

Plain text version: Webinar #4 – Upholding Standards While Creating Equal Access

Slide 1

The AAMC Group on Student Affairs is pleased to introduce our speakers today:

Clinical Accommodations:

Upholding Standards While Creating Equal Access

Neera R. Jain, MS, CRC

UCSF, Auckland Disability Law Centre

Lisa M. Meeks, PhD

UCSF School of Medicine

Jan Serrantino, EdD

University of California, Irvine

Elisa Laird-Metke, JD (Moderator)

University of California, San Francisco

Image description: the logo of AAMC is depicted, a snake wrapped around a staff with the words American Association of Medical Colleges: Tomorrow's Doctors, Tomorrow's Cures. Learn Serve Lead

Slide 2:

Please use the Q&A panel located on the right hand side of your screen to submit your questions. Send to All Panelists.

Image description:

Depicts the Q&A panel with a red arrow pointing to the box that says "ask all panelists"

Slide 3:

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

Slide 4:

Roadmap

- Interactive Process
- Considerations
- Potential Accommodations
- Complex case studies
- Guiding Principles
- Questions

Slide 5:

The Interactive Process

Image Description: Diagram depicts the interactive process, with a web of dark blue squares.

The initial square says "Qualified SWD (Student with disability) requests accommodation in clinical setting". Radiating out from this box are four boxes that say:

- DS office consults with faculty and outside experts
- Would requested accommodation alter Technical Standards, Learning Outcomes, or Policies?
- Will patient safety be jeopardized?
- Effective alternate accommodation?

Slide 6:

Points of Consideration

- When making clinical accommodations

Slide 7:

Considerations

- Don't make assumptions
- Know your programs
- Students don't know what they don't know
- Take a pragmatic approach
- Communicate early and often

Slide 8:

Considerations

- Gather information from student:
Previous accommodations
Anticipated barriers
Treatment location, frequency
History and prognosis
- Help students plan in advance
- Be creative (around episodic flares)
- Support students

Slide 9:

Considerations

- Review technical standards & learning outcomes
- Understand program policies
Attendance
Time to degree
Leave of absence
- Not otherwise qualified

Slide 10:

Potential Accommodations

- In the clinical environment

Slide 11:

Potential Accommodations

- **Scheduling**
Location of clerkships
Order of clerkships
- **Leave**
Overnight call
Release from clinic to attend appointments
Modification to attendance policy
- **Modified approach**
SIM lab practice
- **Assistive Technology**
Screen readers
Smart pens
- **Communication**
Cell phones, text pagers
CART, interpreters
Amplification devices
Early notification of patient presentations

Slide 12:

Case Study 1

Student with a physical disability uses a wheelchair and has reduced arm strength.

Request:

Assistant to perform certain tasks during clinical tasks and patient exams.

Slide 13:

Case Study 1: Considerations

- Understand the scope of the student's request
- Consult others (faculty, colleagues, legal)
- SOM - An undifferentiated degree program
- Technical standards
- Learning Outcomes
- DS Research & Creative Thinking
- Determination
- Fundamental alteration?
- Consider patient safety

Slide 14:

Case Study 1: Outcome

McCauley v. The University of Kansas School of Medicine, Case No. 13-3299 (10th Cir. 2014).

- The student was denied and dismissed.
- The school has the right to set its own curriculum
- Substantial changes not required.
- Success at another medical school?

Slide 15:

Case Study 2 – Student with chronic health condition

- Flare of symptoms can affect:
 - Joint mobility and endurance
 - Fine motor functioning
 - Attendance
- Weekly physical therapy appointments
- Concerns: transportation and distance to clinical sites
- Unsure what accommodations are needed

Slide 16:

Case Study 2: Considerations

Physical:

- How stable is the student's condition?
- What are the triggers for flares
- What does a flare "look like"
 - What kind of treatment is needed? Duration?
 - Predictable changes?
 - Use of a mobility device?

Academic:

- Each rotation: learning outcomes
- Policies for:
 - attendance

Plain text version: Webinar #4 – Upholding Standards While Creating Equal Access

leaves of absence

rescheduling clerkships

- What other possible concerns?

Slide 17:

Case Study 2: Outcome

Proactive approach:

- Strategic placement and order of clerkships
- Use of a mobility device on the wards
- Possible alternate exam using SIM lab after flare
- Stool in surgery, brief breaks when needed.
- Release from overnight call to maintain sleep hygiene
- Release from clinic once per week to attend PT

Slide 18:

Case Study 3

- Stable with compliant medication regimen
- Strong treatment and support team
- Requests:

No overnight call

Weekly release for appointments

Exclude ER/Psych sites (previous inpatient)

Student with long-term psychological disability

Slide 19:

Case Study 3: Considerations

- Technical standards & learning outcomes
- Attendance policy
- Frequency & location of treatment team
- Purpose of overnight calls
- Medical leave policy
- Options for psychiatry and ER rotations

Slide 20:

Case Study 3: Outcomes

- No overnight calls
- Release from clinic 1x/wk for treatment
- Clerkship location

Slide 21:

Guiding Principles

- Do not assume
- Be proactive
- Use a pragmatic approach
- Know your policies and guiding documents
- DS at the center of decision making
- Consult with colleagues & tech experts
- Legal counsel is your best friend

Slide 22:

Questions?

Plain text version: Webinar #4 – Upholding Standards While Creating Equal Access

Slide 23:

Resources

To join the List-Serv:

Leigh Culley at lculley@pitt.edu

For more information about the Coalition:

sds.ucsf.edu/coalition

Image description:

Book cover for “The Guide To Assisting Students With Disabilities: Equal Access in Health Science and Professional Education” Neera R. Jain and Lisa M. Meeks editors. The cover background is an abstract design in blue, purple, and pink.

To order the book:

www.springerpub.com

Save 20%

Promo code: AF1504

Slide 24:

Be sure to register for the next webinar

Putting it in Writing: The Value of Creating Clear and Effective Policies for Students with Disabilities
(8/20/15)

Details and Registration: www.aamc.org/gsa