Requirements for Disability

Accommodations

All documents should be returned to:
Jacqueline Giacobbe, MS.Ed, MA
Director, Academic Affairs
One Medical Center Drive, Suite 210
PO Box 1011
Stratford, NJ 08084
giacobja@rowan.edu

Please allow up to 10 business days for review by the SOM Office of Academic Affairs. A staff disability services professional will contact you to schedule a meeting.
RowanSOM Essential Functions for Admissions, Matriculation, Promotion and Graduation

The Rowan University School of Osteopathic Medicine is pledged to the admissions and matriculation of qualified candidates. SOM policy is that “no program or activity administered by the University shall exclude from participation, admission, treatment or employment, or deny benefits to, or subject to discrimination any qualified individual solely by reason of his or her physical handicap.”

Because the D.O. degree signifies that the holder of such a degree is prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for the D.O. degree must be able to consistently, quickly and accurately integrate all information received, and have the intellectual ability to learn, integrate, analyze, and synthesize data.

A candidate for the D.O. degree must have multiple abilities and skills, including: observation, communication, motor, conceptualization, integrative and quantitative, and behavioral and social. Accommodation is available to assist with a variety of disabilities. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate’s judgment must be mediated by someone else’s power of selection and observation. Therefore, ordinarily, the use of an intermediary in the clinical setting is not permitted.

**Observation**
Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basis sciences. This will require the candidate to observe material at a distance and close-at-hand (such as overhead projections and slides) and organisms and structures through a microscope. Candidates and students will be required to observe a patient accurately at a distance and close-at-hand to interpret radiographs and other graphic images and digital or analog representations of physiological phenomenon (such as EKG’s). Consistent with being able to assess asymmetry, range of motion, and tissue texture changes, it is necessary to have adequate visual capabilities for proper evaluation and treatment integration. The observation and information acquisition will require candidates and students to have functional, visual, auditory and somatic sensations, enhanced by the functional use of other sensory modalities.

**Communication**
Candidates and students must be able to communicate effectively in English with faculty, other care workers, other students, and patients. They must be able to directly communicate effectively with patients in speech, writing and listening.

**Motor**
Candidates and students should have sufficient motor function to execute movements reasonably required to provide patients with general care, emergency treatment, and osteopathic treatment. This requires upright posture with sufficient upper extremity strength.

**Professionalism**
Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.
Compassion, integrity, ethical standards, concern for others, appropriate hygiene and appearance, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

Candidates and students must also be able to tolerate physically taxing workloads and schedules and to adapt to chaotic environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.

**Intellectual, Conceptual, Integrative and Quantitative Abilities**

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all those intellectual abilities.

Please note that the application of all of the above essential skills may vary depending on the year in school. Third and fourth year activities may require a higher order application of these skills.

A student whose behavior or performance raises questions concerning his or her ability to fulfill the essential functions may be required to obtain evaluation and/or testing by a health care provider designated by the School, and to provide the results to the Campus Student Health Service for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including further testing, counseling, monitoring, leave of absence, etc.

The Rowan-School of Osteopathic Medicine will, if requested, provide reasonable accommodations to otherwise qualified enrolled student and candidates with disabilities unless: a) such accommodations impose an undue hardship to the institution, or b) direct threats of substantial harm to the health and safety of others due to the disability cannot be eliminated by any reasonable accommodations available that would allow the student to perform the essential functions, or c) such accommodations fundamentally alter the educational program or academic standards. Students will be judged during the course of study on their acquisition of the knowledge necessary for the practice of medicine, their ability to perform the aforementioned essential skills, and their physical and behavioral capacities to meet the full requirements of the school’s curriculum.
GENERAL INFORMATION ON DISABILITIES

What constitutes a disability?

A disability is defined as a physical, mental or emotional condition that affects one or more major life activities (such as processing information, writing, hearing, or seeing). Rowan University is mandated by federal law, Section 504 of the Rehabilitation Act of 1973, to ensure that:

“No otherwise qualified individual with a disability in the United States ...shall, solely by reason of...disability, be denied the benefits of, be excluded from the participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

What are the laws related to disabilities?

Section 504 protects the rights of qualified individuals who have disabilities; the law defines a “qualified person with a disability” as one “who meets the academic and technical standards requisite to admission or participation in the education program or activity.” Disabilities covered by legislation include (but are not limited to) AIDS, blindness, cancer, cerebral palsy, diabetes, epilepsy, head injuries, hearing disabilities, specific learning disabilities, loss of limb(s), multiple sclerosis, muscular dystrophy, emotional disabilities, speech disabilities, spinal cord injuries, and vision disabilities.

