Care Coordination
Welcome and Overview

Facilitator: Susanne Campbell, RN, MS, PCMH CCE
Date & Time: Wednesday, 8/30/2023 7:30am-8:30am

PLEASE NOTE: Project ECHO case consultations do not create or otherwise establish a provider-patient relationship between any clinician and any patient whose case is being presented in a project ECHO setting

Care Transformation Collaborative of RI

Agenda

Time	Topic	Presenter
7:30 AM – 7:35 AM	Welcome & Faculty Introduction	Susanne Campbell, RN, MS, PCMH CCE
7:35 AM – 8:05 AM	Disability and Accommodations in Higher Education	Adam Pallant, MD, PhD Karen Andrews, M.Ed. *Division of Health And Wellness* *Brown University-Providence, RI*
8:05 AM – 8:25 AM	Case Presentation & Discussion	Adam Pallant, MD, PhD Karen Andrews, M.Ed. *Division of Health And Wellness* *Brown University-Providence, RI*
8:25 AM – 8:30 AM	Wrap up; Evaluation; Announcements	Susanne Campbell, RN, MS, PCMH CCE

Welcome

Please note that the didactic portion of an ECHO session will be recorded for educational and quality improvement. The case presentation portion of an ECHO session will never be recorded.

Remember to never disclose protected health information (PHI), verbally or in writing, to preserve patient confidentiality.

We are participating in an open and welcoming learning environment. Thank you for generously sharing your knowledge and experience so that all can benefit from it!
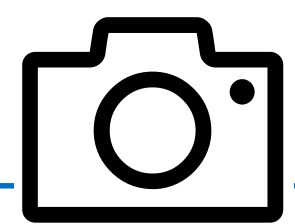
Faculty Introduction
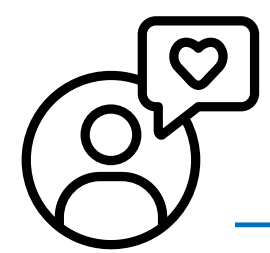
➤ ## Adam Pallant, MD, PhD

Dr. Pallant received his BA in biochemistry from Haverford College in Pennsylvania and his MD/PhD at the University of Rochester. He completed his specialty training in pediatrics and chief residency at the University of California, San Francisco. He is board certified by the American Board of Pediatrics. Dr. Pallant had been the Pediatric Residency Director at the Alpert Medical School of Brown University and a primary care pediatrician at Hasbro Children's Hospital in Providence for 19 years prior to joining the Brown University Health Services campus team. Dr. Pallant has a special interest in the intersection of mental health and physical health.

➤ ## Karen Andrews, M.Ed.

With over 13 years of higher education disability experience and more than 12 years of K-12 special education experience, Karen is a visionary leader in disability services. She has a passionate commitment to creating a culture of inclusion for everyone, recognizing the intersectionality of the disabled. She works to ensure equitable opportunities and compliance with federal laws, state regulations, best practices and University-wide and campus guidelines related to equitable access, barrier elimination, and resources and services for disabled students. Karen's work extends nationally as she serves on the Board of the Association for Higher Education and Disability (AHEAD) as a Director-at-Large, is the current AHEAD Board liaison to the Knowledge and Practice Communities and is the former chair for the organization's Race, Ethnicity, Diversity and Disability Special Interest Group. She is the 2022 awardee for the AHEAD Duraese Hall Excellence in Diversity and Inclusion Award. Every day, Karen and her service animal, Dooley, show up to serve the Brown community in advancing the cause of disability as diversity. Karen earned a BS in Elementary and Special Education from Northern Arizona University and an M. Ed. in Adult Education and Development from Strayer University.

DISABILITY AND ACCOMMODATIONS IN HIGHER EDUCATION
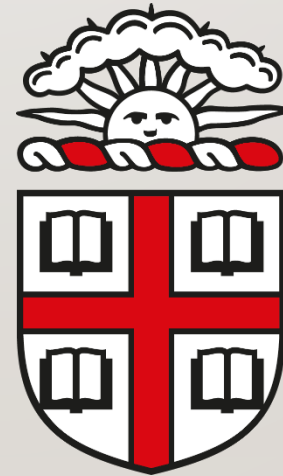
ADAM PALLANT, MD/PHD

KAREN ANDREWS, M.ED.

