

Supporting Student Success in the UI CSD Programs

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/code-of-ethics/> as well as the University of Iowa Policy on Human Rights nondiscrimination policies <https://opsmanual.uiowa.edu/community-policies/human-rights>. We, as a program, embrace the spirit and letter of these nondiscrimination policies. Therefore, the policies of our SLP and AuD clinics are likewise committed to the ASHA Code of Ethics and the university nondiscrimination policy.

Faculty have 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 in our clinical programs possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology and audiology. Furthermore, the Department of Communication Sciences and Disorders seeks to educate students from all backgrounds, recognizing that in this breadth of experience lies excellence.

This document describes department and campus-wide resources that are available to support student success in our graduate clinical training programs and outlines the core functions routinely performed by practicing speech-language pathologists (SLPs) and audiologists (AuDs) in a variety of settings. This document includes language from the 'core functions' guide for future practitioners in Audiology and Speech Language Pathology, developed in 2023. These core functions should be distinguished from academic standards, and refer to the cognitive, physical, and behavioral abilities, as well as attributes, which are necessary for satisfactory completion of all aspects of the curriculum. We acknowledge that many of these characteristics can be tied to a student's background and other life experiences. These abilities will be interpreted with an appreciation of the cultural context of the student and the client.

We encourage all students entering the clinical programs to read through this document and consider their potential to achieve the core functions described. Students who anticipate difficulty performing these functions in either classroom or clinical settings are encouraged to seek out the necessary departmental and/or campus resources (including the Director of Clinical Programs or the Director of Graduate Studies) to ensure their success in the training programs. Each student will be asked to sign the Core Functions document at the time of their initial registration in the program.

Based on guidelines from CAPCSD, this document may be used to inform individuals about the core functions associated with Audiology and Speech Language Pathology, initiating discussions between students and programs regarding student success, empowering students to make informed choices regarding their pursuit of professions in audiology and speech- language pathology, facilitating strategies to achieve student success, assisting programs and students in identifying and advocating for appropriate resources and accommodations, and advancing the professions of audiology and speech-language pathology consistent with the principles set forth in the CAPCSD guidelines (Council of Academic Programs in Communication Sciences and Disorders, 2023).

This document will not be used to discriminate against individuals for any reason, as a measure of acceptance or denial into an educational program, as a tool to presumptively judge individuals' potential for success, as a stand-alone student assessment or intervention plan, to

dismiss students from a program (Council of Academic Programs in Communication Sciences and Disorders, 2023).

Campus Resources

Language of instruction

English is the primary language of instruction at the University of Iowa, in classroom and clinical education. Students who are non-native speakers of English must display English proficiency by obtaining a score of 81 or above the TOEFL iBT or iBT home edition. Students who are not proficient in English can seek resources at <https://clas.uiowa.edu/esl/> to ensure that they are prepared for English language requirements in the classroom and clinic.

Accommodating disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as motor, sensory, cognitive, mental health, or health-related conditions) by registering with the office of Student Disability Services (SDS). Students are encouraged to proactively arrange accommodations early in each semester. The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/> and <https://ocrc.uiowa.edu/> disabilities. 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 is an interactive and collaborative process involving the student, the CSD program, the SDS and the General Counsel Office re: ADA compliance.

Accommodating personal emergencies

The Department Chair, Department Administrator, Directors of Graduate Studies, and/or the Directors of Clinical Programs are available to provide assistance and resources as needed. In addition, University wide services (including for personal emergencies) is available through the office of the Dean of Students <https://dos.uiowa.edu/assistance/>. Student Care and Assistance is a 'central location that provides coordinated efforts along with campus partners to assist students with overcoming challenges to be successful...'

Ensuring health and wellbeing

Student health (<https://studenthealth.uiowa.edu/>) and University Counseling Service (<https://counseling.uiowa.edu/>) are available to help facilitate health and well-being for all students. CLAS also has a student care manager (<https://clas.uiowa.edu/people/emily-hurst>) available to students.

Non discrimination in clinic

Students should read the ASHA code of Ethics and university policy on non-discrimination and acknowledge that they will be trained to see a variety of clients in the clinic. Students agree to maintain respect for the clients that they work with, regardless of their identity or characteristics. It is the goal of the program to provide opportunities for students to effectively work with a wide range of clients and presenting problems.

Core Functions Performed by SLPs and AuDs

SLPs and audiologists provide clinical services to individuals and families in diverse settings. Specifically, clinicians are responsible for providing a variety of services in their areas of expertise including educating people about communication processes and disorders, developing diagnostic and treatment plans for individual cases, implementing, and modifying these plans, and assessing outcomes.

Students develop required practical skills through experiences offered in clinical settings (e.g., labs, onsite and offsite clinics) with licensed and certified SLPs and audiologists. Students learn about specific diagnostic and treatment instruments and procedures and hone the perceptual and technical skills required to perform the core functions of state-of-the-art clinical practice.

A description of core functions routinely performed by SLPs and audiologists across clinical settings is provided below. If students anticipate they may have difficulty gaining competence in any of these core functions, they are encouraged to discuss this with their clinical educator or the Director of Graduate Studies or the Director of Clinical Programs.

Engaging in communication

Practitioners must communicate effectively and in a way that is understood by patients/clients and their family members/caregivers, colleagues, other professionals (e.g., health care, education), and community or professional groups.

It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes. (Council of Academic Programs in Communication Sciences and Disorders, 2023).

Therefore, students are expected to:

- manage interpersonal interactions and communicate effectively across multiple modalities including in person, by phone, and in written form as defined by the clinical setting;
- adjust communication styles and modalities based on the communication needs and cultural values of the listener;
- access and use technology for clinical management (billing, AuD/SLP reports and notes, requesting and understanding client records).

Motor

Practitioners are engaged in a variety of tasks that require that they manipulate patient/client-utilized equipment, as well as clinical equipment, materials and environments, to adhere to assessment and treatment protocols, and maintain best therapeutic practice. These can include, but are not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to

client/patient needs. (Council of Academic Programs in Communication Sciences and Disorders, 2023).

Therefore, students are expected to:

- make travel arrangements to and from classroom and practicum/externship settings;
- meet the physical demands of practice across clinical settings, including set up diagnostic and treatment spaces (arranging furniture, calibrating equipment) while retaining integrity of the process;
- sustain necessary physical activity level required for classroom and clinical activities, including manipulating diagnostic and treatment instruments and tools effectively for patient/client care.
- Respond in a manner that ensures the safety of clients and others.

Sensory

Practitioners use auditory, visual, tactile, and olfactory information to guide clinical practice. Such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

Therefore, students are expected to:

- access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication;
- access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings;
- access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

Interpersonal/Taking responsibility for patient/client welfare

Practitioners have responsibility in providing a safe and supportive environment for patients/clients under their immediate care. They need to interact with individuals from all backgrounds in a manner that is safe, ethical, and supportive. Personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

Therefore, students are expected to:

- display compassion, respect, and concern for others during all academic and clinical interactions;
- adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies;
- anticipate patients'/clients' needs to support their full participation in clinical sessions (e.g., offering tissues, bathroom breaks, and appropriate physical and emotional support as needed);
- adapt clinical practices to promote patients'/clients' dignity and well-being. (e.g., providing instructions in multiple formats; involving family as requested);
- actively listen to patients'/clients' expectations and goals (e.g., ask questions and encourage open communication);
- respond with empathy and compassion to patients'/clients' situations and concerns;

- provide a safe environment for patients/clients (e.g., child-proofing, seizure management);
- safely manage disruptive, unexpected, and potentially dangerous patient/client behaviors (e.g., child running from room, angry adult);
- respond quickly and appropriately to emergency situations (e.g., fire, choking, medical conditions, mental health crisis);
- take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.

Developing knowledge and skills

Practitioners need to develop knowledge and skills in a variety of areas in AuD and SLP to ensure evidence-based practice including must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice.

Therefore, students are expected to:

- assimilate information, including the ability to comprehend literature related to the profession and reports;
- seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines;
- employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs;
- retain, analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings;
- solve clinical problems through critical analysis;
- critically examine and apply evidence-based judgment in keeping with best practices for client/patient care;
- ongoing self-reflection and accurate self-evaluate one's own knowledge and skill.

Client-centered care

Practitioners have an obligation to practice in a manner responsive to individuals from different backgrounds, linguistic communities, social identities, beliefs, values, and worldviews.

Therefore, students are expected to:

- engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services;
- demonstrate the application of client-focused evidence-based decisions to guide clinical practice.

Meeting expectations in multiple sites

Practitioners maintain standards and adapt to the conditions and requirements of different working locations and environments. Graduate students will be required to engage in clinical

settings at the Wendell Johnson Speech and Hearing Clinic and UIHC (or other nearby clinics or school systems). Therefore, students are expected to:

- adhere to ethical and legal standards of practice (ASHA code of ethics, AAA Code of ethics, Iowa State Licensure);
- comply with administrative, legal, and regulatory policies of all sites;
- demonstrate regular and reliable attendance and provision of services according to the scheduling and absence policies for each site;
- develop and maintain relationships with clients/patients and colleagues as defined by the clinical setting, including exhibiting empathy while maintaining boundaries;
- manage the use of time effectively to complete clinical tasks within time constraints defined by the clinical setting;
- maintain composure in demanding situations and adapt to changing situations in clinic and classroom;
- present self in a manner consistent with policies of varied clinical environments and their patients/clients. This includes personal hygiene, dress and communication;
- accept suggestions and feedback that is essential to clinical education;
- implement infection protocols and universal precautions as outlined by each site.

Supporting students who do not meet one or more of the core functions:

Clinical educators will review the Core Functions document and how it relates to individual students at the beginning of the training program and during mid-term and final reviews. If a student or clinical educator identify any core function not being met, the student's clinical educator will meet with the student to discuss the issue.

The clinical educator and student (and DCP, if needed) can develop and document a plan which:

- states which core function is not being met and how that was measured;
- specifically describes what is required to demonstrate that core function;
- identifies any specific barriers and develops concrete steps to address them;
- utilizes input from others (i.e., other clinical educators, Director of Clinical Education, the student's academic advisor, CSD Department Chair, UI Student Disabilities Services, UI General Counsel);
- is placed in the student's record.

Successful completion of the plan allows the student to continue in the program.

I have read and agree that I can meet the Core Functions and will adhere to the ASHA Code of Ethics and University of Iowa Human Rights Policy on nondiscrimination required by this program. I understand that an inability to perform these functions could prolong or prevent graduation from the clinical program.

Printed Name

Signature Date

For incoming Graduate Students:

Digitally Sign or Scan Signed Copy and email to: mindy-miller@uiowa.edu

(Adapted from Student Success document from the University of Illinois at Urbana-Champaign)

Council of Academic Programs in Communication Sciences and Disorders (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions. <https://www.capcsd.org/academic-and-clinical-resources/>