Under the provisions of Section 504 of the Rehabilitation Act of 1973, colleges and universities may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all education programs and activities.

Section 504 of the Rehabilitation Act contains more specific information about compliance issues in post-secondary education than the American With disabilities Act (ADA), which was signed into law in 1990. The ADA, however, did extend the law to cover public and private institutions of higher education and any other entities that receive funding. The ADA has also facilitated access to public services.

Accommodations

At RowanSOM, disability services are provided by the Academic Affairs and Center for Teaching Learning (CTL) for all students on the Rowan University - Stratford Campus. This accommodations process facilitates Rowan University’s compliance with these federal laws by providing services and appropriate and reasonable accommodations to students with disabilities. This does not mean excusing a person with a disability from responsibilities or lowering expectations in the classroom, but rather allowing the student to use her or his abilities to assimilate information or perform class work in a manner that allows fair competition with other students.

A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified individual with a disability to have an equal opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to an individual without a disability.

Accommodations are designed to lessen the effects of the disability and are required to provide fair and accurate testing to measure knowledge or expertise in the subject. In other words, the purpose is to adjust for the effect of the student’s disability, not to dilute academic requirements. The evaluation and assigning of grades should have the same standards for all students.
Disability Services at RowanSOM

Although students are not required to identify themselves as having a disability, they are not eligible for services until they have done so. To request support or services at RowanSOM, students must submit to CTL the “Request for Disability Services” form, along with documentation that supports the need for their requested accommodations. Written documentation should be no older than five years and any physical, cognitive and/or behavioral evaluations should be conducted by a licensed professional. Temporary disabilities require yearly updates.

Learning Disability - Documentation requirements

Students are required to submit documentation to the Office of Academic Affairs / CTL to verify eligibility to receive services. This documentation must be current (within five years), must be conducted by qualified professionals, and must include the following:

1. Aptitude Assessment: The Wechsler Adult Intelligence Scale-III is the preferred instrument. Group intelligence tests, the Slosson Intelligence Test and the Kaufman Brief Intelligence Test are NOT appropriate.

2. Achievement Assessment: Current levels of reading, mathematics, written language are required. Preferably, a certified Learning Disabilities Teacher/Consultant should administer tests. Acceptable instruments include the Woodcock-Johnson Psycho-Educational Battery-Revised or the Wechsler Individual Achievement Test for age appropriate students. The Wide Range Achievement Test is NOT a comprehensive measure of achievement.

3. Information Processing: Specific areas of information processing (e.g., short and long-term memory; sequential memory; auditory and visual perception/processing; processing speed, etc.) must be assessed. Information from subtests on the WAIS-III or the Woodcock-Johnson Tests of Cognitive Ability as well as other instruments relevant to the presenting learning problem(s) may be used to address these areas.

* Students with ADD or ADHD are required to have their doctor fill out a Rowan University ADHD verification form.

Psychological/Psychiatric Disorders - Documentation requirements

Students are required to submit documentation to the Office of Academic Affairs / CTL to verify eligibility to receive services. The documentation must be current (within one year) and must include the following:

1. Diagnosis: A diagnosis must be given by a qualified professional (psychologist, counselor or psychiatrist) indicating the need for services.

2. Treatment/Recommendations: A program of treatment must be prescribed in order for the University to provide appropriate accommodations.

Limitations in Osteopathic Manipulative Medicine / Osteopathic Clinical Skills (OMM/ OCS) – Documentation

The learning modality in the RowanSOM OMM / OCS Course requires that students both practice and perform OMM techniques on their classmates as well as having those techniques performed on them. This cooperative learning method is the most appropriate and efficient way to acquire these manual skills and to integrate them into students’ practice of medicine.

If a student feels that having OMM performed on them is contraindicated for any physical issue they have, they should submit the Accommodation Request Form and diagnostic information from their treating physician (preferably a DO, who can speak most knowledgeably about what techniques should and shouldn’t be performed on a particular student). The documentation should specify the region of the body that is affected and, if known, which techniques should be avoided.
All Other Disabling Conditions

Students with disabilities other than those mentioned above must also submit the Request Form and documentation to the Academic Affairs/CTL office to verify eligibility to receive services. The documentation must be from the physician who has diagnosed and treated the student. The documentation must be current (within five years) and should be typewritten on the physician’s letterhead and include the diagnosis, prognosis, and recommendations. The letter should certify the condition as a disability as defined in section 504 of the Rehabilitation Act. Temporary disabilities require yearly updated documentation. This information is required to develop an appropriate Accommodation Plan.

