



## Allied Health/Clinical Accommodations

If I had the opportunity to speak with a student with a disability considering a nursing career, I would say, "You definitely can do it." It depends on the structure of the program, however, and how narrow or unbending those involved with the program will be. Our greatest barriers are not physical; they're mental. Not every nurse needs to give shots. Not every nurse needs to use all ten fingers. Not every nurse needs to walk into a room. Not every nurse needs to practice in a hospital. I read medical records for attorneys. My knowledge base is strong and I use that knowledge, but I don't have to go to a hospital and turn a patient every morning. I'm still a nurse. Donna Carol Maheady, Ed.D. "Nursing Students with Disabilities Change the Course"

The issue of academic accommodations and accommodations for students with disabilities in clinical settings is getting a lot of attention. There are a few resources available to assist colleges in their decision-making and there is an ongoing effort to gather more.

"OCR encourages post-secondary institutions to engage in a conscientious and diligent process with students in determining which academic adjustments are appropriate and do not fundamentally alter course requirements. When a specific adjustment requested by a student cannot be implemented due to the nature of the clinical setting or due to legal regulations applicable to that setting, a college must explore whether there are other effective options for accommodating the student". OCR, 2010.

### Links

#### [White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs](#)

This document is an excellent resource for nursing program faculty and disability service providers. It is concise, current, and detailed in terms of inclusion of students with disabilities in nursing educational programs. It includes specific chapters on Barriers and Supports for Students with Disabilities, with a broad discussion of essential functions and technical standards; and Accommodations and Nursing Students, which addresses clinical accommodations and using technical standards to improve practice. It includes a Model for Technical Standards in Nursing Education Programs. (2014)

#### [California Nursing Board Exam Accommodations](#)

California Nursing Board Exam accommodations rules and form

#### [You can nurse with dyscalculia - but know your limitations](#)

Nursing Times (2013)

#### [Vet Tech Essential Functions](#)

The Essential and Recommended Skills List (Skills List) is a resource for

### Resources

- [Section One - Chancellor's Office Resources](#)
- [Section Two - OCR/ADA/504](#)
- [Section Three - Federal & State Laws, Compliance Regulations and Guidelines](#)
- [Section Four - DSPS Program Management](#)
  - [Audit Information](#)
  - [Policies, Procedures and Forms](#)
    - [Academic Accommodations](#)
    - [Allied Health/Clinical Accommodations](#)
    - [Alternate Media](#)
    - [Discrimination](#)
    - [DSPS Staffing, Front Office & Student Workers](#)
    - [Equipment](#)
    - [FERPA/HIPPA](#)
    - [Intake/Eligibility](#)
    - [Interpreting, CART & Captioning](#)

veterinary technology programs to utilize for curriculum development and instruction as well as an accreditation monitoring tool for CVTEA. The Skills List represents the complex role of the veterinary technician and encourages instruction in motor, critical thinking and clinical application skills at the entry veterinary technician level. A veterinary technician student, having completed the curriculum, will have gained the prerequisite knowledge and perspective to enable him/her to carry out the following decision making abilities.

#### [HALPERN v. WAKE FOREST UNIVERSITY HEALTH SCIENCES](#)

Discrimination, after the fact seeking accommodations (2012)

#### [Falcone V. University of Minnesota](#)

Falcone was dismissed because "you have been unable to demonstrate, with or without accommodations, that you can synthesize data obtained in a clinical setting to perform clinical reasoning, which is an essential element of functioning as a medical student and ultimately as a physician." (2004)

#### [Settlement Agreement Between the United States of America and the National Board of Medical Examiners](#)

The Settlement Agreement Between the United States of America and the National Board of Medical Examiners is a major decision on behalf of students with disabilities.

#### [Wong v Regents of University of California](#)

Wong v. Regents of the University of California (LD Accommodations in Medical School)

#### [Southeastern v Davis](#)

Southeastern Community College v. Davis (Physical qualifications for admission to clinical training programs).

#### [Argenyi V. Creighton University](#)

Medical student with bilateral cochlear implants denied CART (2013)

#### [National Organization of Nurses with Disabilities](#)

This association is a good resource for students with disabilities enrolled in a nursing educational program.

#### [Hospital May Require Disabled Nurse Satisfy Performance Standards Without Violating ADA](#)

A hospital can require a disabled nurse to satisfy the same high performance standards that apply to nurses generally, the U.S. District Court for the Western District of Michigan held in [Harrison v Spectrum Health](#). While a hospital, like other employers, must provide reasonable accommodations to enable employees with disabilities to perform essential job functions, lowering job standards as an "extraordinary accommodation" is not required by the ADA. Go to link for full text of this case.

#### [DO-IT Resources for nursing students with disabilities](#)

DO-IT University of Washington

#### [Accommodating Nurses with Disabilities](#)

Job Accommodation Network

#### [Exceptional Nurse website](#)

ExceptionalNurse.com is a nonprofit 501 (c) 3 resource network committed to inclusion of more people with disabilities in the nursing profession. This web site is maintained by Donna Maheady, Ed.D., ARNP, an advocate for nurses and nursing students with disabilities.

#### [Beyond the Usual Accommodations: Supporting College Students with Disabilities in Clinical Settings](#)

*Beyond the Usual Accommodations* is a good resource for disability support services providers, when working with students with disabilities who want to enroll in a program with clinical components. It also provides explanations of ADA and Section 504 requirements, plus commentary on OCR letters regarding an institution's duty to its students with disabilities.

- ➔ Learning Disabilities
- ➔ Course substitution policies and procedures
- ➔ Notetaking
- ➔ On-Campus Transportation
- ➔ Personal Service Attendants (PSA)
- ➔ Provisional Services; Suspension and/or Termination of DSPS Services
- ➔ Scribes
- ➔ Section 508
- ➔ Service Animals on Campus
- ➔ Tape Recording
- ➔ Technical Standards & Essential Functions
- ➔ Testing Accommodations
- ➔ Accommodations-General
- ➔ Student Record Forms
- ➔ Program Plans & Program Reviews
- ➔ Student Learning Outcomes
- ➔ Universal Design in Instruction
- ➔ Educational Assistance Classes and Course Outlines
- ➔ Priority Registration & Other Registration Issues
- ➔ Job Descriptions

## Documents

### [Faculty Considerations](#)

Excerpted from: "Leveling the Playing Field for Nursing Students with Disabilities: Implications of the Amendments to the Americans with Disabilities Act." Journal of Nursing Education. Vol 51, No 3, 2012. The PDF version is linked to the title heading; an accessible [Word Version of the document](#) is also available.

### [Clinical Accommodations Student Handbook](#)

Language developed for the Student Handbook at Los Medanos College was a result of an OCR complaint. (2012) The PDF version is linked to the title heading; an accessible [Word Version](#) of the document is also available.

### [Clinical Accommodations Faculty Handbook](#)

The language developed for the Faculty Handbook at Los Medanos College as a result of an OCR complaint (2012) The accessible PDF version is linked to the title heading; an accessible [Word Version](#) of the document is also available.

### [OCR Letter College of the Sequoias](#)

OCR letter 09-09-2022 College of the Sequoias. Essential functions in a clinical setting. The accessible PDF version is linked to the title heading; an accessible [Word Version](#) is also available.

### [OCR Letter Napa Valley College](#)

OCR Letter 09-06-2011 Napa Valley College. Accommodations in a clinical setting; discrimination. An accessible PDF version links from the title heading; and an accessible [Word Version](#) is also available.

### [OCR Letter Los Medanos](#)

OCR Letter [09-09-2120](#) Los Medanos College. Academic accommodations; accommodations in a clinical setting; grievance procedures. A PDF version is linked to the title heading; and an accessible [Word Version](#) is also available.

### [Accommodating Students with Disabilities in Allied Health](#)

Professional programs with clinical components have some unique attributes as compared to typical academic programs. First, they are technical in nature and may have competencies that dictate performance within a certain timeframe. Second, they may have off-site training elements and thirdly, faculty may have ideas that could potentially create attitudinal barriers for students that they do not normally instruct in typical classroom settings. By permission from Galvin Group (2011)

### [Allied Health Essential Functions Cerritos](#)

Cerritos College (2014). College nursing program essential functional abilities for nursing students. A PDF version is linked to the title heading; and an accessible [Word Version](#) is also available.

### [CCEPD Recommendations Related to Technical Standards Policy Analysis and Briefing](#)

California Committee on People With Disabilities and Employment. (2015). This document is based upon the technical standard developed by Dr. Beth Marks and Dr. Sarah Ailey. This PDF document is accessible.

- ➔ [Other Documents and Links of Interest](#)
- ➔ [Section Five - DSPS Services and Accommodations](#)
- ➔ [Section Six - 508, Alternate Media, Distance Education & Assistive Technologies](#)
- ➔ [Section Seven - Faculty Resources](#)
- ➔ [Section Eight - Student Resources](#)
- ➔ [Section Nine - Transition Resources](#)
- ➔ [Section Ten - Budget/MIS](#)
- ➔ [Section Eleven - Access, Security and Safety on Campus](#)
- ➔ [Section Twelve - Adapted Physical Education \(APE\)](#)
- ➔ [Section Thirteen - Working with Other Categorical Programs & Resources](#)