



VERA Z. DWYER
COLLEGE OF HEALTH SCIENCES
School of Rehabilitation Sciences

Essential Abilities Policy Policy SLP-AS-01

About This Policy:

Faculty Approval Dates: 06/01/2020
Revised and approved: 05/20/2021
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Scope

This policy is for all students enrolled in the MS-SLP program of the Dwyer College of Health Sciences.

Policy Statement

This policy informs the student of the essential abilities (technical standards) critical to the success of students in the MS-SLP program.

Policy

Students are expected to meet all admission and progression criteria, as well as these essential abilities (technical standards) with or without reasonable accommodations.

Judgment skills—A student must possess adequate judgment skills to:

- Follow ethical principles and legal policies
- Adhere to program procedures
- Meet professional expectations for timelines and task completion in both academic and clinical endeavors
- Accurately self-identify areas of strength and challenge as a professional
- Accept and implement positive changes from constructive criticism.
- Identify, assess and comprehend conditions surrounding patient situations.

Sensory/observational-A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered—fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, social interaction related to communication.
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables and graphs associated with diagnostic instruments and tests.
- Recognize when a patient's family does or does not understand the clinician's written and/or verbal communication.

Motor-A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for patients in emergency situations including fire, choking, etc.
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (e.g. billing, charting, therapy programs, etc.)

Communication-A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language.
- Possess reading and writing skills sufficient to meet the curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Modify communication style to meet the communication needs of patients, caregivers, and other persons served.
- Communicate professional and intelligibly with patients, colleagues, other healthcare professionals and community or professional groups.

- Communicate professional, effectively, and legibly on patient documentation reports, and scholarly papers required as a part of coursework and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

Behavioral/Social: A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and University and federal privacy policies.
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical settings.
- Adapt to changing and demanding environments, which includes maintaining both professional demeanor and emotional health.
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism, and respond by modification of behaviors.
- Dress appropriately and professionally.

Intellectual/Cognitive skills-A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluation, and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decision.

Other essential behavioral attributes: ability to engage in activities consistent with safe speech-language pathology practice without demonstrated behaviors of addiction to, abuse of, dependence on alcohol or other drugs that may impair behavior or judgment. The student must

demonstrate responsibility and accountability for actions as a student in the School of Rehabilitation Sciences and as a developing professional speech-language pathologist consistent with accepted standards of practice

Procedure

1. The essential abilities criteria is published in the IU South Bend MS-SLP Program Handbook.
2. Applicants accepting admission in the MS-SLP program will be required to sign a letter of agreement that specifies the essential abilities criteria. This agreement states they have read and understand that they will be expected to meet the essential abilities. Students questioning their ability to meet these essential abilities criteria will be encouraged to address their inquiries to the program director. The program director may direct the student to Student Services for consultation regarding accommodations.
3. Faculty have the responsibility to determine whether a student has demonstrated these essential abilities. Faculty have the right to request consultation from recognized experts as deemed appropriate.
4. Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames.
5. Students will be dismissed from their program of study if faculty determines that they are unable to meet these essential abilities even if reasonable accommodations are made.
6. Students failing to demonstrate these essential abilities criteria, as determined by the faculty, may appeal this adverse determination in accordance with Indiana University's appeal procedures.