

Master of Science in Communication Sciences and Disorders Program Essential Functions for Admission and Retention

Preamble

Stockton University of New Jersey complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All applicants to the program and students in the program must meet the same technical and academic standards and must be able to function in a competent manner in educational and practice settings that may involve heavy workloads and stressful situations. The Master of Science in Communication Disorders (MSCD) program and Stockton University cannot compromise the health and safety of others and reserve the right not to admit any applicant who cannot meet the technical standards or who would constitute a direct threat to the health and safety of others.

Revealing a disability is voluntary. However, such disclosure is necessary before any accommodations may be made. Therefore, prospective students are encouraged to identify their disability so the MSCD program can determine what reasonable accommodation may be made. All disability-related information is dealt with in a confidential manner. We urge applicants to ask questions about the program's technical standards for clarification and to determine whether they can meet the requirements with or without reasonable accommodations.

Reasonable accommodations made will comply with the Americans with Disabilities Act and require departmental and institutional approvals. The Program and University must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a speech-language pathologist. Therefore, the MSCD program and the Stockton University will provide reasonable accommodation if it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty, or are unduly disruptive to the educational process.

All students admitted to the MSCD Program should be able to demonstrate these abilities at the time of admission and at all times during their matriculation.

This document was reviewed, updated, and approved by the MSCD Academic and Clinical Faculty on June 25, 2021.

Master of Science in Communication Sciences and Disorders Program

Essential Functions for Admission and Retention

Communication Skills	
Student must demonstrate:	With the ability to:
Proficient oral communication in the English language	<ul style="list-style-type: none"> • Convey information accurately with relevance and cultural sensitivity • Communicate effectively with patients, colleagues, other healthcare professionals, and community or professional groups • Provide a verbal communication model for clients demonstrating speech production disorders • Speak in front of a group of individuals • Communicate information and ideas verbally so others will understand • Provide information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person
Self-awareness and appropriate communication style for the setting	<ul style="list-style-type: none"> • Perceive and demonstrate appropriate non-verbal communication for culture and context • Identify need to adapt communication style and make modifications to meet the communication needs of clients, caregivers, and other persons served including the need for alternative modalities of communication • Participate in face-to-face discussions
Proficient listening and comprehension skills	<ul style="list-style-type: none"> • Actively listen and give full attention to what other people are saying, take time to understand the points being made, ask questions as appropriate, and not interrupt at inappropriate times • Listen to and understand information and ideas presented through spoken words and sentences • Understand lectures, instructions, concepts, and narratives in order to ask questions and understand answers
Ability to read and write to meet curricular and clinical demands	<ul style="list-style-type: none"> • Accurately complete patient documentation, reports, and scholarly papers required as a part of course work and professional practice • Understand written sentences and paragraphs in work related documents as well as ideas presented in writing • Communicate information and ideas in writing so others will understand
Sensory Motor Skills	
Student must demonstrate:	With the ability to:
Physical and sustained activity at the level required in classroom and clinical activities as assigned	<ul style="list-style-type: none"> • Provide a safe environment for clients and respond to emergency situations including fire, choking, etc. • Access transportation to clinical and academic placements • Participate in classroom and clinical activities for the defined workday • Manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice • Manipulate patient-utilized equipment (i.e., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner • Wear common protective or safety equipment such as safety shoes, glasses, gloves, masks, personal protective equipment (PPE), hearing protection, or lab jackets when required in classes and at clinical sites.

Master of Science in Communication Sciences and Disorders Program

Essential Functions for Admission and Retention

	<ul style="list-style-type: none"> Utilize technology for clinical management (i.e., billing, charting, therapy programs, etc.)
Functional sensory skills	<ul style="list-style-type: none"> 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 Visualize and identify anatomic structures Visualize, identify and discriminate findings on imaging studies Visually discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
Social / Emotional / Behavioral Skills	
Student must demonstrate:	With the ability to:
Proficient social and emotional perceptiveness	<ul style="list-style-type: none"> Be aware of others' reactions and understand why they react as they do Monitor/assess performance of yourself, other individuals, or organizations to make improvements or take corrective action Demonstrate problem sensitivity by recognizing something wrong or something likely to go wrong Establish and maintain interpersonal relationships through constructive and cooperative personal connections with others Be reliable, responsible, while fulfilling clinical and academic obligations Demonstrate independence by guiding oneself with little or no supervision Consider the impact of decisions on classmates, team members and patients Exhibit empathy, compassion, integrity, and concern for others, with sensitivity and understanding of others' needs and feelings 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 honest, 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 setting Adapt and be flexible to changing and demanding environments (which includes maintaining both competent demeanor and emotional health) Accept appropriate suggestions and constructive criticism and respond by modification of behaviors
COGNITIVE / ACADEMIC SKILLS	
Student must demonstrate:	With the ability to:
Proficient intellectual and cognitive skills	<ul style="list-style-type: none"> Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information to meet curricular and clinical demands and make unique and dependent decisions

