

Webinar 2: Removing Admissions Barriers for Nurses with Disabilities: Addressing Technical Standards

Word Outline with ALT TEXT for PPT

Slide 1:

Barriers and Belief Systems:

Removing Admissions Barriers for Nurses with Disabilities: Addressing Technical Standards

Logos of all four partners below: Johns Hopkins Disability Health Research Center, DocsWithDisabilities Initiative, The American Association of Colleges of Nursing, Josiah Macy Foundation.

Slide 2:

Moderators:

Picture of Holly J. Humphrey, MD, MACP

President

Josiah Macy Jr. Foundation

Picture of Cassandra Godzik, PhD, MS

Director of Nursing Education, AACN

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Macy Priority Areas:

- Promoting Diversity, Equity, and Belonging
- Increasing Collaboration Among Future Health Professionals
- Preparing Future Health Professionals to Navigate Ethical Dilemma's

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Slide 4:

Panelists: Photos of all four panelists (From L to R) Michelle Miller, JD, Sarah Triano, MS, NCC, LPC, Andrea Dalzell, RN, MA, Lisa Meeks, PhD, MA

Slide 5:

Learning Objectives:

- Discuss barriers for nurses with disabilities including ableist belief systems and outdated technical standards.
- Identify current guidance and best practice for technical standards and communicating disability inclusion.
- Describe the potential for disconnect between “front and back” of the house in the context of schools of nursing.

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Slide 6:

Sources of Information:

Photo of the book Disability as Diversity, with a photo of the chapter 9 on technical standards
An article on technical standards by Sarah Ailey and Beth Marks
The AAMC/UCSF Report on Disability

Slide 7:

Legal Framework

Nondiscrimination Laws

- The Americans With Disabilities Act (ADA)
- Rehabilitation Act of 1973 Section 504

Photo of scales of justice to the right

Slide 8:

The Term

“Technical Standards”

“Qualified handicapped person” as “With respect to postsecondary and vocational education services, a handicapped person who meets the academic and **technical standards** requisite to admission or participation in the recipient's education program or activity”

Photo of Book and Glasses to the left

Slide 9:

Southeastern Community College vs. Davis

First 504 case in US Supreme Court

Southeastern Community College refused to admit a woman with hearing disabilities into its RN program.

Southeastern had no “technical standards.”

SCC Engaged in a faculty driven process

Concluded that it would have to fundamentally alter its educational program to accommodate this student.

US Supreme Court agreed in a unanimous decision.

Photo of Supreme Court Building to the Right

Slide 10:

However

“technological advances may one day result in a situation making “an insistence on past requirements and practices” an arbitrary deprivation of the opportunity for genuinely qualified persons with disabilities to participate in programs like the one which refused Ms. Davis admittance.”

Photo of Calendar to the left

Slide 11:

That Day has Arrived

Argenyi v. Creighton

Featherstone v. PNWU

Searls v. Johns Hopkins Hospital

Slide 12:

Code of Federal Regulations:

28 CFR 36.301

Eligibility Criteria.

- (a) General. A public accommodation shall not impose or apply eligibility criteria that screen out or tend to screen out an individual with a disability or any class of individuals with disabilities from fully and equally enjoying any goods, services, facilities, privileges, advantages, or accommodations, unless such criteria can be shown to be necessary for the provision of the goods, services, facilities, privileges, advantages, or accommodations being offered.

Photo of the scales of Justice

Slide 13:

Regulating and Developing TS

AAMC

Domains:

- Observation
- Communication
- Motor
- Conceptual, integrative and quantitative
- Behavioral and social

Slide 14:

What's Next In Nursing

Arrows with the words Disrupt, Shakeup

Slide 15:

Fundamental Elements of TS

statement that encourages matriculants to disclose disability and request accommodation

A statement that communicates a confidential process

A statement that directs students to the office for disability resources

Slide 16:

Welcoming Language Example

Rush University is committed to diversity and to attracting and educating students who will make the population of health care professionals' representative of the national population. Our core values — ICARE — Innovation, Collaboration, Accountability, Respect and Excellence translate into our work with all students, including those with disabilities. Rush actively

collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

Slide 17:

Communicate and Publicize TS

Photo of megaphone held by a hand

Photo of a computer screen to depict a website

Slide 18:

Organic vs. Functional

Organic technical standards emphasize *how* a student goes about completing a task, over the skill-based competency

must be able to *hear, see, speak clearly*, and be able to *stand*

Functional technical standards that focus on the students' *abilities*, with or without the use of accommodations or assistive technologies.

allow students with disabilities to use assistive technologies for example amplified stethoscopes, specialized motorized wheelchairs, magnifying devices, and use accommodations, to meet technical standards of nursing education.

