

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 to 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 maintain these essential expectations, but may need some form of accommodation, please contact the [Office of Disability Services](#) at (304) 696-2467 or email Stephanie Ballou, Director at wyant2@marshall.edu.

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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 possess 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.</p> <p>B. Students have visual and hearing acuity sufficient to participate in laboratory and clinical settings in accordance with their chosen field of study.</p>

Cognitive Skills	<ul style="list-style-type: none"> A. Students demonstrate the cognitive ability to meet the demands of the workday in both academic and clinical settings. B. Students demonstrate effective organization and time management skills. C. Students evaluate their own performance independently and make changes as needed. D. Students accept and apply constructive feedback from a variety of individuals (e.g. professors, field supervisors, peers) to improve their own performance. E. Students demonstrate use of critical thinking skills to analyze, synthesize, and assimilate a variety of information for academic and clinical settings.
Behavioral/Social	<ul style="list-style-type: none"> A. Students exhibit appropriate professional conduct in all situations whether face-to-face (e.g., in the classroom, during meetings, during clinical scenarios, etc.) or digital (e.g., via email, Blackboard, social media, or other technological means). B. Students demonstrate acceptance of diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation and identity, religion, and populations at risk. C. Students demonstrate self-awareness during discussions of uncomfortable topics with maturity and responsibility, listening to others' ideas and carefully constructing one's own remarks. D. Students function appropriately in both routine and emergency situations (e.g. CPR). E. Students maintain good physical health, grooming, self-care, and adhere to the dress code of their department and any community partners of their program.

- 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 Sanders, B. (2019). Essential Functions. *PT in Motion*, 11(2), 40–41.
- 3 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.
- 4 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.