

BOOK CLUB QUESTIONS

Chapter 9: Working Through Complex Scenarios

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1. When dealing with complex scenarios, a DRP must determine and address the access barrier facing a student and then take actions to work to ensure the barrier is rectified. What unintended consequences might occur when a faculty member gives a student an unofficial accommodation without involving the disability office? How might this situation be resolved for this student and prevented in the future?
2. When a student encounters a faculty member with a negative attitude toward a disability or accommodation, what can the DRP do to support the student? How can the DRP intervene to help the faculty member increase awareness and shift future attitudes? What actions can be taken on campus to prevent other faculty members from responding similarly?
3. If a student reports to the DRP that an accommodation was not appropriately implemented, what steps should the DRP take to investigate the complaint? Which other office(s) should be involved? What is your institution's specific protocol for the reporting of such incidents and the procedure once such a complaint is filed?
4. Students may postpone disclosing a disability for many reasons. If a student waits to disclose a disability until becoming at risk of academic sanctions, how can the DRP ensure the student's needs are met? How should appropriate documentation be kept? What actions can be taken on campus to promote inclusion and help de-stigmatize disability so that students feel comfortable disclosing early and seeking accommodations?
5. As students with disabilities transition from didactic to clinical work, additional barriers may arise that need to be addressed. In your experience, what are some common barriers that students with various disabilities may encounter for the first time in a clinical rotation that could be mitigated with an accommodation?

6. A student with a disability may need to take time off from school to take care of disability-related health issues. What are some of the challenges students may associate with taking a leave of absence (LOA)? What is your institution's policy on LOA? What are some creative accommodations that may allow a student some flexibility to remain in school by providing the opportunity to fully demonstrate the competencies required in each course? How might these creative solutions differ if the student is in the didactic curriculum vs. the clinical curriculum?
7. The DRP is responsible for maintaining records and notes on the interactive process and ongoing communications with students. In the event that a new DRP arrives and finds an office lacking complete records, what actions could be taken to ensure the records are kept meticulously moving forward? If a new DRP is informed that a student is up for dismissal and there are no records in the disability office, what actions can the DRP take to document the student's disability?