**Building Health Science Expertise**

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**Conference Civility Statement**

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.

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**Agenda**

- Introductions
- Nuances of health science (HS) curriculums
- Technical standards
- High stakes and board exams
- Resources and recommendations
- Top five recommendations for new HS providers
- Questions/Case studies
Nuances of HS Curriculums

Varied Educational Environments
- Traditional classroom
- Flipped classroom
- Didactic sessions with clinical faculty/guest speakers
- Problem based learning groups
- Labs
- Simulation clinics
- Clinical sites
- Field sites

Additional Considerations During the Interactive Process
- Disability impact shifts based on setting
  - Physical space accessibility
  - Accessibility of equipment
  - Compatibility of required software/technology with assistive technology
  - Physical requirements of setting
  - Pace and length of activity/day
  - Required travel
  - Scheduling
**Additional Considerations During the Interactive Process Continued**

- **Fundamental Requirements**
  - What is being assessed in each environment?
  - Would the accommodation create a legitimate patient safety or discomfort concern?
  - Are all students required to make-up any missed clinical hours?
  - Are all students required to demonstrate specific procedures before graduation?
  - What settings can be utilized to achieve required number of clinical hours and demonstrate clinical skills?

**Additional Consultations to Consider During the Interactive Process**

- Course faculty
- Clinical faculty
- Clinical coordinators
- Site coordinators
- Infection prevention office
- Hospital compliance office

**Technical Standards: “Ability to meet with OR without reasonable accommodations”**

- Are they clearly posted on the website?
- Is there a clearly identified point individual to review potential accommodations with prospective students?
- Is the identified point person within the disability office?
- Is the disability office familiar with best practice in health science disability access?
- Is the language utilized inclusive?
High Stakes/Board Exams
• Are students aware they can receive accommodations for high stakes exams?
• Are faculty aware?
• What is the process for requesting accommodations for the high stakes/board exam?
• Is the disability office familiar with the process and timeline for requesting accommodations on high stakes and board exams?
• How (and when) is the process and timeline communicated to students?

High Stakes/Board Accommodation Information
• USMLE (Med) Test Accommodations
• NCLEX (Nursing) – by state
• PANCE (PA) Test Accommodations
• NBCOT (OT/OTA) Test Accommodations
• FSBPT (PT) Test Accommodations
• JCNDE (Dental) Test Accommodations
• VMB (Vet) – by state
Resources and Recommendations

Resources:
Professional Organizations/Resources
• Coalition for Disability Access in Health Science Education
• Membership Information
• Resources Page
• Exceptional Nurse
• Exceptional Nurse Website
• Stanford Medicine Abilities Coalition
• SMAC Website Link
• AHEAD ©

Resources:
Recommended Reading
  ➢ Editors: Lisa M. Meeks, Neera R. Jain, Elisa P. Laird
• Disability as Diversity: A Guidebook for Inclusion in Medicine, Nursing, and the Health Professions
  ➢ Editors: Lisa M. Meeks, Leslie Neal-Boylan

AHEAD
Resources: Recommended Reading Continued

• Accessibility, Inclusion, and Action in Medical Education: Lived Experiences of Learners and Physicians with Disabilities (Meeks & Jain, 2018)
  • Free Download of Report
• Coalition corner – Disability Compliance for Higher Ed.
  • Coalition link to articles
• JAMA – Free and open access to research

Resources: Trainings and Webinars

• Coalition Based Resources
  • AAMC Webinars
  • Faculty Training
  • Annual symposium
• Association on Higher Education And Disability
  • HS track annual conference
  • Master classes
• Equal Access Book Club
  • Book club information and recordings

Resources: Social Media

• @docswithdisabilities – Lisa Meeks PhD
  • Website link for Docs with Disabilities
• @fullerenes Erene Stergiopoulos MD
  • Psychiatry resident. Qualitative researcher #physicianhealth & disability
• @PetePoullos – Pete Poullos, MD
  • C3-4 quad, Stanford Body Radiologist, Disability Advocate, Director of SMAC
  • LinkedIn
Recommendations: Programmatic
Build Awareness and Rapport
• Make time for faculty inquiries
• Acknowledge concerns and discomfort
• Come prepared to consults
• Build intentional and responsive programming
• Identify program liaisons
• Recognize faculty advocates
• Share success stories
• Be excited and confident when identifying access solutions

Recommendations: Institutional
• Identify key data points to collect and share
  • Case load
  • High stake exam support letters
  • Faculty/site consults
  • Complex case examples
  • Faculty concerns/needs
• Share and promote articles on disability related innovations
• Highlight what other schools are doing
• Advocate for disability inclusion in JEDI discourse

Top 5 Recommendations for New HS Providers
Christine
• Build community – mentors and peers
• Review and understand HS curriculums
• Stay apprised of current HS cases and OCR guidance
• Build institutional relationships and identify champions
• Build rapport with students

Grace
• Join the Coalition
• Buy "The Guide"
• Read Ch. 3, 5, 6, 10
• Visit clinical/lab sites
• Build faculty/program rapport BEFORE the need
• Do your research and use your resources
References 1

- Additional Resources. (2021, March 1). Retrieved from Coalition for Disability Access in Health Science Education: https://www.hsmcoalition.org/resources
- Coalition for Disability Access in Health Science Education. (2021, March 1). Retrieved from https://www.hsmcoalition.org/

References 2


References 3

Thank you! Questions
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