

Essential Functions in CSD: Content and Implementation Analysis

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What are the Essential Functions in CSD?

Required Attributes for Clinical Practice

- Communication
- Motor
- Sensory/Observational
- Behavioral
- Intellectual/Cognitive

Purpose of Essential Functions

- Americans with Disabilities Act
- Inform Student Career Choices
- Ensure Client Care Standards
- (CAPCSD, 2008)

Perform with or without Reasonable Accommodations

- Must not Fundamentally Alter the Academic or Clinical Requirements

Purpose of this Study

- Describe broad trends in the content and implementation of essential function requirements and policies of CSD programs

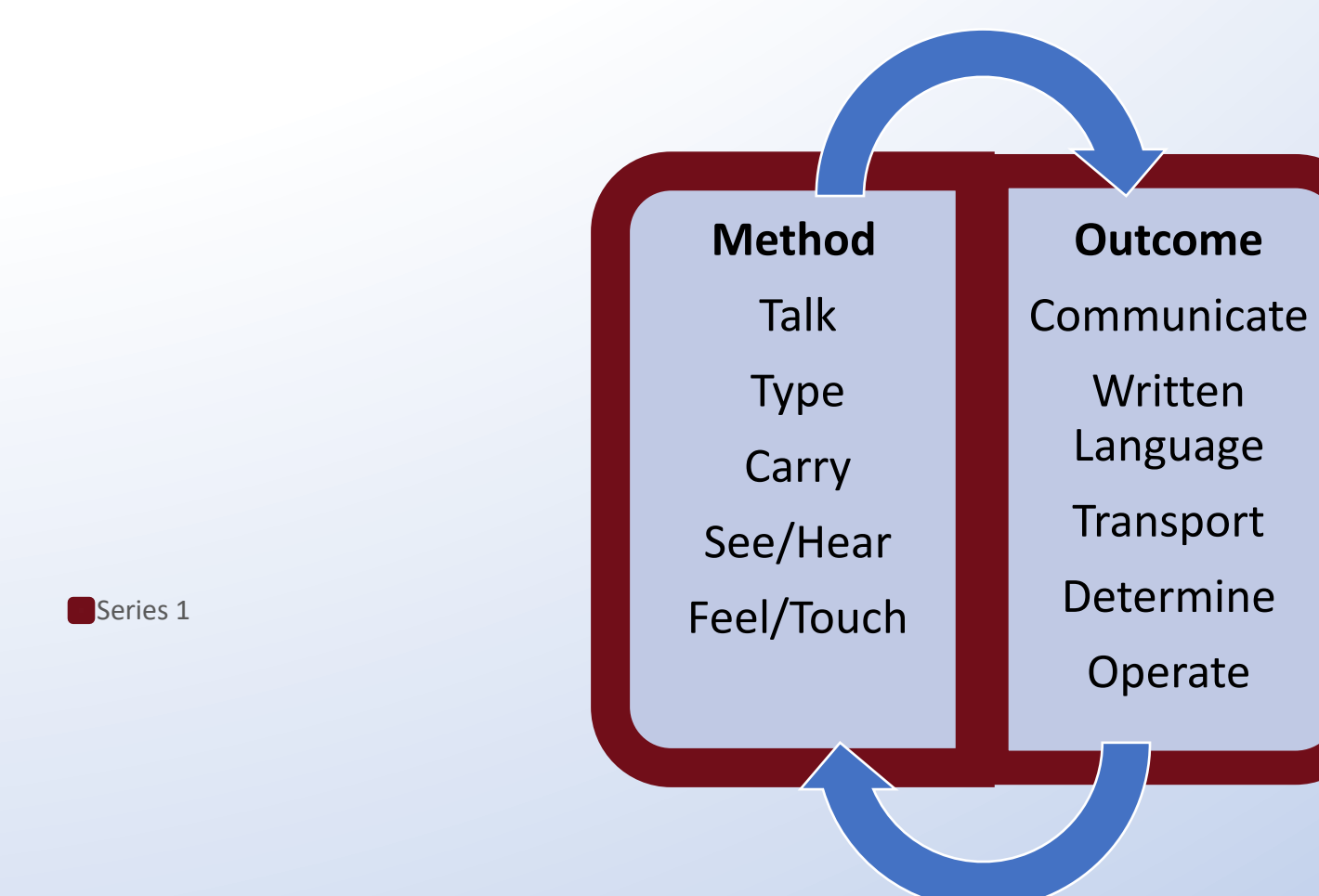
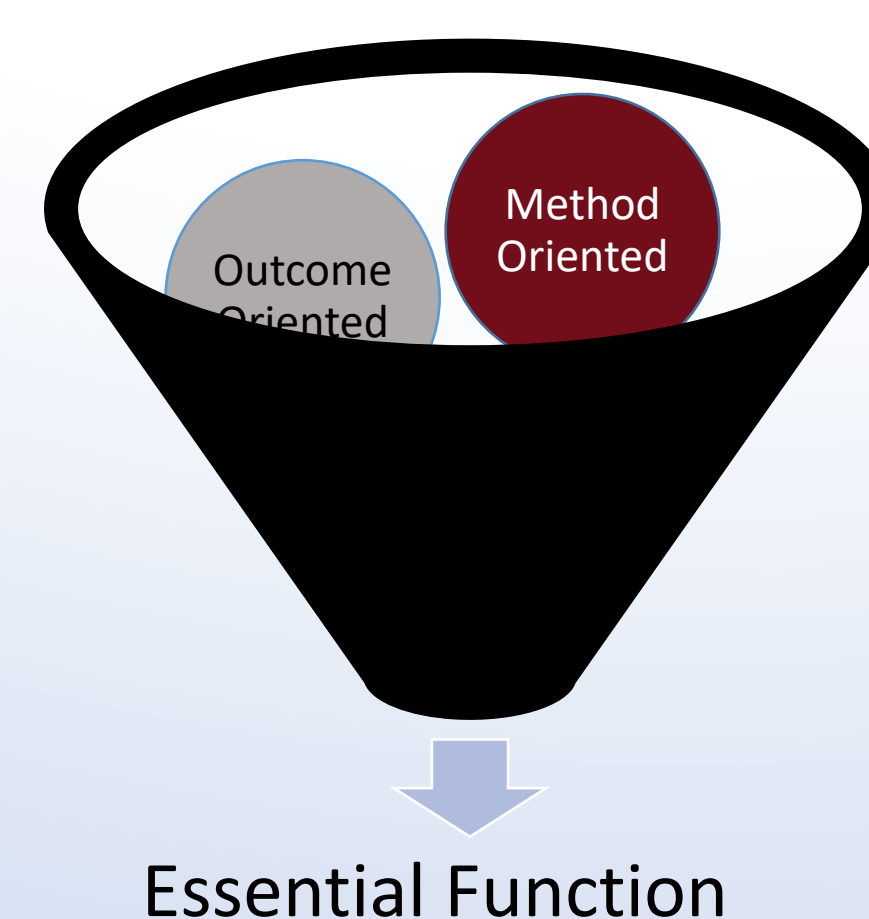
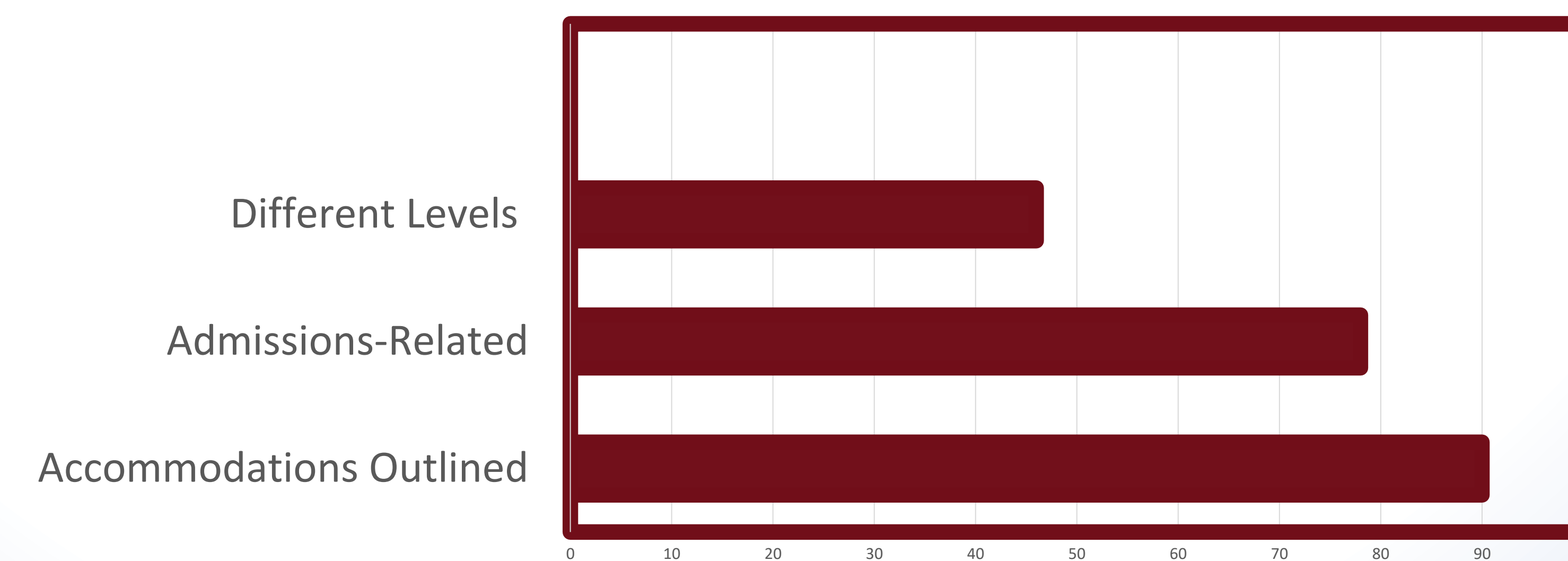
Why is this Important?

