

AAMC/Coalition for Disability Access in Health Science and Medical Education
Webinar #1 Text Only Version

Slide 1:

Helping Medical Schools Assist Students with Disabilities:

An Introduction to The Coalition for Disability Access in Health Science and Medical Education

Lisa M. Meeks, Ph.D., The University of California, San Francisco

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Slide 2

The Coalition wishes to thank the AAMC and for their generous support in developing this webinar series.

Slide 3:

“I would like to see the day when somebody would be appointed surgeon somewhere who had no hands, for the operative part is the least part of the work.”

Harvey Cushing, 1869-1939

“The father of modern neurosurgery”

Slide 4:

Learning Objectives

Introduce medical schools to the Coalition

Provide an overview of the prevalence of SWD in medical education

Discuss effective collaboration

Discuss the need for disability expertise in medical education

Slide 5:

How did the Coalition Begin?

Image description:

Three navy squares with the words “The University of Chicago,” “UCSF,” and “Northwestern” on them. Each has a gray arrow extending from the square to point to a circle that says “The Coalition”

Slide 6:

Mission Statement

Develop best practices for facilitating access within graduate, professional, health science programs

Advance these practices through innovative ideas and research to ensure equal access to programs

Disseminate these practices within the fields of disability services and graduate, professional, health sciences

Slide 7:

Mission and Initiatives

Working to improve access in medical education

List-serv

Symposium

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Book
Webinars with AAMC
Research
Faculty Training
Benchmarking
Innovation
Collaboration

Slide 8:

What is the Coalition?

A group of DS providers and administrators situated within health science settings working towards a common goal

Facilitates communication between health science disability service providers

Develops best practices

Establishing a research agenda

Benchmarking

Disseminates information to peer institutions

Slide 9:

Need for Specialization in Work

Must have clear understanding of Medical Education

Unique curriculum including complex clinical or research components

Technical standards

Medical equipment

Electronic medical records

Clinical hierarchy

Professional communication

Assistive technology unique to medicine

Board and licensing exams and agencies

Legal requirements specific to medical context

Slide 10:

Prevalence of SWD in UME

Dr. Matthew Smith, Northwestern University School of Medicine

Dr. Lisa Meeks, University of California, San Francisco

Thank you to AAMC Group on Student Affairs for communication and dissemination efforts

Special thank you to Judith Wentz and Tim Tucker for data collection and verification

Slide 11:

Prevalence of SWE in UME

The survey explores the number of students with disabilities by:

Disability type

Year

Approved accommodations

Ethnicity

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Slide 12:

Prevalence Survey: Findings

68 Schools reporting (as of March 24 2015)

N = 1091

40% response rate MD programs, 15% DO programs

Mean number of SWD in programs: 2.66%

Range of SWD in programs: 0 – 12.64

Slide 13:

Prevalence Survey:

Percentage by Disability Type

Image description:

Bar graph depicting the data from the Prevalence Survey by disability type in percentages

N = 1091

Other: approximately 3%

Sensory: approximately 3%

Physical: approximately 4%

Chronic Health: : approximately 5%

Psychological: : approximately 52%

Learning: : approximately 20%

Slide 14:

Compliance

Image description:

Image of a silhouette of a balanced scale in black

The spirit of the ADA, not just the strong arm

The goals of the ADA include:

To promote *equal opportunity, full participation, independent living and economic self-sufficiency.*

To ensure a *genuine, meaningful* opportunity for individuals to live and fully participate in their communities and foster economic security, stability and productivity.

Slide 15:

Why Support SWD in Medical School?

Increase the number of individuals with disabilities in the health sciences

Facilitate informed and improved care for individuals with disabilities

Reduce physician shortage by promoting retention of existing students

Educate near peers through daily interaction with SWD

Legal obligation under the ADA

Slide 16:

Serving the Greater Need

Through Inclusion of SWD

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One of the tenets of the ADA in the academic setting is premised on developing human potential

Let's take that principle and overlap it with two crucial pieces of data:

1. The AMA predicts of shortage of more than 91,000 doctors by 2020
2. There are more than 50 million Americans with at least one disability – this is a population of individuals larger than the African American population, and the Latino American population.

Slide 17:

Diversifying the Medical Profession

- Appropriately accommodating students with disabilities is in keeping with efforts to increase diversity of the medical profession
- The best models of health provision encourage an interactive physician-patient relationship

Practitioners with disabilities may be better positioned to facilitate effective communication with patients with disabilities

- Enable practitioners to more effectively facilitate informed and improved health care of individuals with disabilities
- Near peer education

Slide 18:

What are some essential considerations for DS in Schools of Medicine?

Establish open communication

Schedule periodic meetings to discuss disability services, specific student cases, alternatives and options, etc.

Builds trust and sets expectations

Determine what training may be needed moving forward

Review “academic/technical standards” for each program

Begins to define “essential learning experience” what they are and why?

Begins to focus discussion on what can be accommodated, waived, altered, and why/why not?

Slide 19:

What are some essential considerations for DS in Schools of Medicine?

Concerns from medical professionals

Patient safety

Can't use accommodations in the “real world”

Slide 20:

What are some of the unique challenges for SWD in medical school?

The clerkship settings

Strict technical standards

Effectively communicating with patients and other practitioners

Exhibiting a vast breadth of knowledge

Assistive technology – considerations of patient safety, confidentiality and the interactive process

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Disclosure in a clinical/professional setting
Knowledge of self and needs

Slide 21:

Overview of Future Webinars

Disability Law 101: What Faculty Need to Know About Student Accommodations

Separating Fact From Fiction: Debunking Disability Myths and Addressing
Legitimate Concerns.

Clinical Accommodations: Upholding Standards While Creating Equal Access

Putting it in Writing: The Value of Creating Clear and Effective Policies for Students
with Disabilities

Creating a Balance: Professionalism, Communication, and Students with Disabilities

Slide 22:

To join the List-Serv contact:

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Slide 23:

UCSF

University of California, San Francisco