

## Appendix E

### Description of Necessary Skills

1. A description of the motor skills necessary for satisfactory completion of the academic/clinical program and the professional behaviors/actions that utilize the skills that are expected of all graduates.

2. A description of the sensory skills necessary for satisfactory completion of the academic/clinical program and the professional behaviors/actions that utilize the skills that are expected of all graduates.

3. A description of the communication skills necessary for satisfactory completion of the academic/clinical program and the professional behaviors/actions that utilize the skills that are expected of all graduates.

4. A description of the cognitive skills (intellectual-conceptual, integrative and quantitative skills) necessary for satisfactory completion of the academic/clinical program and the professional behaviors/actions that utilize the skills that are expected of all graduates.

5. A description of the affective and social skills necessary for satisfactory completion of the academic/clinical program and the professional behaviors/actions that utilize the skills that are expected of all graduates. This category describes behaviors/actions such as professional responsibility to patients, typical daily workloads, and work in an environment, which may change rapidly without warning, and/or in unpredictable ways.

Although not included as part of the EFD, the faculty's deliberations in formulating the essentials for each program will rest upon an analysis of those functions that are considered essential within the larger profession (and not just professional specialties, i.e. psychiatry) for which the individual is seeking education. Accordingly, EFC will have considered the following:

- If and when third party intermediaries, such as an interpreter for a hearing impaired student or a reader for a visually impaired student, can be used to assist students with disabilities in performing the requirements of the program, including its clinical portions.
- Reasonable versus unreasonable alternative means that might be used by a student with a disability to achieve the desired professional behavior/action for each Essential Function.
- Proactive ways of educating students who have disabilities.