

# Clinical Education, Accommodation and Human Rights

Clinical Education Program – September 27, 2018

# Acknowledgement of Territory



**Thank you and welcome!**



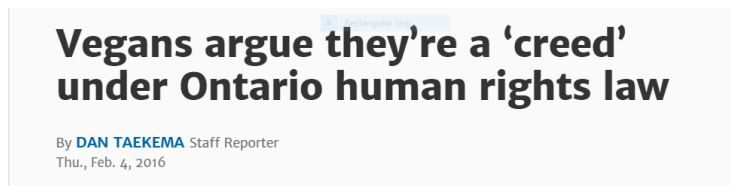
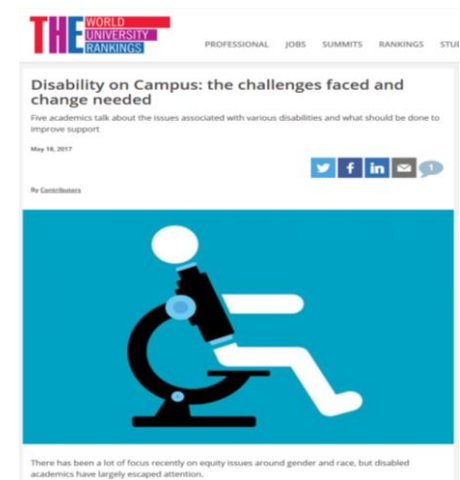
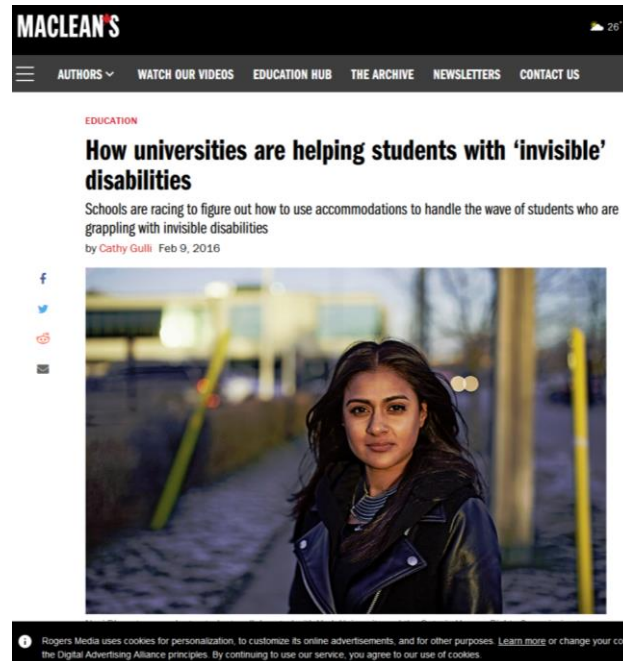
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Advisors, Human Rights and Equity Office

## Session Objectives



- Review of some basic human rights principles, particularly the principle of “accommodation”
- Consideration of “accommodation” in the context of clinical education placements
- Enhanced awareness of contemporary human rights issues related to accommodation in an educational setting

# Accommodation in the News



## Transgender accommodation focus for Vancouver business

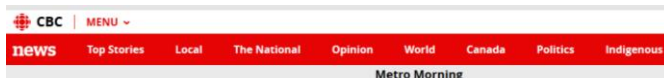


TransFocus Consulting has worked with public schools and the Vancouver Parks Board

Liam Britten - CBC News - Posted: May 17, 2016 8:45 PM PT | Last Updated: May 17, 2016



Drew Dennis (left) and business partner Kai Scott pose in a publicity photo for their consulting firm, TransFocus. (transfocus.ca)



## York University student wins mental health accommodation battle



# What are human rights?



- Human rights are rights we have simply because we are human beings
- They are about the right of every person to participate and to access opportunities in the community fully, equitably and with dignity

The Ontario Human Rights Code specifically protects individuals against discrimination and harassment based on characteristics which have been historically targeted for stereotyping, prejudice, or disadvantage. For example, characteristics like sex/gender, race, religion, disability...

The Code applies specifically to employment, (living) accommodations, and provision of services.

# Preceptors, Clinical Education and Human Rights



- Preceptor needs to be concerned for clients' human rights and safety as well as student's human rights and safety.
- As well, a Preceptor needs to remember that students are entitled to demonstrate their competency *as students* in professional settings that do not violate their rights.
- This includes recognizing that some students may have a need for accommodation.



- What do we mean by accommodation?

Ability, Religion, Family Status, Gender Identity and Expression

- Duty to accommodate (dignity, independence, integration, equality)
- Point of undue hardship
- Dialogue during accommodation process

Complex relationship between accommodation and health care

You are frustrated with your student, who has been diagnosed with a non-verbal learning disability that makes it difficult for her to understand facial expressions and causes a certain amount of clumsiness; as well, she suffers from anxiety and depression. With accommodation, mostly extra time, she has been able to do the classroom work, but she is having difficulty in the placement. She is late arriving at the placement, sometimes leaves before everyone has been seen, and once simply did not show up at all. You had concerns about the accuracy of an assessment she performed. You have spoken with her about these issues and she has indicated that she needs “support, not criticism” and asked to have her clinic hours rearranged so that she works more days but fewer hours per day. “After a couple of hours,” she says, “my anxiety is high and I can’t do my best work.”

**To accommodate this student’s disabilities, what do you need to consider?**

**Best of luck!**



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# Feedback



Please let us know what you thought....

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