DIVISION OF HEALTH AND WELLNESS
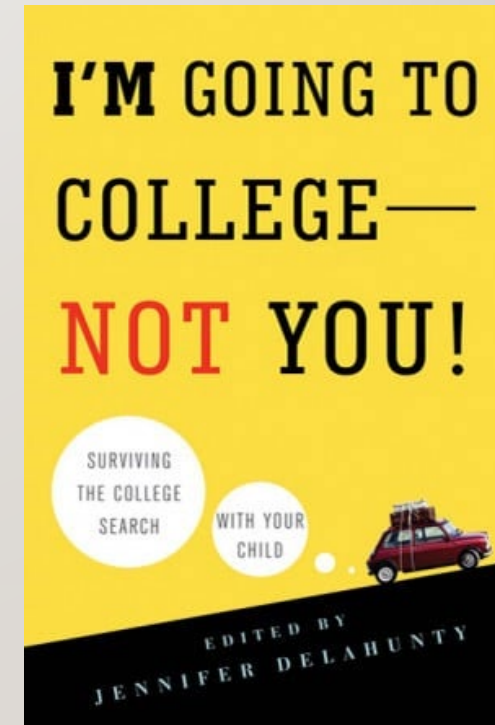
BROWN UNIVERSITY-PROVIDENCE, RI

AUGUST 30TH, 2023

NEITHER ADAM PALLANT NOR KAREN ANDREWS HAVE ANY FINANCIAL DISCLOSURES TO REPORT

LEARNING OBJECTIVES

1. Understand how accommodations for students with complex medical conditions differ in institutions of higher education as compared to high school educational plans and how primary care practices can support having patient needs met as they enter higher ed.
2. Become familiar with how institutions evaluate accommodation requests and understand what remedies colleges may provide or reject and how primary care physicians can help.
3. Help Primary Care Practices prepare students and families to advocate for themselves and request accommodations in higher education.

I'M GOING TO
COLLEGE—
NOT YOU!

SURVIVING THE COLLEGE SEARCH   WITH YOUR CHILD

EDITED BY JENNIFER DELAHUNTY

EDUCATIONAL DISABILITY SERVICES
COLLEGE IS NOT THE SAME AS HIGH SCHOOL

- **High School**
  - **Individuals With Disabilities Act (IDEA)** guarantees a free and appropriate education to students in high school
    - IEP
    - 504 plan
    - Family and school district take the lead in setting goals
    - Typically ongoing monitoring of progress and efficacy of plan
    - Case management

ACCOMMODATIONS IN HIGHER EDUCATION

- **College and University**
  - **Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act**
    - Provides equal access and bans discriminatory practices
    - **ALL colleges have an ADA office**
  - High School accommodation plans (IEPs) DO NOT transfer to college
  - The STUDENT must initiate and follow through with requests for accommodations, not the parent nor the professor

COLLEGES **DO NOT** HAVE THE SAME LEGAL OBLIGATIONS AS HIGH SCHOOLS

- Colleges DON'T fall under the "Individuals With Disabilities Act"
  - There is no IEP requirement
  - Colleges do NOT provide specialized instruction or tutoring
- Colleges DO eliminate barriers and provide access through accommodations/services
- Colleges are required to ensure equal access and prevent discrimination
- Rights to privacy

STUDENTS NEED TO BE PREPARED TO COMMUNICATE AND SELF-ADVOCATE

- The student needs to submit documentation and provide a self-report describing the impact their disability has on learning and function

- If granted accommodations, a letter describing accommodations will be generated that the student must share with professors to activate accommodations

- There are no case managers in college

- Colleges rarely provide evaluations for learning or academic performance differences – check the university's policy

PARENTS MAY CONTRIBUTE INFORMATION: BUT CONVERSATIONS ARE STUDENT DRIVEN

- Parents are only involved when the student gives permission (must be in writing).

- Conversations that include parents should almost always include the student as well

- Privacy laws (FERPA) apply

- College is the place to learn self-advocacy skills

# ACCOMMODATIONS: NECESSARY AND REASONABLE

- There are no "rule books" regarding the determination and approval of accommodations.

  - **Necessary**-determination is based upon disability and impact of that disability on function for the individual

  - **Reasonable**-even though an accommodation may be "necessary" it may not be "reasonable" in all cases

Understanding Reasonable and Necessary

CLARIFYING ACCOMMODATIONS IS TYPICALLY "ITERATIVE", NOT ONE STOP SHOPPING

- Accommodations are often derived after a series of conversations between the student and the professionals in the office of disability services (may include faculty input)

- Start the process EARLY!
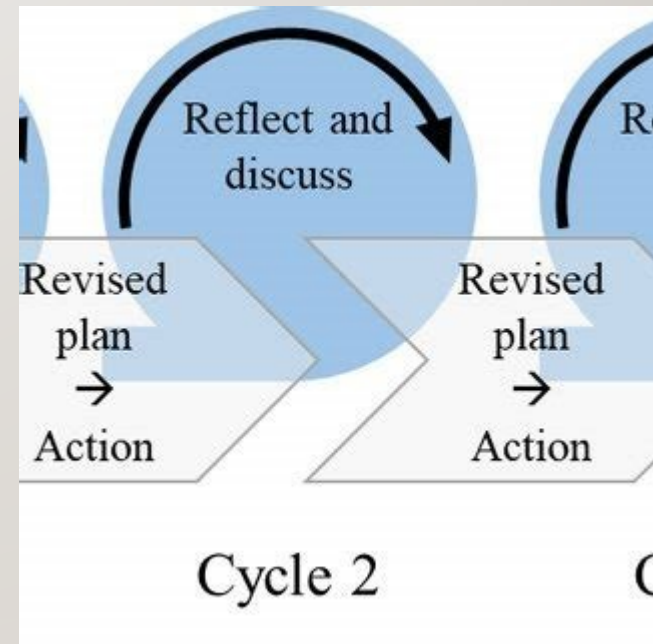
SOME "COMMON" EXAMPLES OF ACOMMODATIONS

- Extended time on exams and/or distraction-reduced testing environment

- Recording devices or software

- Note taking support

- First floor and/or accessible dormitory

- Meal plan exemptions for special diet

- Reduced courseload

ACCOMMODATIONS THAT MAY NOT BE APPROVED

- Colleges are not required to "lower or substantially modify essential requirements"

- Colleges do not have to provide personal attendants or individually prescribed devices

- Guarantee that a student will "pass" a class, or be given multiple attempts to achieve a grade

- Fulfill specific recommendations that an individual therapist or physician may suggest

- Cannot fundamentally alter the class or program and prevent achievement of learning outcomes

What are Reasonable Accommodations?
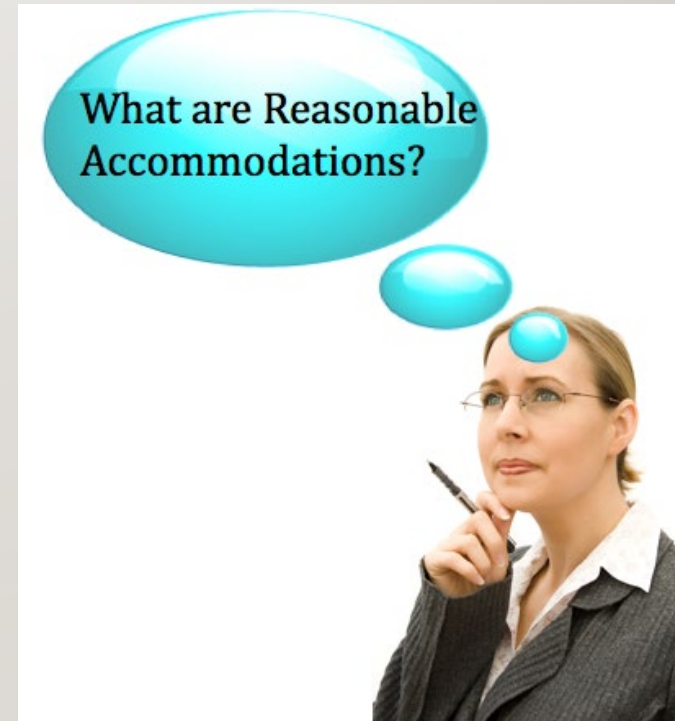
HOW TO HELP YOUR STUDENT PREPARE

- Prepare student with the understanding that they will need to communicate with the accessibility team at their college

- Understand that not all colleges are the same – choose the one that works for the student's needs

- Practice self advocacy skills and talking points with the student

- Prepare family that the student leads the conversation and family is involved as adjunct support (and ONLY with student permission)

- Prepare documents that clarify the student's diagnosis and the functional impact the disability poses

