



Guidelines For Faculty Who Work with Students with Disabilities

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Objectives

By the end of this module, faculty will be able to:

- Understand their role in the process.
- Identify guidelines for referring.
- Recognize need for confidentiality.
- Understand their role in facilitating accommodations.
- Understand how to communicate clinical competencies with disability providers and students.
- Understand students' rights and responsibilities.

Understanding your role in the process

- Maintain role as an educator – not medical provider.
- Be mindful not to “diagnose” students.
- Respond appropriately to disclosure.
- Respect students’ privacy.

Referring Students

Refer to institutional support services.

Student experiencing academic difficulty who does *not* report disability



Should be referred (in writing) to campus academic support center

If a student explicitly states or implies that he/she has a disability, or history of a disability



Should be referred (in writing) to student disability office

Maintaining Confidentiality

- Discuss accommodations with the student in a private setting
- Do not reveal to the class the student's name or accommodation(s)
- When sending emails to a group of SWD, blind copy (Bcc) all students
- Include a well-written statement on syllabus

Checking for Understanding

True or False

- Faculty can easily communicate with all students with disabilities by emailing them as a group.
- Faculty should include a statement about disability on their syllabi.

Implementing Accommodations

- Always provide approved accommodations.
- Do not provide supplemental or “on the fly” accommodations.
- Do not refer to accommodations as “special accommodations”

Implementing Accommodations

- Ensure testing accommodations are in place on time (extended test time, minimal distraction testing, rest breaks, etc.)
- Be mindful to format documents and videos into accessible forms
- Communicate with TA's or coordinators to ensure accommodations are properly implemented.
- Educate and instruct TA's and coordinators on appropriate confidentiality.

Checking for Understanding

True or False

- Faculty should implement additional accommodations for their student if they believe the student requires them.
- Faculty should ensure all written materials and videos are accessible.

Clinical Considerations

- Invite disability providers to visit clinical sites.
- Ensure that the program, clinical expectations, and competencies are articulated clearly and posted.
- Assure that students with disabilities are evaluated in line with peers.
- Educate your staff on appropriate interaction with students with disabilities.

Checking for Understanding

True or False

- Faculty should have written clinical expectations and competencies for each clerkship.
- Faculty should be sure that students with disabilities have less expectations on their performance during clerkships and in the classroom.

Student Responsibilities

- Students must self-identify to the university
- Students must follow established institutional procedures for requesting accommodations
- Students must provide documentation according to institutional guidelines
- Students must meet ADA eligibility qualifications
- Students must notify the disabilities office of any difficulties involving their accommodations

Student Rights

- Students must have equal access to all educational and institutional activities
- Students must receive reasonable, necessary, and appropriate accommodations in a timely manner
- Students must maintain the right to file a grievance

Faculty Resources

- This training module is one in a series of modules as part of UCSF's *Disability Training Series project*. Other modules in this series include:
- **ADA 101: The basic laws that govern disability services**
- **Communication 101: Best practice for communicating with students around disability related needs.**
- **Accessible Admissions Practices: Making sure students with disabilities are addressed.**
- **Keeping it Confidential: Guidance for working with students with disabilities**
- **Full Circle in the Diversity initiative: Inviting Disability to the Table**

References

- Meeks L, and Jain N, eds. *The Guide to Assisting Students with Disabilities: Equal Access in Health Science and Professional Education*. New York, NY: Springer Publishing Company; 2016.
- Hamblet, E. Enlist Others to Persuade Students to Register with DS. *Disability Compliance for Higher Education*. 2016; 21(6): 1,4.
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