBlearn.

6. **Summary of Fieldwork Experience:** Near the end of the semester, you will complete a Summary of Fieldwork Experience report. This report does not have to be shared with or signed by your SLP supervisor/s. When you have completed this report, sign and date it. When you have completed this report, documents need to be submitted by an e-mail attachment to mary.valencia@nau.edu.

7. **Contact Hours Logs**: You must document your time **EACH** day you do clinical interaction activities and have your SLP supervisor/s approve your activities and your time spent.

* Types of activities should be specific to the client and focus of the treatment or tasks in which you are participating (see ASHA roles and responsibilities for SLPA roles that she/he may do and may NOT do)
* Submit your logs for review by the instructor quarter way (25 hours) through your experience for review and feedback
* At the end of the semester submit all of the completed hour logs.
  + - \*\* you need original signatures on each of the logs by myself and your supervisor, make arrangements prior to the end of the semester to complete this\*\*

8. **Observation Log**: You do not submit this log for the course. However, document your observation hours.  **Some states require observation time for licensure or certification. Additionally, some graduate programs require observation, so you may need this documentation. See your states requirements. California requires observation hours in addition to your direct contact hours**

9. **Collaborate Sessions:** Each week a synchronous Collaborate session with your classmates will be offered to enable you to discuss and/or identify skills, knowledge, and competencies that you may still need to acquire. We will decide as a group which day and time works for the majority. These sessions are not required. However, students who have participated in them in the past have realized that this gives added support, information needed for success, etc. It also looks good on a recommendation that you went the "extra mile" to actively pursue resources.

10. **Discussions:** Participation in a-synchronous discussions regarding various therapy, ethics and law, and other professional issues will be available throughout the course. These are required as part of your grade. You must complete at least 6 discussions and complete them by the end of the semester. Discussions will reflect the class needs and will be posted weekly on BBlearn.

11. **Technical Proficiency Self-Assessment:** You will complete the TPSA **before** starting your clinical hours and again at the end of the semester. The TPSA you completed at the beginning of the semester will be given to your SLP Supervisor **before** you being your clinical experience. At the end of the semester, you will revise your TPSA to reflect the skills you’ve gained throughout the semester. You will submit those TPSAs to the instructor only.

12. **Therapy Go Bag:** Using google docs, we will compile lists of therapy resources that will continue to be available after you are finished with the class. I am very excited about this aspect of the class since it is something that "keeps on giving" even after the class is finished because you can access them as long as they are in use with your NAU user ID (you will always have that even after graduating). **There are three google documents we will be using: Therapy Ideas, Therapy Materials, Therapy Websites.**

13.  **Licensure application forms**: These are not required for class as this is a licensure issue and not an academic issue. However, it is likely you will need signatures from your SLP supervisor/s or the instructor for this course on a license application form. I recommend that you complete this before you leave your site/s at the end of your clinical experience. This will save precious time for you, the instructor, and the supervising SLP/s.

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| **Textbook and Required Materials**  ***There are no required textbooks for this course.*** You will already have obtained the textbooks in previous classes. If, for some reason, you do not have the textbooks in the recommended section below, you may want to have those for reference.  **Recommended** Optional Materials/References  Ostergren, J. (2014). Speech-Language pathology assistants: A resource manual. San Diego, CA: Plural Publishing, Inc.  Dwight, D. (2014). Here’s how to do therapy: Hands on core skills in speech-language pathology (2nd ed.). Plural Publishing, Inc. |

**ASSESSMENT of STUDENT LEARNING OUTCOMES**

* Complete the Technical Proficiency Self-Assessment Checklist for your pre and post experience.
* Complete a Self Evaluation.
* Conduct the Supervisor Evaluation/s at the end of the semester or when your 100 hours are completed.
* Participate in at least 6 discussions.
* Submitted and approved weekly activity and reflection logs of your experience/s each week that you are doing your clinical interaction.
* Complete the mid-experience and final summary reports.
* Document your time using the Contact Hours Logs each day you conduct clinical interaction activities. You must have this time approved by your supervising SLPs each day. Often, students log time that the SLP did not approve. You will submit your log/s when you are quarter way through your experience and again at the end of your experience.

