I. Introduction
This document has been produced to guide the student who is entering into or currently in a Health Profession Program and may need to request accommodations under Title IX.

- All pregnancy and religious accommodations are to be directed to Marietta Turner, Dean of Students (U243) or Vice President Michael Trame who is the designated Title IX Coordinator in office U334.
- All Mental and Physical accommodations are to be directed to Accessibility Services (U265).
- Religious accommodations are to be directed to Marietta Turner, Dean of Students (U243).

This document and the guidelines were based on the University of Birmingham Guidelines for the College of Medical and Dental Sciences.
https://www.heacademy.ac.uk/system/files/downloads/guidance%20for%20muslim%20medical%20student%202014.15.pdf

The document has three purposes:
- To raise awareness among students who are new to or in the Health Professions about Title IX and your rights in any Health Profession program.
- To provide students with advise on how to obtain assistance in seeking accommodations
- To provide guidance to students about the routine situations students experience during classroom, lab and clinically-based courses, and what accommodations are possible.

The document is available to students
- When a student is conditionally accepted to a Health Professions program.
- On the program web sites.
- Reviewed in orientation for all selective admissions students.

The document is reviewed annually with Accessibility Services and the Title IX Coordinator.

This document will describe types of situations and procedures that are typically practiced in the health professions programs and may require you to request accommodations. It is important to note that some accommodations can be made in lab, but not in the clinical area. To be eligible for a program you must be able to practice both in the lab and the clinical. If a reasonable accommodation is not possible in clinical, the student will be ineligible for the program. Accessibility Services will help the program director and faculty determine if there is an appropriate accommodation. Each Health Profession program’s website has a list of Essential Qualifications to guide the student, faculty and supportive services of Parkland College.

Health Profession programs follow three essential guidelines taken from the ANA Code of Ethics.

1. For all Health Profession programs the professional “practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. In addition, all health professional’s primary commitment is to the patient, whether an individual, family, group or community.
3. The health professional promotes, advocates for, and strives to protect the health, safety, and all rights of the patient.
Because of the complexity of the clinical setting, and our need to work closely with the clinical facilities to determine and plan for reasonable accommodations, requests for accommodations may take some time. **Students must request accommodations as soon as they receive notice they are enrolled or conditionally accepted to the program and not later.**

Students may begin conversations with the program director and Accessibility Services as soon as they know they intend to enter a Health Profession program so they are aware of reasonable accommodations that can be made, as well as those that cannot be made in a given program.

Prior to the start of a Health Professions program, students should review the Essential Qualifications for their program and meet with Accessibility Services. Students are not required to disclose a disability but must meet the Essential Qualifications stated by the program. Students **may not start a program until the student and faculty meet with Accessibility Services to determine if the reasonable accommodations the student is requesting can be made.** To reveal the need for accommodations after the start of class and depending on the request, may lead to dismissal or postponement of admission until reasonable accommodations are determined. Faculty are not permitted to react to the informal request of students for accommodations during class. The directive for implementing accommodations must come from the Dean’s or VP of Student Service’s Office.

4. **Accommodations in a Health Professions Course**
   Courses in Health Professions may consist of one or more parts
   a. Classroom or lecture hall (referred to as lecture or didactic),
   b. Lab (a classroom with equipment that simulates the environment in which the student will practice. The lab environment, however, does not involve real patients. Students work on manikins or one another.
   c. Clinical is a practice setting such as a hospital, operating room, etc. and involves direct care of live patients.

