

## **Core Functions for the SLP Masters and AuD Programs**

This document identifies the core functions that individuals are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and entry into professional practice. The term “core functions” refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations to practice as a speech-language pathologist or audiologist in a broad variety of clinical situations.

### **The CSD Department uses this guiding document in the following ways:**

- *informing individuals* about the core functions associated with the professions of audiology and speech-language pathology
- *empowering students* to make informed choices regarding their pursuit of professions in audiology and speech-language pathology
- *initiating discussions* with students regarding student success
- assisting students in *identifying and advocating* for appropriate resources and accommodations, which can be accessed via the Disability Resources and Services Office.
  - The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the Disability Resources and Services Office and the individual to work together to identify possible services and accommodations.
- *advancing* the professions of audiology and speech-language pathology through the lens of justice, diversity, equity, and inclusion.

### **Communication**

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. 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.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
  - Example: Appropriately model communication for clients/patients.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

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.

## **Motor**

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process.
- Respond in a manner that ensures the safety of clients and others.

It is recognized that this may be accomplished through a variety of means, including, but 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.

## **Sensory**

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice.

- 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.

It is recognized that 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.

## **Intellectual/Cognitive**

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
- 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.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care.

It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

### **Interpersonal**

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive.

- 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.
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.
- Demonstrate awareness of personal and professional abilities through self-reflective practices to facilitate growth in didactic and clinical competencies.

It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

### **Cultural Responsiveness**

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews.

- 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 culturally responsive evidence-based decisions to guide clinical practice.

This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

## **Core Functions Statement**

I have read the document: Core Functions for the SLP Masters and AuD Programs. I understand that if I feel that I need accommodations to meet the core functions, it is my responsibility to initiate contact with the University of Pittsburgh Disability Resources and Services Office (412-648-7890) for an assessment of my eligibility for and the reasonableness of accommodations.

If I am unable to meet the Core Functions with or without reasonable accommodation now or in the future, I understand that I may not be able to continue advancing in academic and/or clinical components of the program.

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Please Print Name

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Signature

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Date

## **RESOURCES FOR DISABLED STUDENTS**

### **Office for Equity, Diversity, and Inclusion**

#### **Disability Resources & Services**

The University of Pittsburgh is committed to an inclusive and accessible campus environment. It is the mission of Disability Resources & Services (DRS) to fulfill this commitment by partnering with individuals with disabilities and the University community to provide equal access to employment, classes, programs, and activities.

Website: <https://www.diversity.pitt.edu/disability-access/disability-resources-and-services>

DRS Reception:

Email: [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu)

Phone: 412-648-7890

Contact form: <https://www.diversity.pitt.edu/disability-access/disability-resources-and-services/contact-drs>

#### **Civil Rights & Title IX**

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please use this website:

<https://www.diversity.pitt.edu/civil-rights-title-ix-compliance>

University of Pittsburgh, Office of Health Sciences Diversity

Carl Lawson, Associate Vice Chancellor, Health Sciences Diversity, Equity, and Inclusion

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[diversity@hs.pitt.edu](mailto:diversity@hs.pitt.edu)

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| <p><b>Vanessa Love</b></p> <p>Director, Civil Rights and Title IX<br/> 31st Floor, Cathedral of Learning, 4200 Fifth Ave, Pittsburgh, PA 15260<br/> <a href="mailto:vcl17@pitt.edu">vcl17@pitt.edu</a><br/> 412-648-7860</p> <p>Handles and coordinates responses to inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression.</p> | <p><b>Leigh Culley</b></p> <p>Director, Disability Resources and Services<br/> 140 William Pitt Union, 3959 Fifth Ave, Pittsburgh, PA 15260<br/> <a href="mailto:lculley@pitt.edu">lculley@pitt.edu</a><br/> 412-648-7890</p> <p>Handles and coordinates responses to inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, age, and veteran status.</p> | <p><b>Yvonne Powers,</b></p> <p>Director, Employee and Labor Relations<br/> 518 Craig Hall, 200 S Craig St, Pittsburgh, PA 15260<br/> <a href="mailto:ytp2@pitt.edu">ytp2@pitt.edu</a> 412-624-6801</p> <p>Handles and coordinates responses to inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, age, and veteran status, for cases involving staff members.</p> |
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