**Tentative Timeline for Assessment: (These forms are found in the "Classroom," "Forms" section. Discussions are in the Classroom.)**

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| **Type** | **Time Period** |
| **Technical Proficiency Self-Assessment Checklist** | **Turn in the TPSA checklist at the beginning and end of the semester. Give your SLP supervisor a copy of the TPSA at the beginning of the semester. At the end of the semester, give your instructor a copy of the TPSA that reflects skills you’ve gained over the semester.** |
| **Reflection & Activity Reports** | **Turn in the Monday following the week of your clinical interaction or observation experiences.** |
| **Discussions** | **Participate in at least 6 discussions by the last day of class.** |
| **Mid-experience Report** | **Must complete and turn in midway through your clinical experience.** |
| **SELF EVALUATION** | **Must complete and turn in midway (50 hours completed) through your clinical experience.**  **NAU CSD Students must do the self-evaluation at the midterm, week of March 7th-11th.** |
| **SLP Supervisor/s Evaluation Report- Final**  **(100 hours are completed)** | **Must complete and turn in by the last day of class.** |
| **Final Summary of Experience** | **Must complete and turn in the last day of class.** |
| **Contact Hour Logs** | **Must complete and turn in midway and at the end of your experience.** |

**Grading System:**

**This is a pass/fail grade course. Your grade for this course will be assigned by the CSD 460 instructor. It will be based upon successful completion of the fieldwork experience, timely submission of written assignments (contact logs, activity and reflection logs, mid and final summary reports, self-evaluation, Technical Proficiency Self Assessment Checklist), discussion participation, and evaluation by the supervising SLP/s.**

**Any student action that results in termination of the clinical interaction experience is grounds for failure ("F" grade) in the class.**  **All written materials and other expectations must be completed at the assigned time and received before a grade will be assigned.**

**Attendance: Three or more absences and/or tardys are grounds for failure in the course ("F" grade). SLPs and their clients are counting on you.**

TIPS FOR CLASS SUCCESS:

* Approach this experience with a positive attitude. This experience, like life, will be what YOU make of it. What you get out of it is largely up to you.
* Prepare ahead of time! Leave yourself plenty of time to be successful. I would expect you to be at least 30 minutes early for each therapy session/session day in order to prepare. Arriving 15 minutes before your day/session starts is considered being late!
* Communicate with your supervising SLP/s. This is an important aspect to success as an SLPA-Student and as a practicing professional.
* Take good care of yourself. Rest, good nutrition, exercise, and stress reduction are not only keys to a healthy lifestyle but to good academic performance as well.  SLPAs/SLPs are known to have huge caseloads with so much paperwork you'd think that's all we do! It's important to take care of yourself given the incredible amount of stress you endure.
* Do not hesitate to ask for my assistance. Believe it or not, that's what they pay me for! I enjoy teaching, and I enjoy talking with you. Please see me if you are having a problem with some aspect of your clinical interaction or with the course. I would love to talk with you about what is going well too!
* Remember to practice "unconditional positive regard" and always maintain a mindset of professionalism. You are considered a "professional" by others and it's important to meet that expectation. You are representing NAU when doing your clinical interaction and we expect a high standard of practice while enrolled in this class.
* Students are often surprised that this fieldwork course requires so much of their time. I realize that you may have other very important commitments, such as full-time employment and a family. I strongly encourage you to review your personal time commitments and expectations--both at the beginning of the semester and throughout the course--in order to determine whether you are scheduling your time realistically. Please contact me immediately if you need guidance in this matter. I will be happy to try to assistyou.

***CONFIRMATION OF CLASS MEMBERSHIP***

**In order to confirm your membership after you have reviewed the syllabus and contents you will mark the box "reviewed" that confirms the following: " *I have read and understand the syllabus for this class, and I agree to abide by its content for this class."* *Until you have completed this, you will not be allowed to view the content of the course.***

***The class content exists and will be released after you complete the syllabus review and click on the "mark reviewed" box.***

**COURSE POLICIES:**

Students are responsible for turning assignments in on or before the assigned due date to receive credit. Allow adequate time to correct potential technology problems. Academic dishonesty of any kind will not be tolerated. Any violations of this policy will result in a zero (0) for the assignment and be figured into the final grade accordingly. Additionally, you should be aware that academic dishonesty may result in University disciplinary action, including suspension/expulsion. For information on NAU policies on Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board process, and Academic Integrity, please see the following section of this syllabus.

