



BCH Academy for Teaching and Educational Innovation and Scholarship Spring Education Retreat

*Ensuring Access and Inclusion of Health
Professional Learners with Disabilities in
Clinical Learning Environments*

BCH March 31st, 2023



Learning Objectives:

Participants will be able to:

- To identify accessibility barriers in health professions education and clinical learning environments
 - To identify effective mechanisms for improving disability access in clinical education
 - To evaluate and address individual training programs to improve access and inclusion of all learners.
-



Our Time Together

Introduction of Trainees

Review of Research Findings, and Ableism

Head to Breakout Room of Choice

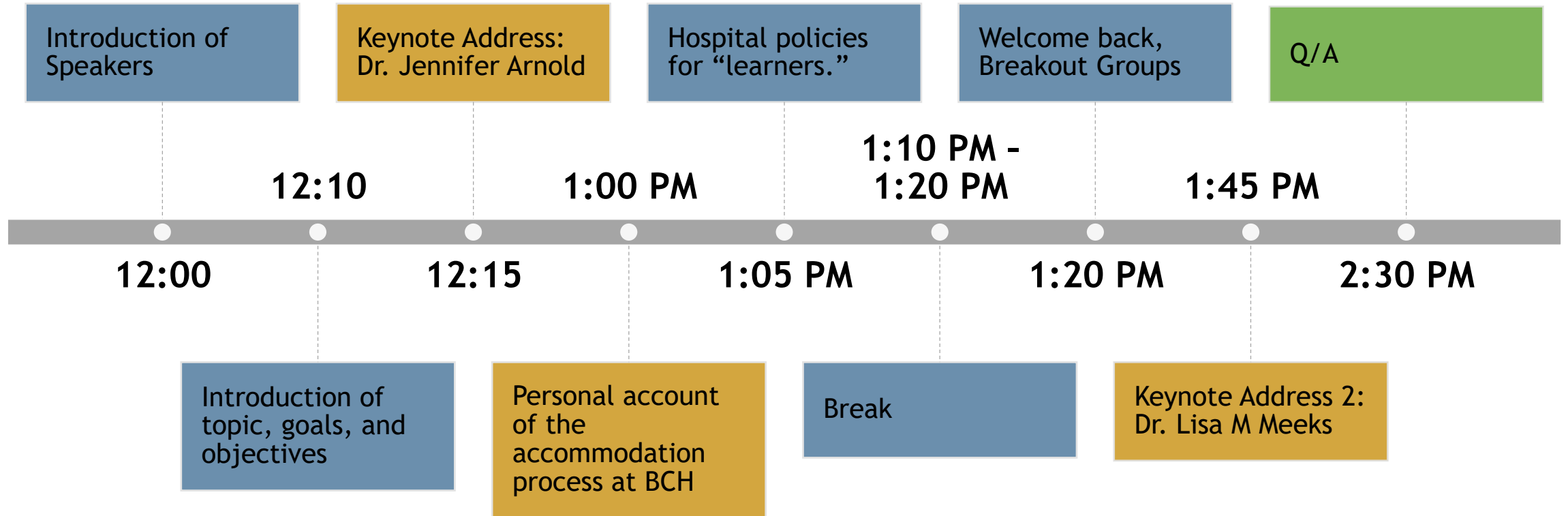
20 Minutes in Breakout Room (Barriers/Facilitators/Belief Systems)

Discuss 2021 AMA Report Recommendations

How will you be a change agent for DEI and A * Access?



Our Day Together





Our Trainees



Noa/LD



Michael/Psych



Molly/Physical



Zola/Chronic Health



Noa

Noa is a learner in your program with a learning disability. Noa comes from an Asian background/culture, identify as gender queer, and use they/them/their pronouns. They are getting ready to enter the clinical portion of your training program. What concerns do you have about Noa and potential barriers they may face in the clinical setting.



Michael



Michael has a psychological disability, identifies as Black and first generation to college. Michael had to take a leave of absence in his first year after failing a course and having a flare of symptoms. He's struggled but passed all his courses. Michael meets with his mental health counselor 1x week and uses he/him/his pronouns. He is getting ready to enter the clinical portion of your department's training program. What are the potential barriers or concerns you have about Michael in the clinical setting.

Zola

Zola (she, her, hers) is a fellow in your department and has epilepsy brought on by stress and exhaustion. She is getting ready to start her first clinical service next week. What concerns do you have about Zola and potential barriers she may face on service?



