**Video Series on Accommodating Post-Secondary Students with Mental Health Disabilities**

**Video Summaries**

**2. The Professor Needs to Know**

A new professor asks a student for details of his disability and the student explains that he does not have to share disability-related information with his professors. (4.30)

**3. Violence in Course Content**

After reading the course syllabus, a student asks the professor to be exempted from viewing videos, which graphically depict violent acts.  The professor seeks advice and clarification from the Office for Students with Disabilities. (5.29)

**4. The Accommodation Process**

A student tries to make academic accommodation arrangements directly with a professor; he tries to share his medical documentation with her.  With the help of a disability advisor, the professor guides the student to follow the accommodation process established at the college. (7.08)

**5. Flexible Accommodation Deadline**

The student is concerned when the professor announces that all essays must be handed in by a specific date.  The student has an accommodation for flexible deadlines and is concerned about her ability to complete the essay on time.  She seeks support from a friend and then from the Office for Student with Disabilities.  When email contact with the professor does not produce the desired outcome, a meeting is arranged between the professor, the student and the disability advisor.  Working collaboratively, they develop a solution. (8.23)

**6. Testing Accommodations**

A professor announces that he wants all students in the course to complete their tests in the classroom.  This announcement causes stress for one student who has an accommodation to complete her tests in a quiet space – the testing centre.  The student reaches out to her mother for advice and then contacts the Office for Students with Disabilities.  The disability advisor offers the student options for how to connect with the professor and once the student does so the situation is quickly resolved. (4.17)

**7. Fieldwork Placement Eligibility**

A student is very demanding of her professor's time in class.  As well, recently she has had periods where she suddenly falls to the floor in the classroom or hallway and is unresponsive for up to 10 minutes.   The program coordinator is concerned that her behaviour is a safely risk when considering her eligibility for a field placement with young children.  The program coordinator seeks assistance from the disability advisor and together they develop an intervention plan for the concerning behaviour. (6.40)

**8. Dealing with a Perceived Disability**

20 minutes into a mid-term exam a student shouts, tears up his exam, throws it at the exam proctor and storms out of the exam hall.  His behaviour disrupts the other students who are writing the exam.  After the incident the professor asks to meet with the student.  He suggests that the student complete the final exam in a quiet room away from the rest of the students.  Because of the student’s behaviour the professor wonders if the student has some type of disability.  The student declines the accommodation suggested by the professor.  The professor consults with the disability advisor and together they meet with the head of the department and devise a plan for future exams. (10.48)

**Video 1: The Accommodation Letter (Web Content)**

**Video Summary**

A new professor seeks assistance from a more experienced colleague regarding how to respond to an academic accommodation request.  The new professor receives guidance and direction on the accommodation process. (5.34)

**Video Goals**

1. To provide a framework for new professors to understand their responsibilities in the accommodation process.
2. To illustrate the roles played by faculty, students and the Office for Students with Disabilities in the accommodation process.
3. To provide information to new faculty on why they need to accommodate students with disabilities.

**Video Key Messages**

1. While each college and university has its own process, all are required to grant academic accommodations to students whose functional limitations in the academic environment result from a diagnosed disability, unless the accommodations (i) interfere with an essential requirement of a course or program or (ii) create undue hardship for the institution.
2. Privacy:  The student is entitled to keep disability-related information private; the professor must in turn respect the student’s right to privacy.  Also, under the Freedom of Information and Protection of Privacy Act (FIPPA 1990), professors are required to maintain the confidentiality of accommodation-related information.  As an illustration of this: in the video, the experienced professor asks the new professor to “cross out” the student’s name to protect the student’s privacy by ensuring that no confidential personal information (in this case, the student’s name) is released.  Also storing accommodation-related information in a secure location (e.g. in a lockable filing cabinet) protects the confidentiality of the information.
3. In our research, professors commented that they are sometimes concerned that because of privacy requirements they may not consult with the Office for Students with Disabilities (OSD).  However, if the professor is aware that the student is registered with the OSD, then it is quite permissible - and should indeed be encouraged – for the professor to contact that office for a consultation.  As well, it is common practice for a disability advisor to provide their name and contact information at the end of each letter of accommodation.  Professors are invited to contact a student’s specific disability advisor when accommodation or classroom concerns arise.

**Video Key Concept**

* This video introduced the concept of essential requirements.