

**Kiang Wu Nursing College of Macau**  
**Support Services for students with special needs**

**Introduction**

In fulfilling the education principle of the College, “From Personhood To Benevolence”, the College would accept any student who want to take up our programmes and when they meet the admission requirements.

**Support System for the disadvantaged**

College has policies in supporting students who are physically disadvantaged or with learning disabilities.

**PHYSICALLY DISADVANTAGED\*** With the nature of nursing, individuals with gross physical disabilities are not suitable. Hence, only those with minor disabilities (subject to medical diagnosis) may be considered suitable for the nursing programmes and to practice nursing.

**LEARNING DISABILITIES** refer to the dysfunction of the central nervous system, resulting in the difficulties in one’s abilities of reading and writing, comprehension, memory, calculation, organization, reasoning or concentration etc., which lead to significant difficulties and limitations in one’s learning.

**Features of Learning Disabilities**

Learning disabilities include attention deficit, learning difficulties, memory disorder, spelling and writing disabilities etc. Students with learning disabilities have the same intelligence as, some even higher than, ordinary people. Most students with learning disabilities have strong curiosity and remarkable perception and imagination. Their significant differences in learning mainly lie in the acquisition of knowledge and the difficulties in comprehension and articulation.

There are many examples of famous celebrities, like Michael Phelps, the eight Olympic swimming championships awardee, has been diagnosed as having attention deficit hyperactivity disorder (ADHD). Another example is the late Singaporean Prime Minister, Mr. Lee Kuan Yew with dyslexia. Hence, it proves that learning disabilities do not necessarily limit one’s learning and development, so long as one finds his/her own interests and expertise, further develops them, and will eventually succeed. As nursing is practice focused discipline, individuals with learning disabilities affecting the clinical role are not desirable.

## **Rights and Responsibility of College**

The College has the right to:

1. Request current medical diagnosis and evaluation from professionals in order to verify the eligibility for our disability support service;
2. Decline requests of services and accommodations when the disability documentation does not provide sufficient proof of a specific disability, or warrant any special services or accommodations;
3. Decline requests of services and accommodations that are inappropriate or unreasonable on the following grounds:
  - The requests pose a direct threat to the health and safety of others;
  - The requests pose an undue financial or administrative burden to the College.

The College has the responsibility to:

1. Provide equal access to education, college life activities and services for students with a disability;
2. Provide appropriate services and accommodations based on the level of impairment and special needs of the individual based on the evaluation of the disability documentation;
3. Maintain the confidentiality of any students seeking the disability support service.

## **Rights and Responsibilities of Students with Specific Needs**

Every student with a disability has the right to:

1. Equal access to education, college life activities, services, and resources at KWNC;
2. Reasonable and effective supports, service and accommodations;
3. Maintain confidentiality regarding disability information, including the right to choose to whom the disclosure of disability is made;
4. Receive information in reasonably accessible formats;
5. Make complaints and suggestions about the disability support service.

Every student with a disability has the responsibility to:

1. Meet the academic standard at KWNC;
2. Self-identify as a student with a disability if seeking disability accommodations and services;
3. Provide current medical diagnosis and evaluation verifying the nature and severity of the disability;
4. Explain to the staff and faculty members his/her special needs and what services and accommodations are requested;
5. Follow the arrangement of services and accommodations accordingly when agreed upon.

## Supports for Students with Learning Disability (e.g. Dyslexia, ADHD)

| Selection      | Content   |
|----------------|---|
| Study support  | <ul style="list-style-type: none"> <li>● Extension in Examination with extra time or deadline for homework*. If appropriate, provide methods of evaluation other than a written one (for example oral test). To ensure quietness during examination, independent room/or quiet corner or in front seats for examination (if applicable) may be used. Computer-based examination may also available, if deemed appropriate;</li> <li>● Reducing the proportion of scores in spelling, allowing time to use dictionary or calculators during examination;</li> <li>● Distribute subject syllabus, schedule and other materials in advance, thus allowing them enough time to prepare.</li> <li>● May mark the key points in the notes and handouts.</li> <li>● Integrate teaching with daily life so that students can apply their knowledge and increase their opportunities for practice.</li> <li>● Allowing for other means of note taking, e.g. voice tapping.</li> </ul> <p>*according to severity of the disability.</p> |
| Living support | <ul style="list-style-type: none"> <li>● Priority to on-campus dormitory (if provided).</li> <li>● Career and life counselling support.</li> </ul>  |
| Counselling    | <ul style="list-style-type: none"> <li>● Providing psychological counselling.</li> <li>● Providing developmental workshop focusing in communication, time and stress management.</li> <li>● Providing aid in referral of social resources including government organizations and NGOs.</li> </ul>   |

### How to request supports

The College provides services and accommodations in accordance with the severity of the students' disability. To obtain service, students should submit medical diagnosis and/or professional evaluations as proof of their disability.

Medical diagnosis and professional evaluations should contain the following information to be considered as sufficient proof of disability:

#### I. *Qualifications of the evaluator(s)*

The disability diagnosis and evaluations must be provided by a qualified professional, who should not have any personal relationship with the students. The documentation must include the evaluator's name, title, and credentials.

#### II. *Diagnostic statement identifying the disability*

The documentation must include a clear diagnostic statement that describes

1. Types of disability identified;
2. Procedures or tests used in the diagnosis;
3. Functional impact of the disability;

4. Typical progression or prognosis of the condition.

*III. Description of the current functional limitations*

The documentation must describe the extent to which the disability substantially limits the students' major life activities, particularly their academic performance. The severity, frequency and pervasiveness of the disabling condition(s) should be identified clearly. This part of the documentation is crucial to identifying the functional limitations of and possible accommodations for the students.

*IV. Recommendations for support services and accommodations*

The documentation should include recommendations for support services and accommodations that are effective in reducing the functional impacts of the disability.

Students can download the disability assessment form for qualified professionals to fill out as proof of their disability. The College may request the students to provide additional evaluations if the documents do not provide sufficient proof of the students' disability.