Molly



Molly is a learner with a physical disability who uses a wheelchair. she has been disabled since childhood and is a paraplegic. Molly comes from a socio-economically disadvantaged background and uses she/her/hers pronouns. Molly is a candidate/applicant for your program and as clinical supervisor you are asked to “weigh in” on potential barriers or concerns in the clinical setting.



Breakout Rooms

- **15 minutes in Breakout Room to Discuss the potential/perceived barriers**
 - **Come back together as a group**
-



Welcome Back!

- Each facilitator will present their barrier list.



Person First or Identity First?





Ableism

Discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require ‘fixing’ and defines people by their disability.

Like racism and sexism. Ableism classifies entire groups of people as less than, and includes harmful stereotypes, misconceptions, and generalizations of people with disabilities.



**What portion of your barriers are grounded in
ableist belief systems?**



Barriers

Lack of Program Access

Poor

ABELISM

Lack of Program Access (Meeks, . *JAMA open*

Lack of Accommodation on Step 1 (*Med*, 2021; Petersen et al, *PLoS*

Accommodation burden (*Med Ed*, 2022)

Admissions (*JAMA Journal of Ethics*, 2021)

USMLE Step Exam access (Meeks, et al., 2022, *Acad Med*; Petersen et al., 2021, *PLOS 1*; Jain et al, in process)

and QI (Singh and Meeks, *Med Ed*,

closure (Meeks, et al, *JAMA*, 2022)

Structure of Disability Offices/Supports (Meeks et al, *J of Med Ed & Curr Dev*, 2021)

Lack of Accountability/Regulation (Meeks et al, *Acad Med*, 2021)

Failure to properly evaluate failing learners (Patwari et al. *Acad Med*, 2021)

Fitness for Duty/Trauma (Bullock et al., *Journal of Hospital Med*, 2021)



Culture/Climate

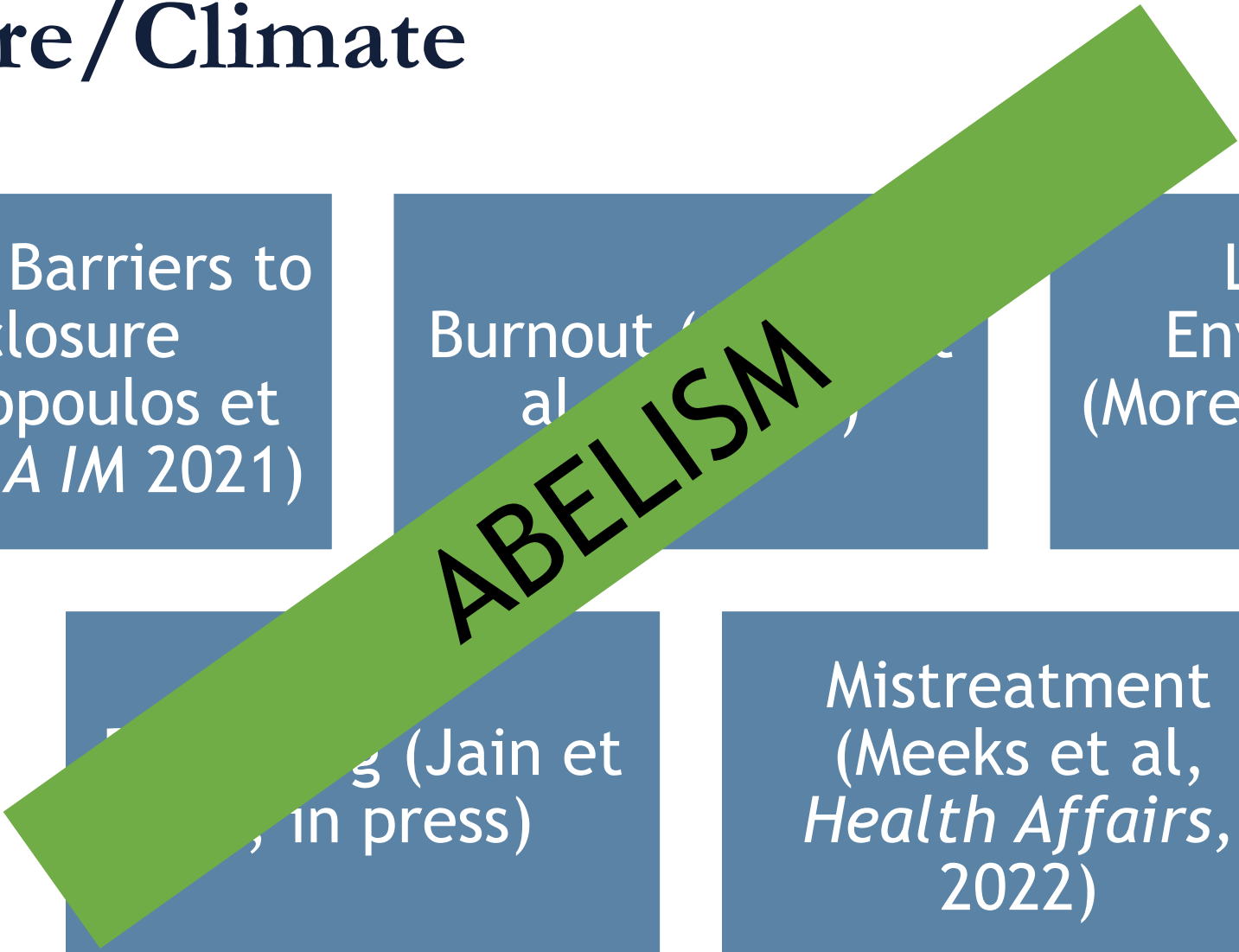
Cultural Barriers to Disclosure
(Stergiopoulos et al., *JAMA IM* 2021)

