The accredited programs in audiology and speech-language pathology of the Department of Communication Sciences and Disorders (CSD) at the University of Iowa adhere to the standards set by the American Speech-Language-Hearing Association (ASHA) including a code of ethics http://www.asha.org/policy/ET2010-00309/. Faculty have a responsibility for the welfare of clients/patients tested, treated, or otherwise affected by students enrolled in the CSD program. Thus it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology and audiology.

In order to fulfill this responsibility, the department has established a document of essential functions necessary for successful completion of the requirements of the program. 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 meet the essential functions of the clinical program required for graduation. Essential functions, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation.

The University of Iowa and our department seek to educate a diverse group of students recognizing that in such diversity lies excellence. Included in this group are otherwise qualified students who have disabilities. The University will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum CSD requirements. Reasonable accommodations will be made to facilitate a student’s progress in learning, performing and satisfying the essential functions presented in this document.

A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the CSD program, pose a direct threat to the health or safety of the student or others, or present an undue burden to the institution. Determining appropriate and reasonable accommodations in a professional school program is an interactive and collaborative process involving the student, the CSD program, the Students with Disabilities (SDS) Office and the General Counsel Office re: ADA compliance. This document is to be re-visited periodically with input from all involved to ensure accuracy and compliance with the law.

**THE FOLLOWING REPRESENTS THE LISTING OF THOSE ESSENTIAL FUNCTIONS:**

A student must possess adequate **COMMUNICATION ABILITIES** to allow them to:

- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener.
- Effectively model appropriate therapy targets.
- Be proficient in written and spoken English.

A student must possess adequate **PHYSICAL ABILITIES** to allow them to:
• Make travel arrangements to and from classroom and practicum/externship settings.
• Meet the physical demands of practice across clinical settings.
• Sustain necessary physical activity level in required classroom and clinical activities.
• Use fine motor skills to navigate the outer ear and speech mechanism, e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, swallowing protocols.
• Manipulate equipment and materials to complete screening and evaluation protocols and treatment and behavior plans.
• Visually monitor client/patient responses and materials.
• Provide a safe environment for others when responding to emergency situations such as fire or choking or other medical emergencies, and in the application of universal precautions.
• Make accurate judgments about linguistic and acoustic signals.

A student must possess adequate **COGNITIVE ABILITIES** to allow them to:

• Assimilate information, including the ability to comprehend professional literature and reports.
• Generate discipline-specific documents and clinical reports in English.
• Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
• Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings.
• Solve clinical problems through critical analysis.
• Accurately self-evaluate one’s own knowledge and skill.

A student must possess adequate **PERSONAL, BEHAVIORAL AND SOCIAL ATTRIBUTES** to allow them to:

• Maintain appropriate personal hygiene.
• Comply with administrative, legal, and regulatory policies.
• Demonstrate regular attendance and meet responsibilities in a timely manner.
• Develop and maintain appropriate relationships with clients/patients and colleagues.
• Maintain composure in demanding situations.
• Adapt to changing environments and situations in clinic and classroom.
• Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener.
• Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
• Accept appropriate suggestion and constructive criticism and respond by modification of behaviors.
• Understand and respect authority.
• Adhere to the ASHA code of ethics.
• Dress appropriately and professionally for varied clinical environments

**Dissemination:**
Prospective (accepted to the program) graduate students in audiology and speech-language pathology will be sent the list of Essential Functions as part of the prospective student packet sent out prior to the start of graduate school. They will indicate receipt and understanding of the listing by signing their name on the Checklist that is enclosed in the prospective student packet and returning it to the Graduate Studies Admissions Secretary.

Procedure when student does not meet one or more Essential Function:

- Instructor identifies student as not meeting one or more Essential Function.
- Instructor alerts student’s academic advisor and department chair (if identified in academic setting) or clinic education coordinator (if identified as a part of clinical practicum).
- A conference will be held with the instructor assigned to the student, department chair/clinic education coordinator, and student’s advisor to review the concern(s) with student and determine a recommended course of action. Documentation of the conference and recommended course of action will be placed in student’s file.
- As needed, Students with Disabilities Service (SDS) and General Counsel will be contacted to ensure compliance with related laws.
- Failure to resolve concern may lead to dismissal from program.

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information contact the Office of Equal Opportunity and Diversity, (319) 335-0705.

By signing this, I certify that I have read and understand the “Essential Functions of Speech Pathology and Audiology Education” and I understand that should I fail to meet and/or maintain the Essential Functions, I may be subject to action against me by the University, including but not limited to dismissal.

________________________________   __________________________________
Printed Name of Student    Graduate Program (MA or AuD)

________________________________   ________________________
Student Signature     Date