**ASHA AND STATE COMPETENCIES**

ASHA has standards of competence for speech-language pathologists (SLPs) and suggested guidelines for speech language pathology assistants (SLPAs). Review the [**American Speech Language-Hearing Association**](http://www.asha.org/default.htm) (ASHA) web page to become familiar with these competencies. This course was designed to equip you (an SLP or SLPA) with a component of these competencies.

The state of Arizona requires certain competencies and coursework for speech professionals and paraprofessionals beyond the scope of this course. For additional information contact the [**Department of Health Special Licensing Division**](http://www.azdhs.gov/als/hadisp/index.htm) and/or the [**Arizona Department of Education**](http://www.ade.state.az.us/).

**FINAL EXAM SCHEDULE:**

To access the final exam schedule for mountain campus classes, refer to the Registrar's link: <https://nau.edu/Registrar/>

For Extended Campuses calendar access: <http://extended.nau.edu/>

**Emergency Textbook Loan Program**

Emergency Textbook Loan Program: To help students acquire the materials they need to be successful in class. NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online:

[http://nau.edu/LEADS-Center/Textbook-Loan-Program/](https://iris.nau.edu/OWA/redir.aspx?C=T6cBaFasUEO1r1_awxVN6_FKCn_NkdEI702mvCykb5ATr_q4QL1L-fu-68Yx03IU3Z4FMnsKyEw.&URL=http%3a%2f%2fnau.edu%2fLEADS-Center%2fTextbook-Loan-Program%2f)

**Student Support Services**

The Student Learning Centers, TRIO Outreach programs, and Educational Support Services main office are back in the University Union, second floor.   Specific room locations are below:

**Student Learning Centers**

·         Tutoring-room 201

·         Transfer and Commuter Connections office/lounge-room 247

·         Peer Jacks lounge and staff-room 201

**TRIO Outreach programs**

·         Educational Talent Search (ETS)/Educational Opportunity Center (EOC)/Nizhoni-room 241

·         Upward Bound and Upward Bound Math Science-room 201

**Educational Support Services**

·         Main office – room 260

**NAU & HEALTH SCIENCES ACADEMIC POLICY STATEMENTS**

**(See the following webpage for Health Sciences Dept. Academic Integrity Policy: http://nau.edu/CHHS/Health-Sciences/Public-Health-Policies/)**

**PROFESSIONAL DISPOSITIONS**

Students are expected to:

1.  Attend class via the internet daily. During this time, you should check course announcements, e-mail, calendar, discussions, assignments, and other tools used in the course. Many of the class activities are interactive and they are impossible to make-up after they have been completed. Simply reading the book does not equal being an active class participant!

2.  Participate fully in class assignments and discussions.

3.  Complete assignments by the due date. Students are responsible for regular online communication and submission of assignments according to scheduled deadlines. See the "Calendar" function for due dates.

4.  Submit original work. Plagiarism of copy-written materials and/or other individual’s work will not be tolerated. Students who commit academic dishonesty will not receive credit for the class. Cheating/plagiarism will result in University disciplinary action, including suspension/expulsion.

5. Complete assignments and quizzes as scheduled. No retests or extensions will be given.

6.  Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.

7.  Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.

**ACADEMIC INTEGRITY**

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declaration that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university’s academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy. Refer to the [NAU's](http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Academic_Dishonesty.pdf) [Student Handbook](https://nau.edu/student-life/student-handbook/).

**Types of Academic Dishonesty**

**Plagiarism:**There are many types of plagiarism and academic dishonesty, which are defined below. (Examples below are adapted from: http://www.sussex.ac.uk/academicoffice/1-4-1-2-2.html as well as http://hep.ucsb.edu/people/hnn/conduct/disq.html and http://www.scs.northwestern.edu/student/issues/academic\_integrity.cfm. Also see link at '[**OWL at Purdue**](http://owl.english.purdue.edu/owl/resource/589/01/)' (Purdue University, US), which has produced an excellent set of examples for what is and is not proper practice, http://owl.english.purdue.edu/owl/resource/589/01/)

Complete plagiarism: This is when an essay or other work has been copied word for word from another source or sources (e.g. purchase or copying of an online paper). There must be original work involved by the student. Without an original contribution, complete plagiarism has occurred even if the source is cited.