Burnout (al,)

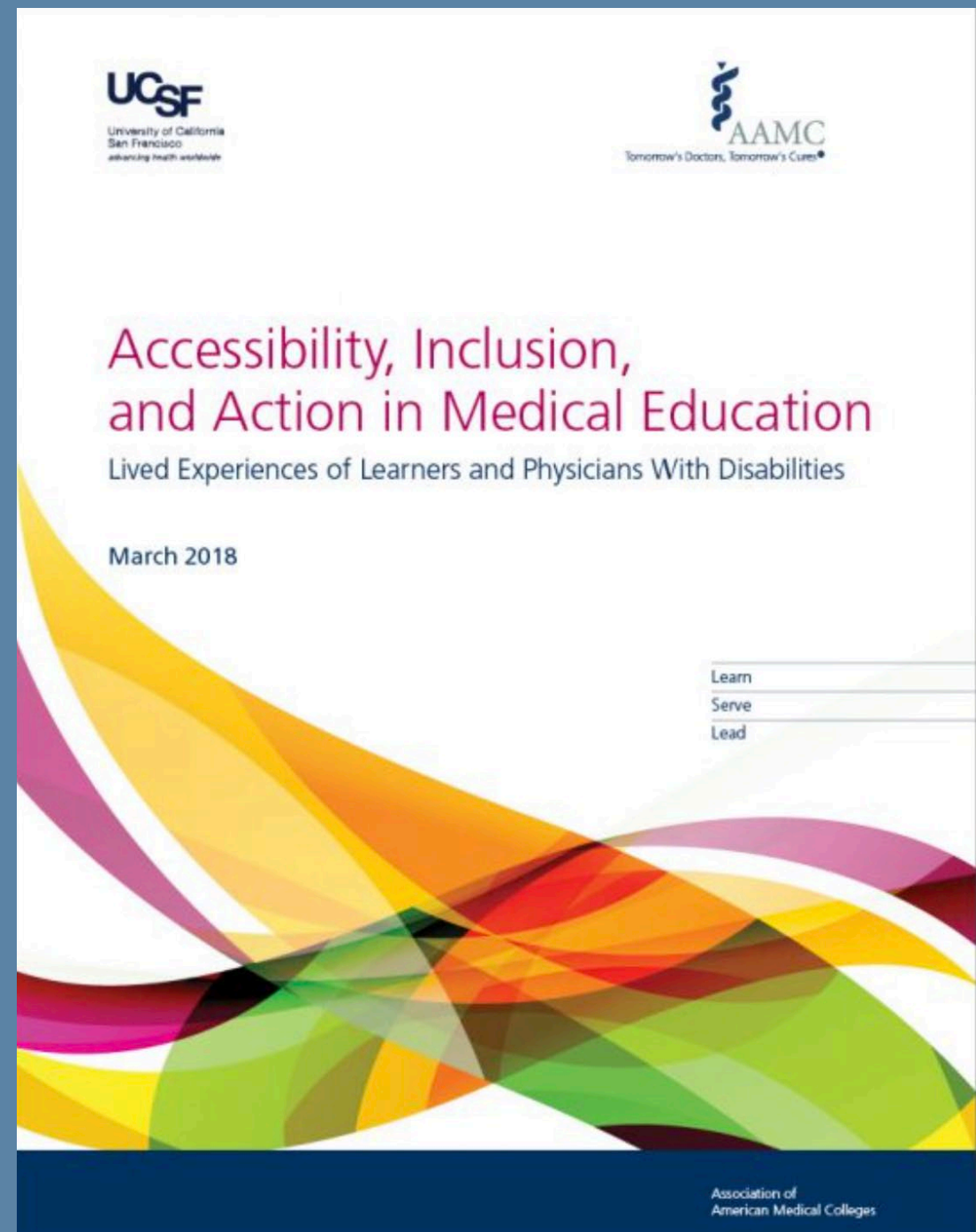
Learning Environment
(Moreland et al, in press)

g (Jain et al, in press)

Mistreatment
(Meeks et al, *Health Affairs*, 2022)



In their words





Structural Barriers

ABELISM

- Burdensome processes
 - Technical Standards
 - Threats of Professionalism Citations for Disclosing Disability
 - Failure to connect Disability and Mental Health Supports
 - Defaulting to LOA's | Fitness for Duty Evaluations
 - Uninformed DRP
 - Poor messaging | Lack of messaging
 - Lack of transparency
 - Uninformed decision-making | Structures of Disclosure | Conflicts of Interest
 - Lack of Accommodations on Board Exams
-



Barriers Related to Culture & Climate

ABELISM

- Bias
 - Stigma
 - Shame | Bullying |
Misinformation
 - Clinicalized Culture
 - Negative Peer Attitudes
 - Restricted Views of Disability
 - Familial Belief Systems
 - Program Access
-

Failure to Engage in the Interactive Process

- To determine whether an element of the program is essential.
- Must review and deliberate about appropriate reasonable alternatives.
- Must include relevant faculty.

OCR*

Chamberlin School of Nursing (2021) Complaint #04-21-2120

American University of Health Sciences (Nursing) (2020) Complaint # 09-20-2413.

Failure to Accommodate

Failing to make reasonable accommodations (often includes retaliation)

- American University of Health Sciences (Nursing) (2020) Compliant #09-20-2413.
 - University of Colorado Anschutz Medical Campus (Medicine) Complaint #08-21-2156
-



Facilitators of Disability Inclusion

ANTI-ABELISM

Structural

- Informed DRP
- Positive messaging | Encouraging Disclosure
- Transparency of Process
- Neutral party to adjudicate decisions
- Timely Process
- Functional Technical Standards

Cultural

- Welcoming Culture
 - Understanding of the value and ability of disabled people
 - Affiliation | Support Groups
-

Develop a Robust Disability Policy

Encourages Disclosure

Speaks to Privacy of
Information/Documentation

Identifies ADA representative

Lists documentation
requirements

Lists steps in the process for
disclosing disability and
requesting accommodations

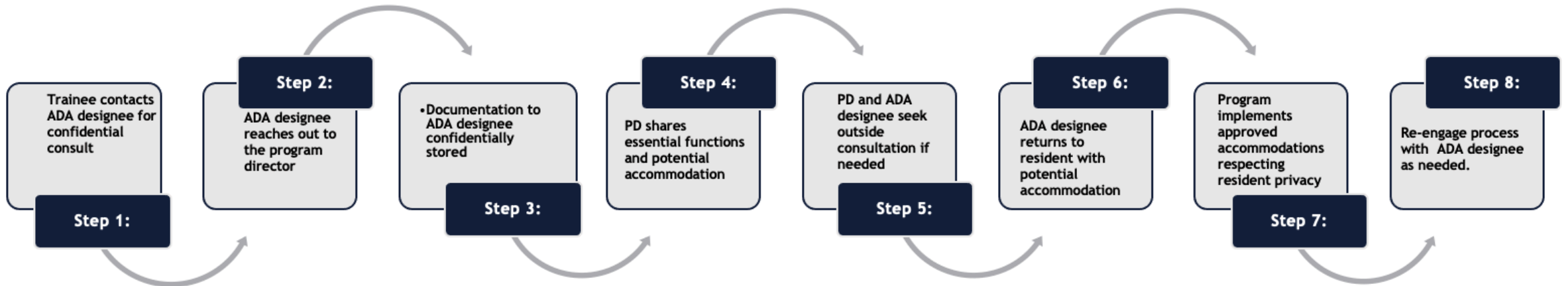
Lists a projected timeline for
accommodation review

