



SCHOOL OF HEALTH  
AND MEDICAL SCIENCES  
*Speech-Language Pathology*

---

# SETON HALL UNIVERSITY

## STANDARDS FOR ESSENTIAL FUNCTIONS

Seton Hall University-School of Health and Medical Sciences is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the educational program in which they are enrolled and the profession that they pursue.

It is the policy of each of the graduate programs in the Seton Hall University-School of Health and Medical Sciences to comply with the Americans with Disabilities Act, Section 504 of the Civil Rights Restoration Act of 1973, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified and competent individual with a disability shall be denied access to or participation in services, programs, and activities solely on the basis of the disability.

### Essential Functions/Technical Standards for Graduate Enrollment

In accord with federal regulations established by the Americans With Disabilities Act, the following standards are described to assist each candidate in evaluating his/her prospect for academic and clinical success. When a student's ability to perform is compromised, the student must demonstrate alternative means and/or abilities to perform the essential functions described.

**It is important that each student reads each standard carefully. By signing below, the student is indicating that he/she has read and understood these standards.**

### Observation Skills:

Students must be capable of acquiring a defined level of required information as presented through educational experiences in both basic arts and sciences and clinical sciences. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include oral presentation, printed material, visual media, and live demonstrations. Consequently, students must have the potential to demonstrate adequate functional use of visual, tactile, auditory and other sensory and perceptual modalities to enable such observations and information acquisition necessary for academic and clinical performance.

### **Communication Skills:**

Effective communication is critical for students to build relationships with faculty, advisors, fellow graduate students, coworkers, clients, and their significant others in the student's various roles of learner, colleague, consultant, and leader. Students must be able to gather, comprehend, utilize and disseminate information effectively, efficiently and according to professional standards. Students are required to communicate in the English language both verbally and in writing, at a level consistent with competent professional practice. Students are expected to use grammar and vocabulary proficiently. They must be able to elicit information, gather information, and describe findings verbally and in writing (e.g., in a physical examination record and treatment plan). This communication should be comprehensible by patients, professionals, and lay-persons.

Students must be able to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients. Furthermore, students must have the potential to effectively communicate judgments and treatment information and to observe, recognize and understand non-verbal behavior.

### **Intellectual/Conceptual Abilities:**

Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, laboratory and fieldwork settings. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data related to the art and science of health care. In some areas, this requires comprehension of three-dimensional relationships and understanding of the spatial relationships of structures. Students must develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.

### **Motor Skills:**

Students must possess the motor functions needed to manipulate tools or handle clients. The motor capacities usually include the physical strength and coordination to safely handle and move clients, perform medical procedures, or direct clients in various practice settings, according to the needs of their discipline.

### **Behavioral and Social Skills:**

Students must demonstrate emotional stability and acceptable communication skills, and be capable of developing mature and effective interpersonal relationships with other students and health care workers. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical setting.

Students must exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias. These individuals may be severely injured; they may be limited by cognitive, emotional and functional deficits; and their behavior may create at times an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship. Compassion, integrity,

concern for others, interpersonal skills, interest and motivation are all personal qualities that are critical to complete each program.

**Professional Responsibility:**

Students must have the capacity to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (e.g., CPR, infection control).

It is each student's responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. The student must have the ability to perform problem-solving tasks in a timely manner.

Students will exhibit adherence to policies of the university, their program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to their program's academic schedule, which may differ from the University's academic calendar and be subject to change at any time.

During their academic tenure, students must learn and demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the helping environment.

Students will take initiative to direct their own learning. They need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.

**Additional Standards Relevant to Speech-Language Pathology Students:**

*Students applying to the Masters of Science in Speech-Language Pathology Program must:*

1. Have the capacity to participate in patient assessment and evaluation utilizing their visual and auditory sensory systems.
2. Have the potential to develop sufficient sensory (visual and auditory) function and motor coordination to safely and accurately assess and remediate patients using the equipment and materials of the profession.

**STUDENTS NOT REQUESTING ACCOMODATIONS:**

I certify that I have read and understand the Standards for Essential Functions for both the School of Health and Medical Sciences and the Master of Science in Speech-Language Pathology Program. I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

---

Printed Name of Student Date

---

Student's Signature Date

**STUDENTS REQUESTING ACCOMODATIONS:**

I certify that I have read and understand the Standards for Essential Functions for both the School of Health and Medical Sciences and the Master of Science in Speech-Language Pathology Program. I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the University Office of Disability Support Services (DSS) to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

---

Printed Name of Student Date

---

Student's Signature Date

I acknowledge that the above student has contacted the Disability Support Services' Office, here at Seton Hall University.

---

Printed Name of DSS Representative Date

---

DSS Representative's Signature