

ACCESSIBILITY AND INCLUSION IN HEALTH PROFESSIONS EDUCATION:
PERPECTIVES AND EXPERIENCES OF DISABLED COLLEGE STUDENTS

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ABSTRACT

There is a paucity of research exploring the voices of disabled students in the United States, particularly those in the health professions programs in which many such students aspire to enroll. This dissertation examines the experiences and perceptions of disabled postsecondary students enrolled in a college of health professions at a large, research very-high institution in the United States via qualitative case study methodology. A series of three interviews were conducted with nine health professions students who self-identified as disabled. Additionally, student participants were encouraged to take photographs representative of their experiences in the college. The social model of disability was utilized as a lens through which to gain understanding of the lived experiences of disabled students; lessons learned will allow for policy development and education to improve accessibility and inclusion for disabled students at this institution and beyond.