Partial plagiarism: The most common type of plagiarism, this type occurs when another work has been used in an assignment without acknowledging the source.

1. ***Copy and paste***: Similar to partial plagiarism, this type of plagiarism is often the result of easy access to the internet & electronic journals. This occurs when a section is lifted wholesale from the internet source and copied into an assignment. Just like material from books and articles, this material must be marked by quotation marks ("....") and properly cited (referenced).

2. ***Word switch***: Changing one or two words is not sufficient to make a text your own. Rather than changing a word or two, paraphrase the section, or quote properly. Paraphrases must also be properly referenced.

3. ***Concealing sources***: Citing a source one time is not sufficient if it is repeatedly used. Cite the source as many times as you use it.

4.  ***Self-plagiarism***: Reuse of a student's own work or data without permission of the instructor constitutes self-plagiarism. Even when using your own material, it must be cited properly. Also, do not use the same essay for different courses without permission of the instructors.

5. ***Inadvertent plagiarism***: This is plagiarism by accident, and it is usually the result of ignorance regarding the definitions of plagiarism. Note that plagiarism is considered academic dishonesty, even when inadvertent.

**Collusion:**Collusion occurs when two students work together and one produces work and allows another student to copy it. In such a case, both students will be considered to have colluded and committed academic dishonesty. Similarly, any student who helps, or allows, another student to commit any academic fraud, cheating or plagiarism, is considered to have colluded. Group work is not collusion when it is authorized by the instructor.

**Cheating:** Cheating is the unauthorized use of information or study guides in any academic exercise, exam, paper or other assignment. Cheating includes:

1. Copying another student's examination.

2. Sharing answers for either a take-home or in class examination.

3. Using notes or books to the exam when such aids are forbidden; you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is an "open book" exam.

4. Taking an examination in another student's name or asking another student to take one for you.

5. Changing the examination after correction in order to gain more credit than deserved.

6. Creating a "cheat-sheet" or writing out answers in your bluebook before the exam.

7. Using the services of a commercial term paper company or another student to prepare your assigned work.

8. Any other action not listed above that gives someone an unfair advantage on a graded assignment.

**Fabrication/Fraud:** This is the creation or invention of any information, data or citation that is false; also the presentation of information or data not collected in accord with standard ethical guidelines; failing to include an accurate account of the method by which the data were gathered or collected; or any attempt to deceive an instructor or administrative officer of the university.

**Obtaining an unfair advantage:** This category includes activities that directly or indirectly compromise fair assessment or grading or constrain other students' abilities to successfully complete their assignments. These activities include, but are not limited to:

1.  Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor.

2. Stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use or to deprive the instructor of the ability to check students' work.

3. Possessing, using, or circulating previously administered examinations, unless authorized by the instructor.

4. Intentionally obstructing or interfering with another student's academic work.

5. Otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students.

**Falsification of records or official documents:** altering any academic documents or records; forging signatures of authorization or falsifying information on an official document, transcripts, grade report, drop/add form, or any other official Northern Arizona University document.

**Unauthorized access to computerized academic or administrative records or systems:**This includes inappropriate viewing or changing of computer records, modifying computer programs or systems, sharing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

**SAFE ENVIRONMENT POLICY**

NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or

participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university’s compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website [*nau.edu/diversity/*.](http://nau.edu/Affirmative-Action/Forms-Policies/) If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or [aaeo@nau.edu](mailto:aaeo@nau.edu).

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu)(e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an

accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

**ACADEMIC CONTACT HOUR POLICY**

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

**RESEARCH INTEGRITY**

The Responsible Conduct of Research policy is intended to insure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: [http://nau.edu/Research/Compliance/Research-Integrity/.](http://nau.edu/Research/Compliance/Research-Integrity/)

**SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.