Interactive Process

Upon receipt of the documentation, an Academic Affairs or CTL staff member will meet with the student and establish what services may be provided. The staff determines appropriate academic adjustments and arranges to provide needed auxiliary aids. The process of requesting and receiving accommodations is interactive; all constituents—the student, the instructor, CTL and individual departments and programs—work together to make sure the process works. It is the responsibility of the Academic Affairs and CTL staff to determine eligibility for services based on documented disability and consultation with others as needed.

Accommodations are provided at no expense to the student and are based upon each individual’s unique needs. The School will accommodate educational and special individual needs to the extent possible. However, the School does not provide personal devices, such as wheelchairs; individually prescribed devices, such as hearing aids; or services of a personal nature including assistance in eating, toiletries, dressing, or transportation for personal needs.

The law requires that records and information documenting a disability remain confidential. The CTL Office can disclose the specific nature of a student’s disability only when that student allows the release of information. Therefore, it is not appropriate for faculty members or department staff to request written copies of medical records of testing information. All questions regarding the credibility of a student’s qualification for services should be directed to CTL for clarification.

For additional information on Disability Services, contact Jackie Giacobbe at 856-566-6980.
I. Personal Information
Name: ____________________________________ Date of application: ______________
Student ID# (A00 #): ______________________ Graduating Class of: _______________________
Local Address: ___________________________________________________________________
Local Telephone #: ______________________ OMS: I II III IV (Circle one)
Class of: _____________________________ Date of Birth: _______________________________

II. Disability Information:
Please specify your diagnosis and provide a description of your condition. _______________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Please describe the practical/functional limitations of your disability as it impacts your ability to function in
an academic environment and in a health care work environment.
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

When were you first diagnosed with a disability? ________________________________

Please list the accommodations you believe you will need at RowanSOM. (e.g., test taking accommodations,
books in an alternate format, sign-language interpreters). _______________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Please describe any auxiliary aids, assistive technology and/or services that you anticipate using while
attending SOM (e.g., service dog, personal assistant, FM system, wheelchair, adaptive
technology). ________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
III. Academic History

Standardized exams for which you received accommodations
List Accommodations
________________________________________

Colleges/Universities attended
List disability accommodations and/or services used
________________________________________

High School attended
List disability accommodations and/or services used
________________________________________

I certify that the information provided on this form is accurate. I understand that to be eligible for disability services at Rowan University - School of Osteopathic Medicine, I must submit this completed form as well as disability documentation that is not older than 5 years and that substantiates the requested accommodations. I also agree to participate in a disability intake interview with Academic Affairs / Center for Teaching & Learning (CTL) staff person. My signature authorizes SOM staff to contact the medical caregiver who provided the disability documentation if additional information or clarification is required.

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I, _____________________________, hereby give my written consent for the Center for Teaching and Learning to release pertinent information (psychological, medical, and/or academic) to the RowanSOM faculty and School administrators on an as needed basis.

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<th>Signature (electronic signature is acceptable)</th>
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IMPORTANT: Please note that SOM’s granting of accommodations DOES NOT imply or guarantee that students will receive accommodations through the National Board of Osteopathic Medical Examiners (NBOME) for the Comlex licensing exams. The NBOME has its own lengthy application process for accommodations that the student should initiate early in their second year of medical school.
Verification of Attention-Deficit Disorder (ADD)/ Attention-Deficit/Hyperactivity Disorder (ADHD)

RowanSOM Disability Services  
Academic Center, Suite 210  
1 Medical Center Drive  
Stratford, NJ 08084  
856-566-6980

1. Student Section
To determine eligibility for accommodations and support services, the Office of Academic Affairs / CTL requires specific information from both you and your provider. You must complete Student Section I, and your provider must complete Provider Section II. The entire verification form (all five pages) must be returned to the address listed above before services can be provided. Be sure to sign the release of information authorization below giving the Office permission to speak to your provider if there are questions related to your documentation.