Encourages early disclosure
and states that
accommodations are not
retroactive

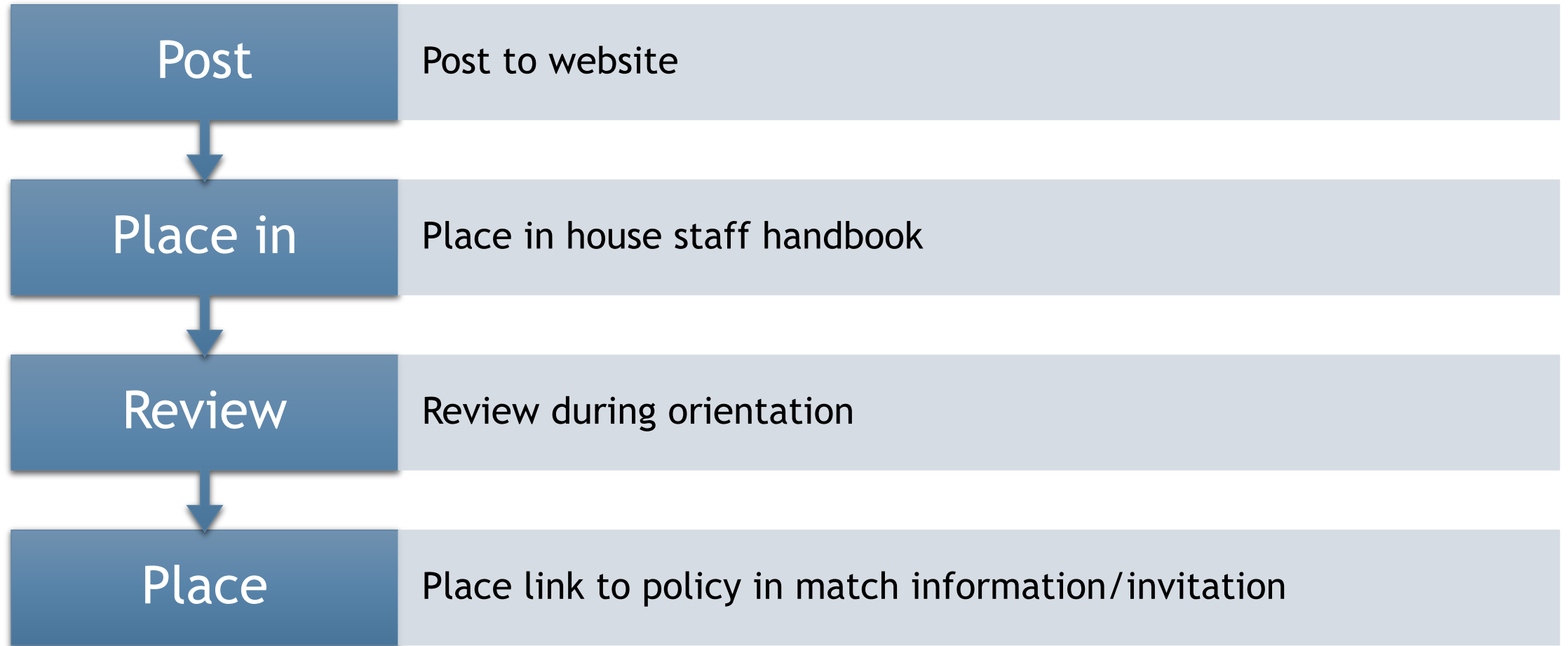
Tells the trainee how to
appeal a decision

Follow the Interactive Process

8 Step Process



Post Policy Widely



Include Disability in DEI/JEDI affiliation groups

Ensure	Ensure disability is part of your DEI/JEDI language
Highlight	Highlight stories of disabled health professionals
Invite	Invite disabled scholars and providers to present grand rounds
Plan	Plan for disability programming across DEI (intersectional identities) and access needs.