- Evolution of CSD Professions
- Academic Program Responsibility
- Perception of "Ideal" Student
- Ongoing Discussion

Methodology

- **50 CSD Programs Randomly Selected for Review**
 - Full list of programs from CAA website numbered
 - Random number generator used to select sample
- **Essential Functions Documents Identified**
 - Specific skills, attributes, traits listed in the documents were entered into an Excel spreadsheet under the associated domain (Communication, Motor, Sensory/Observational, Behavioral, Intellectual/Cognitive)
 - Policies and Procedures from each document were isolated and coded as related to:
 - Admissions-related
 - Progression in the program
 - Accommodations
 - Campus resources
 - Decision-makers

Results



Themes and Ongoing Analysis

Frequent Adaptations

- Resources
- Professional Appearance vs Hygiene,
- Accept Constructive Criticism Vs Respect Authority
- Mature/Empathetic vs Control Emotions
- Sustain Physical Activity vs Stand 8 hrs

Additions

- Mental Health Related
- Emergency Preparedness
- Ability to Perceive Emotions of Others

Future Directions

- Framework to Guide CSD Program Review of Essential Functions

Selected References

American Speech-Language-Hearing Association. (2011). *Cultural competence in professional service delivery*. Available from www.asha.org/policy.
 Homer, J., Schwarz, I., Jackson, R., Johnstone, P., Mulligan, M., Roberts, K., Sohlberg, M.M. Developing an "essential functions" rubric: purposes and applications for speech-language-hearing academic programs. *J Allied Health*. 2009 Winter;38(4):242-7. PMID: 20011824.
 U.S. Department of Education: Protecting Students With Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities. Washington, DC: US Dept of Education.