A. STUDENT INFORMATION

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<tr>
<th>STUDENT’S FULL NAME (PLEASE PRINT)</th>
<th>DATE OF BIRTH</th>
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<tr>
<td>SOCIAL SECURITY OR BANNER ID NUMBER</td>
<td>GENDER: ___ Male ___ Female</td>
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<td>HOME ADDRESS</td>
<td>STATE</td>
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<td>LOCAL ADDRESS</td>
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<tr>
<td>HOME TELEPHONE</td>
<td>LOCAL TELEPHONE</td>
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B. RELEASE OF INFORMATION AUTHORIZATION
I authorize the Office of Academic Affairs / CTL to receive information from the provider listed below. I also authorize my provider to discuss my condition(s) with the Office of Academic Affairs / CTL.

<table>
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<tr>
<th>NAME OF PROVIDER</th>
<th>PROVIDER TELEPHONE</th>
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<td>ADDRESS</td>
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<th>STUDENT SIGNATURE</th>
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Rev. 8/8/19
2. **Provider Section – ADD / ADHD Verification**

Rowan University School of Osteopathic Medicine provides accommodations and support services to students with diagnosed disabilities. A student’s documentation regarding their condition must demonstrate they have a disability covered under the Americans with Disabilities Act (ADA, 1990) and section 504 of the Rehabilitation Act (1979). *To determine eligibility for services and accommodations, this office requires current and comprehensive documentation of the student’s disorder from the diagnosing psychiatrist, psychologist or physician (the provider completing this form cannot be a relative of the student). Specific information concerning the student’s condition and its impact on learning must be provided. Items 1-8 must be complete in full. If the space provided is not adequate, please attach a separate sheet of paper. The provider may also attach a report providing additional related information.*

A. **PROVIDER QUESTIONNAIRE**

Please respond to the following items regarding the student named above: (Please type or print)

1. What is the student’s DSM IV diagnosis?

   a. How was this diagnosis arrived at? Please check and briefly discuss all relevant items below.

      - Interview with student:

      - Interview with other person:

      - Behavioral observations:

      - Developmental history:

      - Medical history:

      - Educational history:

      - Psycho-educational testing:

      - Other (please specify)

* ADA and sec. 504 define a disability as a physical or mental impairment that substantially limits one or more major life activities such as learning.
b State the student’s current symptoms that meet the criteria for this diagnosis.


c. State the age of onset of symptoms described by DSM IV.


d. What is the severity of the condition?


e. State the frequency of your appointments with this student and the date of your last contact.


2. Describe the differential diagnoses that were excluded. State your reasons for considering these diagnoses, and your reasons for ruling them out.


3. List and describe the measures/instruments used to support the student’s attentional difficulties. (Attach diagnostic report including scores). It is necessary that psychometric testing be utilized to demonstrate attentional disorders. Assessments should include evidence of ADHD from several tests rather than just one test. Examples of measures are: continuous performance tests, The Stroop Test, Visual Search and Attention Test or other cancellation tasks, Paced Auditory Serial Attention Test, Attentional Capacity Test, Working Memory Index (WAIS), Sentence Repetition, Symbol Digits Modalities Test, etc.


4. Describe the symptoms related to the student’s condition that causes significant impairment in a major life activity.


5. What symptoms cause impairment in two or more settings (e.g., work, home, school)?


6. List the student’s current medication(s), dosages, frequency, and adverse side effects.


* ADA and sec. 504 define a disability as a physical or mental impairment that substantially limits one or more major life activities such as learning.
7. Please check off (and provide specific information if necessary) about the academic limitations and severity of symptoms this student’s encounters:

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<th>Activity</th>
<th>No Limitation</th>
<th>Moderate Limitation</th>
<th>Substantial Limitation</th>
<th>Don’t Know</th>
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<td>Attention to detail/accuracy of work</td>
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<td>Sustaining attention</td>
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<td>Listening comprehension</td>
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<td>Completing tasks independently</td>
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<td>Sustained mental effort</td>
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8. Does the student have a disability* as a result of his/her condition? Yes_____ No_____  
   (Check “yes” if the student’s condition requires accommodations.)

* ADA and sec. 504 define a disability as a physical or mental impairment that substantially limits one or more major life activities such as learning.
9. If yes, please state specific recommendations regarding accommodations for this student and a rationale as to why these accommodations are warranted based upon the student’s functional limitations. Indicate why the accommodations you recommend are necessary.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. If treatments (e.g., medications) are successful, why are the above accommodations necessary?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B. PROVIDER CONTACT INFORMATION

________________________________________________________________________

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