Access is
CRITICAL,
but so is
BELONGING
and **TRUST**





Resources



Organizations & Communities of Practice



The DIGME community of practice aims to provide relevant, accessible, educational resources on Disability Inclusion to GME stakeholders and trainees.

<https://www.docswithdisabilities.org/digme>



**JOSIAH MACY JR.
FOUNDATION**

Webinar Series

**Webinar 1: *Barriers and Belief Systems:
Medical Education for Learners with Disabilities***

**Webinar 2: *Barriers and Belief Systems:
Evaluating Trainees with Disabilities***

**Webinar 3: *Barriers and Belief Systems:
Physicians with Disabilities in Medicine***

https://bit.ly/Macy_DisabilitySeries

AMA Disability Webinar



AMA Innovations in Medical Education Webinar Series

Removing Barriers and Facilitating Access: Supporting trainees With Disabilities Across the Medical Education Continuum

**Justin Bullock, MD, MPH
Sharad Jain, MD
Lisa Meeks, PhD
Samantha Schroth**

To turn on closed captioning, please click on Live Transcript on your menu

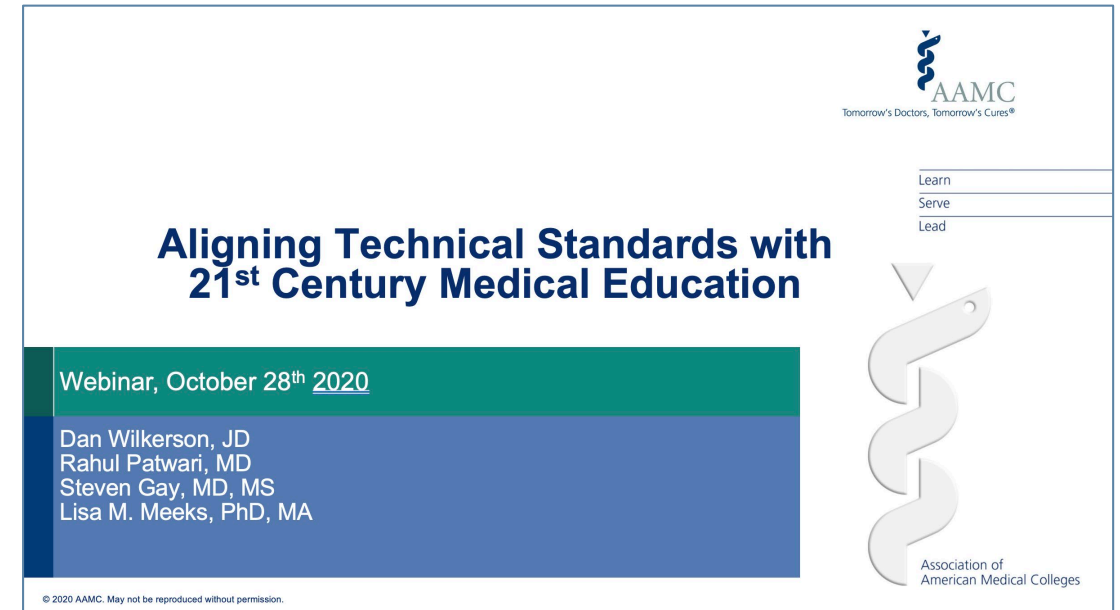
Chat Raise Hand Q&A Live Transcript

https://bit.ly/AMA_DisabilityWebinar

AAMC Webinars and Resources

Disabilities Webinar Series

- [Supporting Your Students' Request for Accommodations on High Stakes Exams](#)
- [Accommodating Students with Psychological Disabilities](#)
- [Disclosure at All Points, UME and GME: Guidance on Disability Disclosure for Learners](#)
- [Q & A Disabilities Webinar](#)
- [Creating a Balance: Professionalism, Communication, and Students with Disabilities](#)
- [Putting it in Writing: The Value of Creating Clear and Effective Policies for Students with Disabilities](#)
- [Clinical Accommodations: Upholding Standards While Creating Equal Access](#)
- [Separating Fact from Fiction: Debunking Disability Myths and Addressing Legitimate Concerns](#)
- [Disability Law 101: What Faculty Need to Know About Student Accommodations](#)
- [Helping Medical Schools Assist Students with Disabilities: An Introduction to The Coalition for Disability Access in Health Science and Medical Education](#)