Master of Science in Communication Sciences and Disorders Program

Essential Functions for Admission and Retention

	<ul style="list-style-type: none"> • Use logic, critical thinking and deductive reasoning to identify strengths and weaknesses of alternative solutions and determine appropriate conclusions, or approaches to academic and clinical-related problems • Understand the consequences of errors • Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan • 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 • Select and use training/instructional methods and procedures appropriate for the situation when learning or teaching new things • Use active learning in understanding the implications of new information for both current and future problem solving and decision-making • Demonstrate fluency of Ideas with the ability to generate a number of ideas about a topic • Update and use relevant knowledge – keeping up-to-date technically and applying new knowledge to your clinical and curricular experiences • Interpret the meaning of information for others by translating or explaining what information means and how it can be used • Document by entering, transcribing, recording, storing, or maintaining information in written or electronic form • Demonstrate basic computer skills including the ability to use computer hardware and software to enter data, to use Internet search engines, to send and receive e-mail, to use word processing programs such as Microsoft Word, and to be able to effectively learn other programs such as Microsoft PowerPoint, electronic medical records, and virtual meeting platforms • Perform basic arithmetic (addition, subtraction, multiplication, or division), geometry, and statistics quickly and correctly
EXECUTIVE FUNCTION SKILLS	
Student must demonstrate:	With the ability to:
Proficient core executive function skills	<ul style="list-style-type: none"> • Manage the use of time to complete professional and technical tasks within realistic time constraints by meeting deadlines • Demonstrate attention to detail by being careful about detail and thorough in completing work tasks • Attend to written and verbal information for a minimum of 5 hours • Demonstrate the ability to analyze data, analyze activities, evaluate patient responses to treatment, and complete course work/assignments • Organize, plan, and prioritize work by developing short-range and long-range goals with specific strategies and actions to achieve them and to accomplish your work • Use good judgment and decision-making by considering the relative costs and benefits of potential actions to choose the most appropriate one

Master of Science in Communication Sciences and Disorders Program

Essential Functions for Admission and Retention

	<ul style="list-style-type: none"> • Demonstrate self-control by maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in difficult situations. • Use inductive reasoning to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events)
PROFESSIONAL SKILLS	
Student must demonstrate:	With the ability to:
Proficient professional skills	<ul style="list-style-type: none"> • Develop and implement treatment plans for problems such as stuttering, delayed language, swallowing disorders, and inappropriate pitch or harsh voice problems, based on own assessments and recommendations of physicians, psychologists, or social workers • Develop individual or group activities and programs in schools to deal with behavior, speech, language, or swallowing problems • Participate in and write reports for meetings regarding patients' progress, such as individualized educational planning (IEP) meetings, in-service meetings, or intervention assistance team meetings • Complete administrative responsibilities, such as coordinating paperwork, scheduling case management activities, or writing lesson plans • Instruct clients in techniques for more effective communication, including sign language, lip reading, and voice improvement • Educate patients and family members about various topics, such as communication techniques and strategies to cope with or to avoid personal misunderstandings

The above standards are adapted from those that are listed by: The Occupational Information Network (O*NET). O*NET is developed under the sponsorship of the US Department of Labor/Employment and Training Administration (USDOL/ETA) and the Council of Academic Programs in Communication Sciences and Disorders.

References:

Council of Academic Programs in Communication Sciences and Disorders, retrieved electronically on February 15, 2021 from: *Essential-Functions-References-Appendix-A*. <https://www.capcsd.org/academic-and-clinical-resources/>

Horner, J., Schwarz, I., Jackson, R., Johnstone, P., Mulligan, M., Roberts, K., & Sohlberg, M.M. (2009). Developing an "Essential Functions" rubric: Purposes and applications for speech-language-hearing academic programs. *Journal of Allied Health*, 38(4), 242-247.

Jackson, R., Johnstone, P., & Mulligan, M. (April, 2008). Essential functions in Speech-Language Pathology. Presentation at 2008 CAPCSD meeting, Palm Harbor, FL. Retrieved from http://www.capcsd.org/proceedings/2008/talks/Presentation-Essential_Functions.pdf.

Occupational Information Network, O*NET On-Line, retrieved electronically on July 16, 2018 from: <http://www.onetonline.org/link/summary/29-1127.00>

Master of Science in Communication Sciences and Disorders Program

Essential Functions for Admission and Retention

Student Attestation Page

After reading and ensuring that you understand the Master of Science in Communication Sciences and Disorders Program Essential Functions for Admission and Retention, please place an "X" in the appropriate box below. List your Z number, sign and date the form. Return this completed form in person or electronically to the Clinical Fieldwork Coordinator prior to the start of the semester or as otherwise directed.

- I have read the above Essential Functions and can attest that I can meet the standards without accommodations.
- I have read the above Essential Functions and have determined that I am not able to meet them at this time.
- I have read the above Essential Functions and have determined that I may be able to meet these standards with reasonable accommodations and will set up a meeting with the program and the Learning Access Program to discuss prior to accepting.

Z Number:

Signature:

Date: