

The Inclusive Campus Project offers:

- + **Workshops** on disclosure and career planning for students with disabilities
- + **Individualized student support** for addressing academic and practicum challenges
- + **Mentorship** opportunities for students with disabilities by clinicians with disabilities
- + **Training** for clinical educators and coordinators who work with individuals with disabilities
- + **Research** opportunities through participation in Inclusive Campus **projects**

Disclosure Matrix

- + The Disclosure Matrix helps students evaluate the benefits and detriments of disclosure
- + The matrix can be used as a worksheet by students with disabilities to help them with the challenges of disclosure
- + Article accompanying disclosure matrix table, originally developed by Terry Krupa: Roberts, B. (2014). The Disclosure Question: A Matrix for Decision Making. *CACUSS Communiqué*, 14(3), 29.
http://www.cacuss.ca/Library/Communique/Communique_Fall_2014_-_Web.pdf



Supporting Practicum Students with Disabilities

	Disclosure	Non-disclosure
Pros	<ul style="list-style-type: none"> • Promotes openness and trust • Facilitates accommodation • Educates the employer about accommodation and disability • Honest • Pro-active • Sets out an expectation of fair treatment • Acting in good faith 	<ul style="list-style-type: none"> • Protects against risk of discrimination • Safer to request accommodation later, when needs become apparent and employment is secure • Protects private information • Retain control/release personal information when/if needed • Protects dignity • Take a chance and try tasks without accommodation • Avoid assumptions made about you, stigma
Cons	<ul style="list-style-type: none"> • Risky because of potential discrimination • Might not be necessary (work might not require accommodations) • Risk of stigma • Loss of privacy • Loss of control of personal information 	<ul style="list-style-type: none"> • Seems untrusting • Appears to be in bad faith • No accommodation • No knowledge or understanding of disability or needs • Reactive rather than pro-active • Seems like "pulling a rabbit out of a hat" when trouble or need arises • Risks rupture in the employer/employee relationship when needs become known

UBC Inclusive Campus Project

For questions, or to find out how you can participate, contact: 604.822.7412 or inclusive.campus@ubc.ca

<http://inclusive.campus.osot.ubc.ca/>

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Resources for
Preceptors, Practicum
Coordinators &
Students



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UBC Campus Resources



Access and Diversity

✚ Works with students, faculty, and staff to remove barriers for students with disabilities. The office's disability advisors help set up formal academic accommodations, including placement-specific accommodations, for students with documented disabilities.

✚ For more information, please visit:
<http://students.ubc.ca/about/access>

✚ For questions or to book an appointment, students can contact
604.822.5844
access.diversity@ubc.ca



UBC Counselling Services

✚ <http://students.ubc.ca/livewell/services/counselling-services>



Accommodation Resources

Universities and employers are legally obligated to accommodate persons with disabilities, including students, as per the BC Human Rights Code.

✚ Accommodation Decision Tree

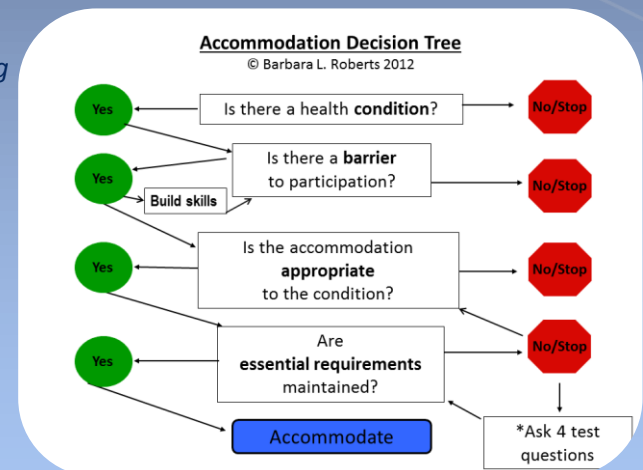
Which situations are clinicians required to accommodate? This diagram helps preceptors quickly decide when accommodation is necessary and a requirement.

✚ The 4 Test Questions

1. Is the requirement established in good faith?
2. Is the requirement rationally connected to the job or purpose it is intended for?
3. Is there evidence that it is demonstrably relevant/necessary? (*Meiorin*, 1999)
4. Is the requirement socially constructed such that it excludes members of a specific group for a reason that is irrelevant, based on assumptions about function or the group? (*Granovsky*, 2000)

*Instructors should ask the 4 test questions to help determine discriminatory requirements and whether the requirements of the task are essential, or bona fide academic requirements. If any of the first 3 questions are answered "No," accommodation should probably be provided. If all 3 are answered "Yes," then accommodation should be explored, but may or may not be feasible. Question 4 promotes in-depth thinking about Questions 1-3, and if answered "Yes," accommodation may be appropriate (Roberts, 2013) – available at:

<http://hdl.handle.net/1974/7806>



✚ Job Accommodation Network (JAN)

Online resource listing accommodation ideas by specific disabilities OR by functional limitations

✚ <https://askjan.org/links/atoz.htm>