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Motor Domain

Possesses the capacity to perform the physical manipulations and diagnostic procedures that are part of a complete nursing practice and diverse clinical experience.

Examples: Moves among patient rooms and treatment areas, moves physical patients, performs CPR, calibrates and uses equipment.

Possesses four (4) functional limbs (normal or artificial) that allow the student to perform sufficiently to move from room to room and maneuver in small spaces and possesses gross and fine motor abilities sufficient to provide safe and effective nursing care.

Possesses the ability to exert 20-50 lbs. of force occasionally, 10-25 lbs. of force frequently, and negligible to 10 lbs. of force constantly to move objects. Examples: Positions and moves patients and equipment.

Photo of 30 lbs weight

Slide 20:

Communication

Communication: A candidate should be able to *speak, to hear*, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only *speech* but reading and writing. The candidate must be able to communicate effectively and efficiently in *oral* and written form with all members of the healthcare team.

Photo of thought bubbles in the background

Slide 21:

Functional Technical Standards: Communication

Communication: Students should be able to *communicate* with patients in order to elicit information, detect changes in mood, activity, and to establish a therapeutic relationship. Students should be able to communicate effectively and sensitively with patients and all members of the health care team both in person and in writing.

Icon of thought bubbles in the right corner

Slide 22:

Subtle Dissuasion/Microaggressions

The School of Nursing has an ethical responsibility for the safety of the patients with whom students and graduates may come into contact. Although students learn and work under the supervision of the faculty, students interact directly with patients throughout the BSN program. Patient safety and well-being are therefore major factors in establishing requirements involving the competencies required of BSN students for admission, progression and graduation.

Icon of red flag in the upper right corner

Slide 23:

Essential Function *or* Technical Standard

Photo of the letters JOB with a magnifying glass

Photo of dice and books, the dice spell education

Slide 24:

Fostering a more inclusive nursing profession

Challenge ableist assumptions

Promote a broader understanding of nursing roles

Advocate for the recognition and utilization of diverse talents within the profession

Photo of people icons with a icon in the middle being highlighted in a sea of other icons

Slide 25:

Nursing Careers

Reviewing and revising technical standards

Diverse opportunities for graduating nurses

Sign post with lots of alternative jobs in nursing, white female character scratching head trying to decide which path to take.

Slide 26:

Improving the Profession

Sign being held saying Nurses Wanted and a picture of lots of interlocking items meant to depict the healthcare system

Slide 27:

Photo of a beautiful white Tudor house

Slide 28:

Photo of the back of a Tudor house that is in disarray

Slide 29:

Recommendations

Conduct: Conduct a self-evaluation using the chapter on technical standards in “Disability as Diversity.”

Avoid: Avoid the “front of the house/back of the house” issue by training your academic leaders at all tiers so they can set the expectations for their division.

Know and Publish: Know and publish the process for disclosing disability and requesting accommodation. Make it easy for learners to find.

Embrace: Embrace that you don’t know what you don’t know and ask.

Photo of shoes on a red carpet that says “you are here”

Slide 30:

Coming to you at the END of the Series

Photo of a toolkit and Free CEU credits

Slide 31:

Upcoming Webinars

Addressing Disability Accommodations and Inclusion through a DEI Lens.

Thursday, September 28, 2023, at 12:00 p.m. ET

Logos of all four partners below: Johns Hopkins Disability Health Research Center, DocsWithDisabilities Initiative, The American Association of Colleges of Nursing, Josiah Macy Foundation.

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More Information:

Webinar recordings: www.macyfoundation.org

Additional questions info@macyfoundation.org

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