

# BOOK CLUB QUESTIONS

## Chapter 8: Professionalism and Communication About Disabilities and Accommodations

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1. Discuss some reasons why professionalism is important in most health science programs (in fact, often a core competency), and how professional communication relates to professionalism overall.
2. Given the importance of defining expectations for students with respect to professionalism, how does your institution evaluate professional behavior to ensure equitable assessment of all students? How are these expectations communicated to students?
3. How can DRPs work with students in communicating professionally with faculty and clinical supervisors regarding their accommodations?
4. What steps can the institution take to train faculty and supervisors in how to communicate with students regarding where to go to request accommodations, so students do not feel pressured to disclose private disability information to those who are evaluating them?
5. What are some of the barriers students may face as they contemplate whether or not to disclose their disabilities? How can the institutional policy and process serve to minimize these barriers to encourage disclosure?
6. If a student discloses a disability to a faculty member, how should the faculty member respond? What boundaries should be set?
7. What training can be implemented to ensure all faculty, including off-site clinicians, are aware of the institutional policy on disability and accommodations and are on the same page about appropriate communication with students?
8. What law protects the privacy of student disability records? What policies and procedures are in place within your institution to ensure these records remain separate from the academic record and confidential? Under what unusual circumstances might sharing of information about a student's disability be appropriate?

9. It is the responsibility of the program, not the clinical site, to ensure disability access in all of its learning environments. What are some considerations to keep in mind when navigating the communication of a student accommodations plan to a clinical coordinator? What types of trainings can the institution implement to ensure clinical sites are aware of their obligations?