II. **Your rights under Title IX**
Nine things to know about Title IX
1. Title IX is a landmark federal civil right that prohibits sex discrimination in education.
2. Title IX applies to males and females, and includes gender identity and gender expression.
3. Parkland College is proactive in ensuring campus and all course sights are free of sexual discrimination.
4. Parkland College has established procedures for handling all complaints or sexual discrimination, sexual harassment, or sexual violence.
5. Parkland College will take immediate action to ensure you are safe and free of sexual discrimination, harassment, or violence.
6. Parkland College and any employee cannot/will not retaliate against someone filing a complaint and will do all we can to keep you safe from retaliatory behavior or harassment.
7. Parkland College can issue a “no contact directive” under Title IX to prevent an accused student from approaching or interacting with you. We will also work with any clinical facility to prevent the same.
8. In cases of sexual violence, Parkland College is prohibited from encouraging or allowing mediation (rather than a formal hearing) of the complaint.
9. Parkland College will not make you pay for the costs of certain accommodations that you require in order to continue your education after experiencing sexual violence. 
http://knowyourix.org/title-ix/title-ix-the-basics/

NOTE: Any concerns regarding this law and violation of your rights while in the program (including clinical) should be brought to your instructor’s attention. Your safety and security are important to us and sexual harassment on or off campus will not be tolerated.

III Title IX and Pregnancy or Parenting

Parkland College will:
1. Allow you to continue in any health profession classes and extracurricular activities.

   It is best to notify the course faculty and the Dean of Students as soon as you become aware you are pregnant so that you can request any accommodations that may be available to you. If you chose not to self-disclose, this is your right, however, accommodations cannot be extended without self-disclosure and request.

   In the health professions, students are routinely educated about hazards to which all students are exposed. Students are also routinely educated about the protections they must take to avoid injury or undue exposure to health hazards experienced in the various settings.

2. Provide you with reasonable adjustments, such as a larger desk, elevator access, allowing frequent trips to the rest room when necessary because of your pregnancy.

   Students must minimize disruption to others as much as possible when leaving and re-entering, and are advised to sit close to an exit.

NOTE: Students should check the program handbook, available on the program websites for program policies regarding returning after hospitalization or medical condition.

Excused absences and medical leave
Parkland College will:

1. Excuse absences due to pregnancy or childbirth for as long as your doctor says it is necessary.
2. Allow you to return to the same academic (and extracurricular) status as before your medical leave began. This should include the ability to make up any missed work while you were out.

   It is our duty, however, to inform students who have little experience in a health profession that they will be faced with many challenges in returning to the same status, especially if they have been out of the course for more than a month. The longer the student has been out of the course, the greater the difficulty in many circumstances. The Program Director
and faculty will meet with you to inform you of the risks, benefits, and options for your specific situation in order that you are able to make an informed decision. It may be necessary for the student to have a baseline skill assessment performed by the faculty in order to confirm skills and competencies are still being performed at best practice level along with the time and efficiency required for each skill.

3. Allow you to submit any work you missed due to pregnancy or child birth after the deadline.
4. Allow any points that are related to participation or attendance are permitted to be made up.
5. Provide the same special services it provides to students with temporary medical conditions.

6. Not tolerate any harassment based on sex because of your pregnancy or related conditions. Comments that could constitute prohibited harassment include, but are not limited to: sexual comments or jokes about your pregnancy, calling you sexually charged names, spreading rumors about your sexual activity, and making sexual propositions or gestures. Any of these could potentially interfere with your ability to benefit or participate in your health profession program.

Students should notify the faculty/program director should they have any concerns so any misunderstandings of your rights and the situation can be corrected immediately.

If you feel that anyone does not understand these rights, please contact the Dean of Students for help. [http://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.html](http://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.html)

### IV. Student Rights under the Americans with Disabilities Act (2008)

1. See the Parkland College Accessibility Services web site for your rights and all services provided by this office. [https://www.parkland.edu/Main/About-Parkland/Department-Office-Directory/Counseling-services/Accessibility-Services](https://www.parkland.edu/Main/About-Parkland/Department-Office-Directory/Counseling-services/Accessibility-Services)

2. Students must self-identify to Accessibility Services preferably before the course begins or as soon as the disability is identified to be eligible for accommodations.

3. Accessibility Services determines what accommodations are reasonable given your individual situation.

3. Accommodations are reasonable adjustments or modifications to programs, facilities, or curricula that ensure equal access. Some examples of reasonable accommodations are extended time testing, assistive technology, sign language interpreters, and note takers.