- Visit the website of the office of disability or accommodations of the college or university.
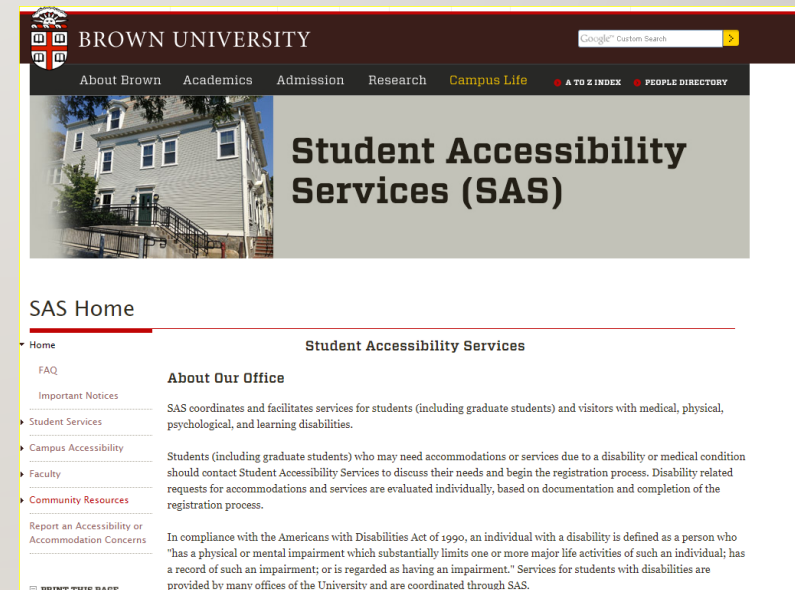
COMMON CASE SCENARIOS ACCOMMODATION

- Physical Limitations:

  - Mobility, vision, hearing, allergies, digestive

- Mental Health and Wellbeing

  - Anxiety, depression, OCD, autism spectrum, sleep challenges, eating challenges

- Learning Differences

  - ADHD, LD, processing, executive function

REFERENCES

- "Auxiliary Aids and Services for Postsecondary Students with Disabilities" US Department of Education, Office for Civil Rights. Revised, September, 1988. https://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html

- Ducnan, A, Ali, R. "Students with Disabilities Preparing for Postsecondary Education." US Department of Education, Office for Civil Rights. Revised, September, 2011. https://www2.ed.gov/about/offices/list/ocr/transition.html

- Hamblet, ED. "7 things to know about college disability services". Understood.org. Cited on 8/8/23 https://www.understood.org/en/articles/7-things-to-know-about-college-disability-services

- Keenan, WR, Madaus, JW, Lombardi, AR, Dukes, LL. "Impact of the Americans With Disabilities Act Amendments on Documentation for Students with Disabilities in Transition to College: Implication for Practitioners" Career Development and Transition for Exceptional Individuals. Sage Journals. Volume 42, Issue 1, February 2019, Pages 56-63. https://journals.sagepub.com/doi/epub/10.1177/2165143418809691

- Rein, J. "Are there IEPs and 504 plans in College?" Understood.org. Cited on 8/8/23 https://www.understood.org/en/articles/are-there-ieps-and-504-plans-in-college

- Smith, L, "Helping Students with Disabilities Understand Accommodations in College" Edutopia.org, George Lucas Educational Foundation. August 30th, 2019. https://www.edutopia.org/article/helping-students-disabilities-understand-accommodations-college

HEALTH AND EDUCATIONAL INFORMATION
BE VERY THOUGHTFUL AND CAUTIOUS

- *FERPA Waiver*

- *HIPAA Release Form*

- *Healthcare Proxy*

- *Living Will*

- *Durable Power of Attorney*

CollegiateParent

High School   Student Life   Housing & Res Life   Health & Safety   Money   Academics

Home » Health & Safety » Important Health Forms for College Students

Health & Safety

Important Health Forms for College Students

CollegiateParent

Two federal laws govern the privacy of a student's medical records when they are over 18 and/or, in the case of FERPA, when they go to college.

The **Federal Educational Rights and Privacy Act (FERPA)** protects the privacy of educational records which includes grades, academic standing, disciplinary events, *and* information relating to your student's treatment at the campus health center.

HIPAA, the **Health Information Portability and Accountability Act**, protects sensitive information. Once a student turns 18, much like FERPA, HIPAA turns control of their health care and records over to them.

Announcements & Reminders

Next Session Date:	Wednesday, 9/25/2023 7:30am – 8:30am EST
Topic:	Supporting Youth in Foster Care & DCYF
Presenter:	Lisa Guillette, Foster Forward & Joan Harmon, DCYF

Evaluation & CME

- Please provide us your feedback!

- Evaluation/Credit Request Form :
  https://www.surveymonkey.com/r/CCECHOCME2023

  Please request CME credits or a certificate of participation when filling out the evaluation at the end of the meeting.

Application for CME credit has been filed with the American Academy of Family Physicians. Determination of credit is pending.

Announcements

CTC-RI Annual Conference Registration
NOW OPEN

NCQA Health Equity Accreditation Training
Option for up to *50* Participants

CTC-RI Annual Conference:

INVESTING IN PRIMARY CARE & HEALTH EQUITY

The Crowne Plaza Hotel - Warwick, RI
Breakfast & Registration at 7:00AM
Event starts at 7:30AM

OCT 05 23

Thank you to our sponsors:

DULCE: Developmental Understanding and Legal Collaboration for Everyone due Sept 5th: