

College of Nursing & Health Sciences Department of Health & Human Sciences Program of Communication Sciences & Disorders Bachelor of Science: Speech-Language Pathology Master of Science: Speech-Language Pathology Essential Functions and Technical Standards

Policy for the Discipline of Speech-Language Pathology

Southeastern's program in speech-language pathology, through academic and clinical education, prepares graduates for careers as speech-language pathology assistants (SLPA) or speech-language pathologists (SLP).

The requirements for graduation meet or exceed the standards set forth by the Council for Clinical Certification (CFCC) and the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), the accrediting agencies for the clinical and academic components of the graduate program, respectively.

Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to insure that the candidate can demonstrate the essential functions of the academic and clinical program required for graduation. The document outlines the essential functions and technical standards for the discipline of speech-language pathology.

Essential Functions in Speech-Language Pathology, speech-language pathology assistants and speech-language pathologists, as outlined in their respective Scopes of Practice: conduct assessments; provide intervention; consult and collaborate with other professionals, clients and family members; create and maintain professional and clinical records and conduct research in the areas of communication disorders. As such, speech-language pathology assistants and speech-language pathologists:

1. Utilize appropriate and effective spoken, written, and nonverbal communication with clients and colleagues from a variety of cultural backgrounds.
2. Learn complex information, perform clinical problem solving, and synthesize and apply information from the discipline of human communication sciences and disorders and related disciplines to formulate diagnostic and treatment judgments.

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3. Perform routine client/patient care requiring sensory acuity and motor skills, social affective skills and appropriate demeanor and rapport for professional interactions and quality client/patient care.
4. Demonstrate flexibility and the ability to adjust to changing situations in professional or clinical environments.
5. Evaluate technical and personal skills that contribute to positive patient/client outcomes.
6. Accept constructive criticism and respond by appropriate modification of performance or behavior.
7. Possess reading comprehension and writing competency in English sufficient to meet curricular and clinical demands.
8. Maintain emotional and mental health necessary to use one's intellectual abilities, to promptly complete responsibilities and to develop appropriate relationships with faculty, supervisors, staff, peers, clients, parents, caregivers and other professionals

Technical Standards for the Discipline of Speech-Language Pathology, speech-language pathology assistants and speech-language pathologists, as outlined in their respective scopes of practice:

1. Demonstrate honesty, integrity, and professionalism consistent with the profession's Code of Ethics.
2. Maintain confidentiality of client/patient information.
3. Demonstrate appreciation and respect for peers', colleagues', staff's, clients'/patients', and significant others' individual, social, and cultural differences.
4. Demonstrate appropriate behaviors, emotional stability, and attitudes to protect the safety and well-being of clients/patients and peers.
5. Demonstrate flexibility and the ability to adjust to changing situations in professional and clinical situations.
6. Reflect on professional and clinical performance and accurately self-assess performance.

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7. Observe clients'/patients' activities and behaviors through visual, auditory, and tactile/kinesthetic modes in order to accurately interpret and document assessment and treatment procedures. Visually and auditorily identify normal and disordered communication, cognition, social interaction and feeding/swallowing.
8. Accurately monitor, through visual, auditory and tactile modalities, equipment displays and controls used for assessment and treatment of clients/patients.
9. Perform moderately strenuous continuous physical activity during clients'/patients' assessment, treatment, or transition (i.e., push an adult in a wheelchair, pick up and carry equipment and treatment materials, engage in play activities with young children).
10. Accurately and efficiently use equipment and materials to ensure the safety of clients/patients during assessment, treatment or transition.
11. Comprehend, integrate, and synthesize a large body of information in a short period of time during assessment and/or treatment procedures.
12. Analyze and manage complex client/patient behavioral, motoric or sensory limitations.
13. Utilize appropriate and effective spoken, written and non-verbal communication. This includes active listening, quickly synthesizing information, and responding contingently.
14. Be able to communicate with clients at a level consistent with competent professional practice, as outlined by ASHA:

"It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem."

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15. Accurately read, comprehend, and interpret information from diagnostic tests, equipment, and client/patient records.
16. Accurately complete documentation in a timely manner. Accurately proofread and edit own documentation.
17. Modify communication style to meet the communication needs of clients, caregivers, and other persons served and recognize when a patient's family/caregivers do or do not understand the clinician's written and/or verbal communication.
18. Maintain appropriate professional behavior including punctuality, regular attendance, maintaining client confidentiality, and completing all duties and assignments pursuant to one's academic plan.
19. Manage the use of time effectively to complete professional and technical tasks within realistic time constraints
20. Dress appropriately/professionally and provide for one's own personal hygiene and professional behavior.

Policies Influencing the Program of Study

Southeastern's Communication Sciences & Disorders graduate program in speech-language Pathology is accredited by ASHA's Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Operating within the scope of accrediting standards, the Program has the freedom and ultimate responsibility for (1) the selection of students, (2) the design, implementation, and evaluation of the curriculum, (3) the evaluation of student progress, and (4) the determination of who should be awarded a degree. Faculty and professional staff in the Program have a responsibility for the welfare of clients evaluated, treated, or otherwise affected by students enrolled in the CSD Program. The Program has the responsibility to the public to assure that its graduates can become fully competent SLP and SLPA professionals, capable of delivering quality services in a timely manner and preserving the wellbeing of the clients they serve. Thus, it is important that the persons admitted, retained, and graduated possess the

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communication, motor, intelligence/cognitive, sensory/observational, behavioral/social, and ethical capacity necessary to practice speech-language pathology.

The Program of Communication Sciences & Disorders, as part of the College of Nursing & Health Sciences, is committed to the principle of equal opportunity. The CSD faculty and professional staff are responsible for the welfare of students in the Program and for the clients the students serve.

To meet this responsibility, the Program has established academic standards and minimum essential functions (defined above) that must be demonstrated by students with or without reasonable accommodations in order to participate in and successfully complete the program.

Students who do not demonstrate, at any point of the program, one or more of the above essential functions may be referred to a medical specialist for an examination and explanation of condition(s) related to one or more essential functions. Medical clearance may be required in order for the faculty to determine the student's eligibility to continue in the program.

Continuation in the program will be determined by the Program and will specifically take into consideration whether accommodations or medical conditions might jeopardize the safety of clinic clients. Whenever possible, reasonable accommodations will be provided for students with disabilities to enable them to meet these standards and ensure that they are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination.

By signing and dating below I verify that I have read and understand the Essential Functions and Technical Standards Policy for the discipline of speech-language pathology.