4. Once the student has registered with Accessibility Services and has been approved for accommodations, the student is issued an Accessibility Services ID card. The Accessibility Services ID card is very similar to the Parkland College photo ID but will also contain codes to indicate the Accessibility Services approved academic adjustments/accommodations for which each student is eligible. Contact Accessibility Services for the explanation and the meaning of each code.
5. Once a reasonable accommodation has been identified, the faculty is **REQUIRED** under the federal law to provide the accommodations immediately or at the next class meeting.

*Please be aware if a timeframe has been placed on a skill, time accommodations may not be available.*

If you need extra practice time for skills in the lab, contact your instructor who will work with the Program Director and the faculty to provide extra open lab time. For your privacy this time will be extended to all. It is possible to review the lab skills as many times as needed, and to allow as much time as needed to practice and master skills.

*However, when working with patients in the clinical setting, the time to complete a skill during testing and clinical cannot be extended. Procedures are often uncomfortable or possibly painful to patients and speed is important to minimize patient’s discomfort. In addition, extended time may jeopardize patient safety and this is never allowed, and a high priority.*

6. If you feel that anyone does not understand your rights, or is not providing accommodations, please notify your Accessibility Services Coordinator.

**V. Religious Rights**

1. Title VII prohibits discrimination based on religion.
2. **Reasonable Accommodation:**
   The law requires Parkland College to reasonably accommodate religious beliefs or practices, unless doing so would cause more than a minimal burden on the operations of Parkland College. This means Parkland College may be required to make reasonable adjustments to the classroom, lab or clinical environment that will allow a student to practice his or her religion.
3. Requesting accommodations based on religious beliefs and should be done as soon as they receive notice they are enrolled or conditionally accepted to the program and not later.
4. Accommodations for religious reasons can be requested through the Dean of Students Office.
5. Because of the complexity of the clinical setting, and our need to work closely with the clinical facilities to determine and plan for reasonable accommodations, requests for accommodations may take some time. Requesting accommodations based on religious beliefs and should be done as soon as they receive notice they are enrolled or conditionally accepted to the program and not later.
6. Students may begin conversations with the Dean’s office as soon as they know they intend to enter a Health Profession so they are aware of reasonable accommodations that can be made, as well as those that cannot be made in a given program.

**Students may not start a program until it is determined what accommodations the student is requesting and what reasonable accommodations can be made.** To reveal the need for accommodations after the start of class and depending on the request, may lead to dismissal or postponement of admission until reasonable accommodations are determined. Faculty are not permitted to react to the informal request of students for accommodations during class. The directive for implementing accommodations must come from the Dean’s or VP of Student Service’s Office.
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- Clinical is a practice setting such as a hospital, operating room, etc. and involves direct care of live patients.

Examples of common situations in the Health Professions that may require accommodations are as follows:

1. **Classroom practices:**
   As a rule (other than during testing) students are free to leave the classroom to take phone calls, stop in the restroom and perform prayer without faculty permission. If lectures, classroom activities, labs, and clinicals are structured so that taking time for these activities is difficult, inform the instructor before class it will be necessary to leave at a specific time. Students must minimize disruption to others as much as possible when leaving and re-entering, and are advised to sit close to an exit.

2. **Lab**
   The same rule applies to lab. If you need to leave at a certain time, let the instructor know so that scheduling of demonstrations can be made.

3. **Clinical:** may require special arrangements.
   Under no circumstances can an assigned patient(s) be left alone without someone covering. Leaving a patient(s) without coverage is abandonment and a serious and unsafe event that can lead to dismissal from a program. Talk to your clinical instructor if you receive this type of accommodation.

   Prayers during clinical hours can be more difficult to manage but efforts can be made if discussed ahead of time with the faculty. In general students do get a break if they have been on duty for at least 4 hours.

