Guidelines For Faculty Who Work with Students with Disabilities

Dot Mishoe, Director, Student Disability Access Office,  
Duke University

Timothy Montgomery,  Director, Student Disability Services,  
University of California, San Francisco
Faculty Training on Working with Students with Disabilities by the University of California, San Francisco School of Medicine is licensed under Creative Commons-NonCommercial-Sharealike 4.0 International license.

You are free to:

**Share** — copy and redistribute the material in any medium or format

**Adapt** — remix, transform, and build upon the material

Under the following conditions:

**Attribution** — You must give appropriate credit, provide a link to the license and indicate if changes were made. You may do so in a reasonable manner, but not in any way that suggests the licensor endorses you or your use.

**NonCommercial** — You may not use the material for commercial purposes.

**ShareAlike** — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

See [https://creativecommons.org/licenses/by-nc-sa/4.0/](https://creativecommons.org/licenses/by-nc-sa/4.0/) for full license.
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


- Hamblet, E. Enlist Others to Persuade Students to Register with DS. *Disability Compliance for Higher Education.* 2016; 21(6): 1,4.