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
To order the book:
www.springerpub.com
Save 20%
Promo code: AF1504

Slide 23:
Be sure to register for the next webinar: Creating a Bridge Between Communication, and Students with Disabilities.
Details and Registration can be found at: www.aamc.org/gsa

Slide 24:
Questions?