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
Tim Montgomery, M.A., Northwestern University
Gregory Moorehead, Ed.D., The University of Chicago
Elisa Laird-Metke, J.D., The University of California, San Francisco

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
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
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*
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 a 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.
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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sds.ucsf.edu/coalition

Slide 23:
UCSF
University of California, San Francisco