CSM2017
Acute Care Academics: Speaking about the Unspoken
Thursday, February 16: 3-5pm

Learning Objectives:
1. Develop comprehensive understanding of the parameters of HIPAA, FERPA, the ADA, and Section 504 of the Rehabilitation Act.
2. Determine the necessary inclusions within Program Policy Documents to establish mechanisms for academic and clinical education decision-making.
3. Compare and contrast educationally-, legally-, and ethically-sound strategies to meet the associated challenges to our profession’s educational requirements and provide appropriate supports to students during their education.
4. Analyze case scenarios, based upon educational and legal insights, and develop best-practice solutions to common dilemmas

Session outline:
I. Addressing the unspoken topic of student struggles (5 min)
II. Overview of HIPAA, FERPA, the ADA, and Section 504 of the Rehabilitation Act (30 min)
   a. Academic policies to support decision-making
III. Application to case vignettes (50 min)
   a. Hospital-based clinical failure with underlying mental health concern
   b. Hospital-based clinical failure with student-raised concern regarding adversarial environment
IV. Panel based question and answer (30 min)

Session description:
Despite best efforts, not all students are successful in DPT acute care didactic and clinical curricula. More so than other practice venues, the acute care setting requires student efficiency and proficiency in anticipating, averting, and responding to fluctuant and highly critical patient presentations in “real-time” within complex environments. As such, safety awareness, critical analysis, and interdisciplinary communication skills are paramount. When student deficiencies present, academic programs must decide to either remediate the deficit, lower standards, or pursue dismissal. Very little support exists within the academic community of DPT professional education programs on best practice for responding to student challenges within acute care settings. Comprehensive program policy documents containing matriculation and dismissal criteria, technical standards, grievance policies, and centralized campus resources offer initial justification for academic decisions. Academic faculty must also be well acquainted with HIPAA, FERPA, the ADA, and Section 504 of the Rehabilitation Act. As gatekeepers for the profession, academic programs must determine if student deficiencies within the acute care domain can reasonably be corrected or accommodated. This joint presentation by academic faculty, legal counsel, and disability service experts will outline a process for making legally sound clinical and academic decisions for students struggling with acute care content.

Speakers:
- Jennifer Becnel-Guzzo, JD – Associate Vice President & Deputy General Counsel, University of Delaware
- Carrie Foeller, PT, DScPT – Associate Director DPT Program, University of Delaware
- Anne Jannarone – Director of Disability Support Services & ADA Compliance Coordinator, University of Delaware
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- Ellen Wruble-Hakim, PT, DScPT, MS, CWS, FACCWS – Program Director DPT Program, University of Delaware

References: