**Essential Functions**

The Program in Audiology, as part of the School of Medicine, Department of Otolaryngology HNS and Communicative Sciences and Disorders, University of Louisville, is committed to the principle of equal opportunity. The University, School, and Program do not discriminate on the basis of race, age, color, national origin, ethnicity, creed, religion, disability, genetic information, sexual orientation, gender, gender identity and expression, marital status, pregnancy or veteran status. When requested, the University will provide reasonable accommodation to otherwise qualified students with properly certified disabilities. The faculty and professional staff share responsibility for the welfare of students in the Program and for the patients the students treat during their clinical experiences. To meet this responsibility, the Program has established academic standards and minimum essential functions (defined here) that must be demonstrated by students with or without reasonable accommodations in order to participate in the Program and to complete it successfully. Students with conditions that may require accommodations will be referred to the Disability Resource Center (DRC) for a determination of whether the condition is a disability as defined by applicable laws, and for determination of what accommodations are reasonable.

Whenever possible, reasonable accommodations will be provided for students with disabilities to enable them to meet these standards and ensure that they are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination.

The University of Louisville Audiology program endeavors to select applicants who have the ability to become highly competent audiologists. As an accredited Audiology program, the University of Louisville curriculum in Audiology adheres to the standards and guidelines of the Council of Academic Accreditation in Audiology and Speech-Language Pathology. Within these guidelines, the University of Louisville Audiology Program has the responsibility for selecting and evaluating its students; designing, implementing, and evaluating its curriculum; and determining who should be awarded a degree. Admission and retention decisions are based not only on satisfactory academic achievement but also on other essential functions, which serve to ensure that the candidate can complete the essential functions of the program required for graduation.

The Department has a responsibility to the public that its graduates can become fully competent and caring audiologists, capable of doing benefit and not harm. Patient safety must never be compromised. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology. All candidates for admission, retention, promotion and graduation should be aware that the academic and clinical responsibilities of audiology students may, at times, require their presence during day, evening and night hours, seven days a week. Candidates commitment to practice only in a narrow area of Audiology does not obviate the requirement for their demonstrated proficiency in the entire academic and clinical training, with the associated responsibilities. In order to acquire the knowledge and skills requisite to the practice of audiology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have essential skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. This list of Essential Functions provides criteria against which candidates for admission, retention, promotion and graduation from the Program can be assessed as the faculty exercises its judgment in admitting, retaining, promoting and graduating students. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program though coursework and clinical experience. Failure to meet or maintain the Essential Functions may result in action against the student, including, but not limited to dismissal from the program.

1. COMMUNICATION

A student must possess adequate communication skills to:

 • Communicate proficiently in both oral and written English language.

• Possess reading and writing skills sufficient to meet curricular and clinical demands.

• Perceive and demonstrate appropriate non-verbal communication for culture and context. Modify communication style to meet the communication needs of patients, caregivers, and other persons served.

• Communicate empathetically and detect changes in mood and behavior of patients, their families, and others.

• Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.

• Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.

• Convey information accurately with relevance and cultural sensitivity.

• The University of Louisville requires that applicants whose first language is not English, and who earned their college degree(s) from an institution in another country, provide evidence of English proficiency as part of the application process. The test used by the University to show proficiency is the Test of English as a Foreign Language (TOEFL). The internet based TOEFL is made up of four scales: reading, listening, speaking, and writing. The Program requires completion of the TOEFL iBT, as this version includes the ‘Speaking’ subscale. Included in the table below is a guide which interprets scores in each of these subscales. There are two criteria for passing the TOEFL as set by the University of Louisville and the Division of Communicative Disorders. Both of these criteria must be achieved for admission.

1) The University of Louisville requires a total test score of at least79.

2) The Program in Audiology requires that subscales be equal to or greater than the values listed below. These values represent the midpoint of the Intermediate or Fair ranges specified by Educational Testing Service (ETS). a. Reading 18 b. Listening 18 c. Speaking 22 d. Writing 20

1. MOTOR

A student must possess adequate motor skills to:

• Sustain necessary physical activity level in required classroom, laboratory, and clinical activities.

• Respond quickly to provide a safe environment for patients in emergency situations including fire, choking, etc.

• Access transportation to clinical and academic placements.

• Participate in classroom and clinical activities for the defined workday.

• Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.

• Manipulate patient-utilized equipment (e.g. durable medical equipment to include, hearing aids, etc.) in a safe manner.

• Use a computer and access technology for clinical management (i.e. billing, charting, etc.).

1. INTELLECTUAL / COGNITIVE / QUANTITATIVE

A student must possess adequate intellectual and cognitive skills to:

• Comprehend, retain, integrate, calculate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.

• Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.

• Learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of projects and reports; simulations; and use of computer technology.

• Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic plan and implementation.

• Recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events, as related to human anatomy and function.

• Formulate and test hypotheses that enable effective and timely problem solving in diagnosis and treatment of patients.

• 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.

1. SENSORY / OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, touch, and smell to:

• Visually and auditorily identify normal and disordered communication (hearing and balance disorders, social interaction related to communication). Students with hearing impairment must be willing to use hearing aids, cochlear implants, and/or other hearing assistance technologies, as appropriate, in the clinical setting in order to communicate successfully with patients and with clinical preceptors.

• Identify the need for alternative modalities of communication.

• Visualize and identify anatomic structures.

• Obtain an accurate and thorough case history.

• Locate, differentiate, and manipulate instruments, equipment, and devices relevant to testing and intervention (diagnostic equipment, hearing aids, curettes, etc.).

• Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

• Recognize and adjust when a patient and/or patient’s family does or does not understand the clinician’s written and/or verbal communication.

• Identify and discriminate a patient’s spoken responses (with modifications, if needed, as approved by the clinical preceptor).

• Accurately monitor through both visual and auditory modalities, equipment displays and controls, including those of hearing instruments, used for assessment and treatment of patients.

1. BEHAVIORAL / SOCIAL

A student must possess adequate behavioral and social attributes to:

• Display mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.

• 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 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.

• Accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to their curriculum and care of patients. • Accept constructive feedback, take responsibility for making positive change, and contribute to collaborative learning environments

• Adapt to changing, stressful, and demanding environments (which includes maintaining both professional demeanor and emotional health).

• Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.

• Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.

• Dress appropriately and professionally.

The University of Louisville is committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. Enrolled students who believe they have a disability for which they seek accommodations should request disability accommodation from the University Disability Resource Center <http://louisville.edu/disability>