

Title Slide:

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Slide 2:

Photo: Arrow pointing to Q & A box to know how to ask questions to panel

Slide 3:

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

Slide 4:

Objectives and Overview

Objectives: Assist UME faculty, administrators and staff to develop sound policies around working with students with disabilities to ensure equity and consistency

Overview:

Organized into sections:

- 1) Pre-admissions
- 2) Acceptance
- 3) Entry or Matriculation
- 4) Additional considerations that relate to the 3 areas

Slide 5:

Pre-Admission

Ensure Visibility of the Disability Services (DS) Office

Ensure Technical Standards are inclusive and published

Slide 6:

Ensure Visibility of the Disability Services (DS) Office

Sets a welcoming tone

Highlights disability as an aspect of diversity

Ensures students know how to seek resources

Recognizes that disability needs can arise throughout medical school

Normalizes the presence of disabilities on campus

Slide 7:

3 points of contact for potential students

A link to the Disability Services registration procedures and forms is readily available on the medical school's own website.

How to request accommodations for the interview and a link to DS sent with invitation for interview. (see sample)

Written information about the DS office is included in the acceptance and registration documents sent to students prior to attending. (see sample)

Slide 8:

Ensure Technical Standards are inclusive and published

Technical standards must be directly related to the essential educational requirements of a program

Technical standards need to be easy to access and clarify who to contact if accommodations are needed to meet them

Different schools may have different technical standards

Example: Ability to communicate effectively in English

*What is the true objective and how can it be met?*

Slide 9:

Acceptance

An Individualized Analysis by a Qualified Individual should be conducted to determine reasonable accommodations

Grievance and appeals policy should be shared and easy to access

Slide 10:

Individualized Analysis by Qualified DS Individual

Specific DS provider w/Expertise in Field

Interactive process is used

SOM liaison for ongoing questions

Specialized consult when needed

Transparency of process for determining accommodations

Document the process (and the players)

Maintain confidentiality of student documentation

Slide 11:

Ensure grievance and appeals policy is published and easy to access.

Grievance policy posted on Websites

SOM and Disability Services

Internal and external grievances

Roles in the process

Steps to resolve complaint before grievance

Updated at least on an annual basis

See handouts for an example

Slide 12:

## Matriculation

Ensure that accommodation process is easy to access and includes contact information

Ensure clarity of accommodation processes for didactic and clinical courses

Review clerkship competencies

### Slide 13:

Ensure that the Accommodation Process is Clear and Easy to Access

Process for notifying instructors should be in writing

Clarify faculty, student, and DS roles in the accommodation process

Additional written processes needed

Testing procedures

Audio recordings (see sample)

Electronic format books

### Slide 14:

Clear process and procedures for both didactic and clinical courses

Provide written directions for sharing the accommodation notification during years 1 and 2 and during years 3 and 4

Include contact information

Who to contact if accommodations are ineffective or not provided

Testing accommodation processes

Lab courses

Exams during years 1 and 2

USME step exams

Shelf exams during years 3 and 4

Non-shelf exams during years 3 and 4

### Slide 15:

Clarify Clerkship Performance Tasks

*technical standards provide the big picture-  
performance tasks provide the detail*

Clarify and put in writing essential requirements of each clerkship

Necessary for determining reasonable accommodations

Provides consistency for all student issues

Tool for internal use

DS can review to better understand clerkship requirements and potential need for accommodation

New staff training for both DS and the clerkship

### Slide 16:

Example of TS vs. Performance Task:

*General:*

*Motor Skills* A medical student must have sufficient use of motor skills to carry out all necessary procedures, both those involved in learning the fundamental sciences and those required in hospital and clinical environments. This includes the ability to participate in relevant educational exercises and to extract information from written sources. (Very General)

*Specific:*

Surgery Clerkship: The ability to tie a knot is a performance standard for surgery

Slide 17:

Ensure clarity of accommodation processes for didactic and clinical courses

Procedures should be in writing and posted to website

Outlines responsibility for DS, student, faculty, and staff

Broken down by didactic and clinical years

Didactic:

Course exams, requesting materials (books, articles), physical access, ergonomic issues, lab access and lab practical exams, longitudinal clerkship placements

Clinical:

Clerkship placement and geographic related accommodations

Specific to specialized exams: OSCE's, shelf exams, etc.

Who on the team "needs to know"

Specific for release from clinic or release from overnight call

Slide 18:

Additional Considerations

Confidentiality of Students' Documentation and Status

Respond in a Timely Manner

Provide guidance on communicating

accommodation needs

Slide 19:

Ensure Confidentiality of Students'

Documentation and Status

Faculty Confidentiality Policy (see example in handout)

Paper Trails:

Shred any paper created in the office

Encrypt e-mail or electronic records

Do not put students name in subject line

Access:

Use only secure fax machines-or fax to email

Keep paper files locked

Use electronic records only

Limit and password protect files

Educate students on their rights

Slide 20:

Respond in a Timely Manner

Accommodation facilitation issues

Instructions for general concerns

Who to contact on test day (NBME/Coordinator)

Questions regarding reasonableness

Petition for reconsideration

Grievance Policy

Complaint resolution

Ombudsperson

OCR (contact person)

Slide 21:

Provide guidance on communicating

accommodation needs

Poor Communication=Poor Outcomes

Inexperienced students

Guidance in writing-

Sets expectations

Clear about what is/is not appropriate

Sets boundaries regarding *what* information is shared

Two way street-guidance for students & faculty

More on topic in Webinar #6

Slide 22:

Resources

For more information about the Coalition:

[sds.ucsf.edu/coalition](http://sds.ucsf.edu/coalition)

To order the book:

[www.springerpub.com](http://www.springerpub.com)

Save 20%

Promo code: AF1504

Slide 23:

Be sure to register for the next

webinar: Creating a Ba

Communication,

and Students with Disab HEs.

Details and Registration can be found at: [www.aamc.org/gsa](http://www.aamc.org/gsa)

Slide 24:

Questions?