

MARSHALL UNIVERSITY COLLEGE OF HEALTH PROFESSIONS

ESSENTIAL EXPECTATIONS FOR STUDENT SUCCESS

Student Guideline Document

Purpose Statement: The College of Health Professions (COHP) holds vital our role in student success. Furthermore, the COHP strives to be transparent in outlining expectations and responsibilities of students accepted into its programs. Therefore, the COHP believes it is necessary to identify *essential expectations* for students pursuing any health profession degree path. Essential expectations are defined as the fundamental expectations for success in a field of study that all students must meet for degree completion.

The chart below provides students with an overview of essential expectations needed for success in the health professions. The list is not comprehensive or restrictive but rather should be used to guide students as they decide if studying in a health profession field is the right choice for them. Basic capacities are broken down into four (4) categories: communication skills, motor/sensory skills, cognitive skills, and behavioral/social skills. Please consult with your advisor, [program director](#), the [university director of disability services](#), or the [admissions office](#) if you would like to discuss what these essential expectations mean for you.

If you believe you can meet these essential expectations, but may need some form of accommodation, please contact the [Office of Accessibility and Accommodations](#) at (304) 696-2467 or email Stephanie Ballou, Director at wyant2@marshall.edu.

Instructions for Appropriate Use of this Document

This document may be used as a resource to assist with:

- *informing* individuals about the essential skills associated with the health professions
- *initiating discussions* between students and programs regarding student success
- *empowering students* to make informed choices regarding their pursuit of professions
- *facilitating strategies* to achieve student success
- assisting programs and students in *identifying and advocating* for appropriate resources and accommodations
- *advancing* the health professions to promote fairness, access, and belonging for all

This document must 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 *judge* individuals' potential for success
- as a *stand-alone* student assessment or intervention plan
- to *dismiss* students from a program

In other words, this document is meant to be used as a guide to promote students' success and achievement. It may not be used in a punitive nature for any reason.

ESSENTIAL EXPECTATIONS FOR STUDENT SUCCESS

Capacity	Expectations 1, 2, 3, 4
Communication Skills	<p>A. Students demonstrate English proficiency in accordance with admissions requirements for their programs of study across both academic and clinical settings. International students with questions can contact an admissions representative at 304-696-3160 or 1-800-642-3499 (https://www.marshall.edu/admissions/international/).</p> <p>B. Students engage in active, respectful listening with instructors, peers, and anyone else encountered in a professional capacity (i.e., patients, clinical proctors, additional members of a healthcare team).</p> <p>C. Students 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.</p> <p>D. Students possess verbal, non-verbal, reading and writing skills sufficient to meet academic and clinical demands.</p>
Motor/Sensory Skills	<p>A. Students demonstrate the physical ability to meet the demands of the workday in both academic and clinical settings for their chosen field of study.</p> <p>B. Students can access sensory information sufficient to participate in laboratory and clinical settings in accordance with their chosen field of study.</p> <p>C. Students respond in a manner that ensures the safety of clients and others.</p> <p>D. Students function appropriately in both routine and emergency situations (e.g., CPR).</p>
Cognitive Skills	<p>A. Students demonstrate the cognitive ability to meet the demands of the workday in both academic and clinical settings for their chosen field of study.</p> <p>B. Students demonstrate effective organization and time management skills.</p> <p>C. Students evaluate their own performance independently and make changes as needed.</p> <p>D. Students accept and apply constructive feedback from a variety of individuals (e.g., professors, field supervisors, peers) to improve their own performance.</p> <p>E. Students demonstrate critical thinking skills to analyze, synthesize, and assimilate a variety of information for academic and clinical settings.</p>
Behavioral/Social	<p>A. Students exhibit appropriate professional conduct in all situations whether face-to-face (e.g., in the classroom, during</p>

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- meetings, during clinical scenarios, etc.) or digital (e.g., via email, Blackboard, social media, or other technological means).
- B. Students adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies specific to their field of study.
 - C. Students take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in academic and clinical activities.
 - D. Students demonstrate acceptance of people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation and identity, religion, and populations at risk.
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- 1 Council on Academic Programs of Communication Sciences and Disorders. (2008). *Essential Functions in Speech-Language Pathology*: Appendix A: Eligibility Requirements and Essential Functions.
- 2 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/>
- 3 Sanders, B. (2019). Essential Functions. *PT in Motion*, 11(2), 40–41.
- 4 Schober-Peterson, D., & O'Rourke, C.M. (2011). Academic Administration: Essential Characteristics and Attributes of Speech-Language Pathologists. *Perspectives on Administration and Supervision*. 1 June 2011.
- 5 Additional resources include current policy documents from COHP participating departments and programs with existing operating standards. These include Athletic Training, Clinical Laboratory Sciences, Communication Disorders, Nursing, Physical Therapy, and Social Work.