

Collaborating with Health Science Programs to Facilitate Equity and Access for Students with Disabilities

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We ask you to join us in creating a culture that reflects...

Access and Inclusion

and

Civility and Respect

...this week and in all aspects of our organization.

Program Outline

- Key Resources
- Overview of types of HS&ME programs
- Review of specific types of accommodations
- Examples of how DSOs work with HS&ME programs
- Strategies for Enhancing those Collaborations
- Case Studies/Practical Examples

Key Resources

BOOK: Equal Access for Students with Disabilities, 2nd Ed.

The Guide for Health Science and Professional Education
Springer Publishing

Lisa M. Meeks, Neera R. Jain, Elisa P. Laird
Editors

Book Club

Key Resources

Coalition for Disability Access in Health Science Education

<https://www.hsmcoalition.org/>

- Webinars & archived training materials
- Listserv (members only)
- Other Resources (books, articles, organizations, student and faculty resources)

Key Resources

Docs with Disabilities Podcast

Available on Apple Podcast, Google Podcast and Spotify
Follow #DocsWithDisabilities

Hosted by **MDisability** at University of Michigan

A collaborative program focused on improving the inclusion of people with disabilities in healthcare research, education, practice and community engagement.

Examples of Health Science and Medical Education Programs

- Medicine
- Nursing
- Physical Therapy
- Occupational Therapy
- Physicians Assistant
- Veterinary Medicine
- Pharmacy
- Dentistry
- Other specialized programs

Components of HS&ME programs

- Didactic Setting (lecture, classroom, seminar)
- Laboratory Setting
- Clinical Setting
- Clinical Skills Assessments (OSCEs)
- Licensure, Certification and Board Exams

Student Initial Meeting

- Discuss accommodation needs for various environments (classroom, clinic, clinical skills exams).
 - Review process for implementing at remote sites, if needed
- Review potential clinical accommodations and process for those to be requested and reviewed.
 - Recommend re-connecting prior to starting clinical placements
- Provide information about requesting accommodations on Licensure, Certification and Board Exams
 - Give feedback on potential need for updated documentation, if needed

Collaborating with HS&ME programs

- Key Players
 - Academic Deans
 - Deans of Students Affairs
 - Program Directors
 - Clinical Placement Coordinators
 - Learning Skills Specialists
 - Learning Management System Coordinators
 - Administrative staff for exam accommodations

Establishing Collaborative Relationships

- Initial meeting with program liaison(s).
 - Discuss roles and responsibilities, didactic vs. clinical accommodations
- Review Technical standards
 - Provide feedback and suggestion on language, if needed
- Review websites, syllabi and orientation materials for referral information for accommodation request process (suggest additions or changes, if needed)

Using Collaborative Relationships

- Periodic check-ins meetings (bi-weekly, once a semester, once a year)
 - How can DSO be a resource to the program
- Talking through complex situations.
 - Involving key players as needed
- Proactive meetings with students prior to starting clinical work, when needed.

Enhancing Collaborative Relationships

- Trainings with key HS&ME staff
 - Invite to webinars (AHEAD, Salome Heyward, Coalition) on related topics and have follow-up discussions.
 - Discussion on articles
 - DSO staff to attend faculty meetings/trainings
- Encourage participation in Coalition listserv, symposium
- DSO Office hours at HS&ME locations

Case Studies/Practical Examples

- i. Technical Standards
- ii. Safety of Patients
- iii. Accommodations for clinical skills exams (OSCEs)
- iv. Student Behavior Concerns, Reduced Course load, Leave of Absence
- v. Extended time on Assignments & Absences - Communication and Course Requirements
 - A. Additional request: Testing during COVID

Contact Information

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Session Evaluation

- Your feedback helps shape future programming.
- Thank you for attending!