The image shows a webinar title slide for the AAMC. At the top right is the AAMC logo with the tagline "Tomorrow's Doctors, Tomorrow's Cures®". Below the logo are three horizontal lines labeled "Learn", "Serve", and "Lead". The main title "Aligning Technical Standards with 21st Century Medical Education" is centered in a large, bold, dark blue font. Below the title is a green bar with the text "Webinar, October 28th 2020". Underneath the green bar is a blue bar containing the names of the speakers: "Dan Wilkerson, JD", "Rahul Patwari, MD", "Steven Gay, MD, MS", and "Lisa M. Meeks, PhD, MA". At the bottom left, there is a small copyright notice: "© 2020 AAMC. May not be reproduced without permission." On the right side of the slide, there is a large, stylized white graphic of a caduceus (a staff with two snakes and wings) and the text "Association of American Medical Colleges" below it.

**Aligning Technical Standards with
21st Century Medical Education**

Webinar, October 28th 2020

Dan Wilkerson, JD
Rahul Patwari, MD
Steven Gay, MD, MS
Lisa M. Meeks, PhD, MA

© 2020 AAMC. May not be reproduced without permission.

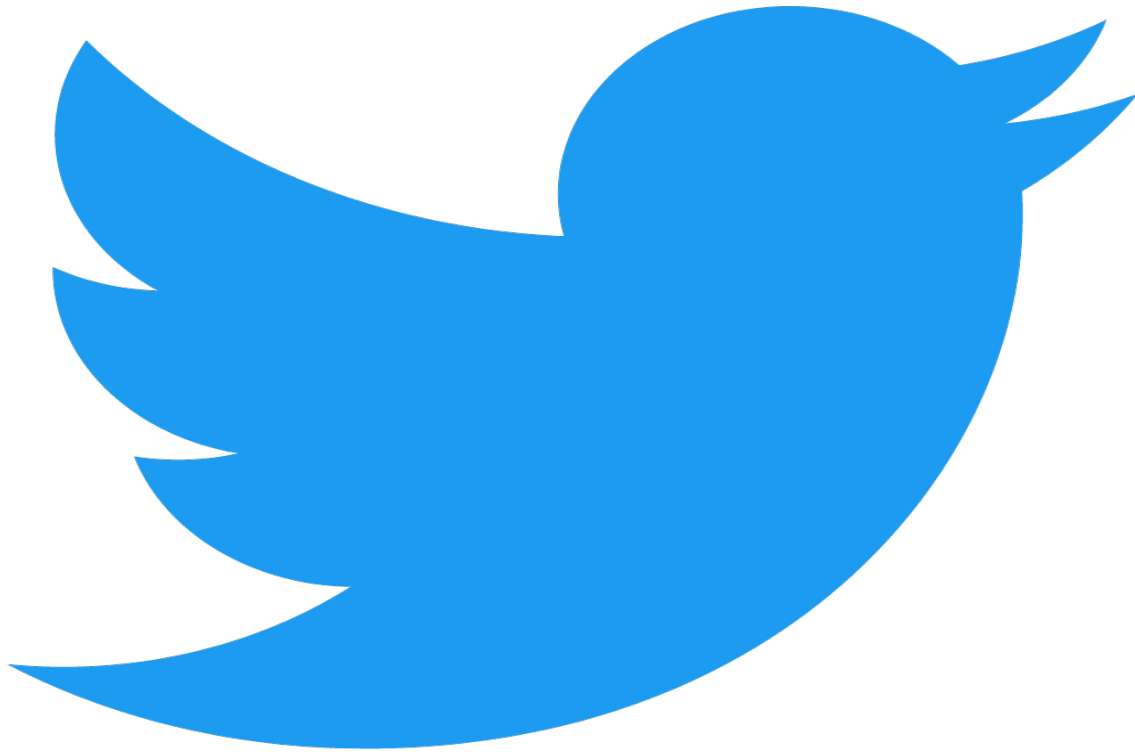
AAMC
Tomorrow's Doctors, Tomorrow's Cures®

Learn
Serve
Lead

Association of
American Medical Colleges

<https://bit.ly/AAMCDisabilityWebinars>

Docs With Disabilities Initiative



@docswith



#DocsWithDisabilities
—PODCAST—

<https://www.docswithdisabilities.org/podcast>



Questions