   Anytime the students must leave the floor for any reason, they must notify the employee who is assigned to the patient or supervising them as well as the instructor if there is an instructor on site. Under no circumstances should the student leave without formal notification and transfer of care. Leaving a patient may be considered abandonment and is subject to immediate dismissal.

   There may be times when the patient condition or situation dictates that the student should not leave, examples include but are not limited to: when they are scrubbed in on a surgical case, when they are in the middle of giving care or completing a treatment, when it is not safe, no matter how many people are in the room, when leaving the patient alone would jeopardize patient safety.

**Extended absences for religious reasons**

1. Every program and course has requirements regarding attendance. Each religious observation requirement must be weighed against the course requirements.
2. Students must get permission if they wish to be absent from a period of required attendance for any planned absence as early as possible, but at least one week in advance.

3. It is the student’s responsibility to catch up on any work missed.

4. In the case of missed clinicals students should be aware it is the faculty’s responsibility to make judgements about student competency (pass or fail) the entire period of the course.

5. If the student’s performance is not consistently at or above standard, and the student’s absence significantly reduces the time the faculty has to evaluate the student, increased absences and inconsistent performance may place the student at risk for an unsatisfactory grade. Faculty must see the student consistently at or above the requirements to make a judgement of passing.

6. Submission dates for assignments, projects, essays, and group work are published well in advance and so if students are unable to attend on the day an assignment is due, it is the student’s responsibility to submit it early.

Performing exams and skills on other students and patients.

1. It is important that students practice skills and (depending on the program requirements) they may need to pass the skills in the lab prior to being allowed to touch a patient. See the Program Director for these types of skills.

2. Students in many programs are asked to do a variety of exams on one another, such as temperature, pulse, respirations, listening to lungs, examination of the abdomen, positioning for radiographic exams, drawing blood, manipulation of arms and legs for various purposes, massaging bare arms, legs, back, examining teeth, administering injections, etc. These procedures require the student to uncover various parts of their body in the lab setting. These procedures can occur in privacy with another student behind a curtain, but may occur in a group in lab.

3. In a lab setting when possible, students can request an accommodation to be paired with a student of the same gender. While this is usually possible in the lab, it is not possible during clinical (see Essential Guideline #3 on page 2). If the student is unable to perform specific skills on any/all patients they are not qualified to be in the program. Please see the Health Professions Department Chair for programs that may not require the same types of procedures for possible options.

Uniform and professional dress

1. For purposes of identification, security, and professional relationships, every student is required to show their face at all times. Leaving the face uncovered is essential for communication with the patient and staff, particularly for those who have a hearing impairment since lip reading and facial expression often assist with understanding and meaning.

2. Wearing of a headscarf, turbans, Yarmulkes is permitted in all settings with the exception of surgical areas. A clean headscarf or Yarmulkes may be required in areas such as Neonatal ICU, any surgical area, obstetrics and labor and delivery. In addition, a surgical cap may be required over the head covers in these areas. Check with your clinical instructor for the rules in each clinical facility.

3. Masks required for patient care where and when appropriate are necessary, including but not limited to: Neonatal ICU, surgery, labor and delivery, and in any room when isolation is required to protect the patient or the staff.
4. There is some controversy in the current research regarding long sleeves. Some research shows it is unsanitary and may lead to infection, while other studies refute this claim. While scientists are determining recommendations, some facilities are requiring sleeves be elbow length and others do not. Check with your Program Director for the latest policies in clinical facilities.

5. At this time long sleeves are permitted but may need to be “rolled up” for many procedures for cleanliness and for “scrubbing” required before entering a nursery, Neonatal ICU, and the operating room.

Fasting

1. In the lab and clinical additional gowns, masks, and equipment must be worn to provide care. In addition, students are on their feet for extended periods of time. Finally it is quite normal that students are anxious and are exposed to sights, sounds, smells, and events that may cause them to feel faint. Students should use caution when in these environments, and do their best to have some food in their stomach and remain hydrated as much as possible.