

“Who’s in the Room?”

Bioethical Reflections on Disability in Health Professions Education

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- No financial disclosures
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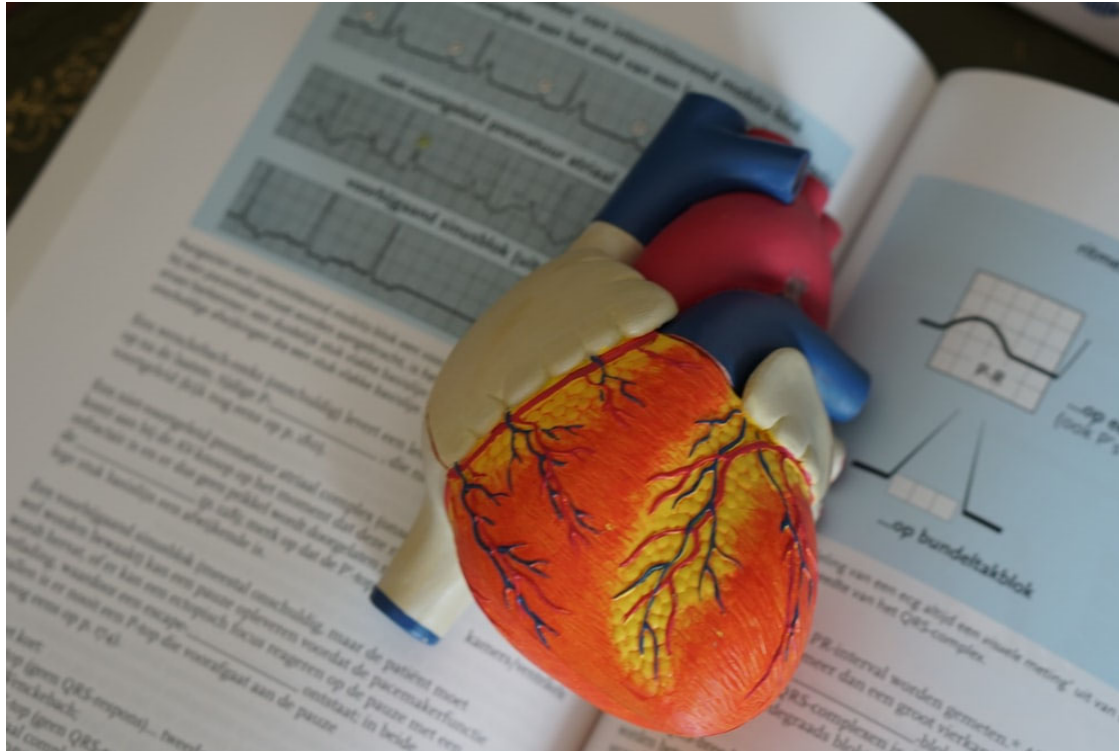


ACCESS IN MEDICINE

Close your eyes and imagine...



Current Literature



Epstein et al. (2020) "Ask Me What I Need"

Meeks et al. (2019) "Change in Prevalence of Disabilities and Accommodation Practices"

Current Literature

Accommodations, disability and diversity policies, and application of the ADA in health professions education

Argenyi, 2016; Ashcroft et al., 2008; Azzopardi, et al. 2012; Bagenstos, 2016; Baxter et al., 2020; Betz, et al. 2012; Burke, 2019; Davidson, et al. 2016; Dupler et al., 2012; Hori and Meeks 2017; Ferguson et al., 2009; Griffiths, et al., 2010; Hargreaves and Walker, 2014; Hargreaves, et al., 2014; Hoepner and Maheady, 2013; Hosterman, et al, 2010; Howlin et al., 2014; Kezar et al., 2019; May 2014; Marks and McCulloh, 2016; McKee et al., 2016; Meeks, 2019; Meeks et al., 2015; Meeks et al., 2018a, Meeks et al., 2018b; Meeks and Jain, 2017; Murphy and Brennan, 1998; Neal-Boylan and Smith, 2016; Neal-Boylan, et al. 2018; Papanastasiou, et al., 2017; Sharby and Roush, 2008; Swenor and Meeks, 2019; Tee, et al. 2009; Tee and Cowen, 2012

Current Literature

Faculty perceptions, knowledge, and attitudes


Aaberg, 2012; Ashcroft et al., 2008; Dallas and Sprong, 2015; Evans 2013; Lensmire 2010; Levey 2014; May 2014; Shpigelman et al. (2016); Swenson, et al. 1991; von Bergmann et al. 2017

Perspectives from learners

Bulk et al., 2019; Epstein et al., 2020; Evans 2014; Evans 2015; Hill and Roger, 2016; McPheat 2014; Stergiopoulos, et al., 2018

“Who’s actually in the room?”






“From the onset of our program we need to address the fact that there can be people in the room who have these issues going on. I would see it in my classmates who weren’t as sensitive, talking about people with impairments, who deal with chronic pain, who deal with chronic fatigue, as we were learning about them. We need to make it clear that these people are also in the room.”

– Hillary (DPT Program)






“A challenge of medical education is that it’s always so patient focused, in the sense that it escapes reality that someone in the room might have one of these mental health diagnoses or illnesses or conditions or disabilities that we’re talking about. And, that’s not true. That can’t statistically be true.”

– Joy (MD Program)






“I just wish our instructors knew how bad it feels to have to self-accommodate. To be like the one person...like I’m probably really not the only person in the room thinking that, but just how bad it feels...that I can’t really pay attention because I’m having to plan my accommodations...It’s so obvious, there are plenty of people, including people having a much harder time than me, in the room and everyone’s pretending like it doesn’t happen. I just wish it was something more openly talked about.”

– Opal (MD Program)





“I remember getting the email that you’re doing this and being like ‘wow, I can’t believe somebody is studying this.’ Like it’s so important. It’s so important especially in health professions because **how can you expect people to be clinicians and at the same time imagine that everyone who’s in the room learning to be a clinician does not have any disabilities,** medical problems, or conditions. Like, it’s so weird.”

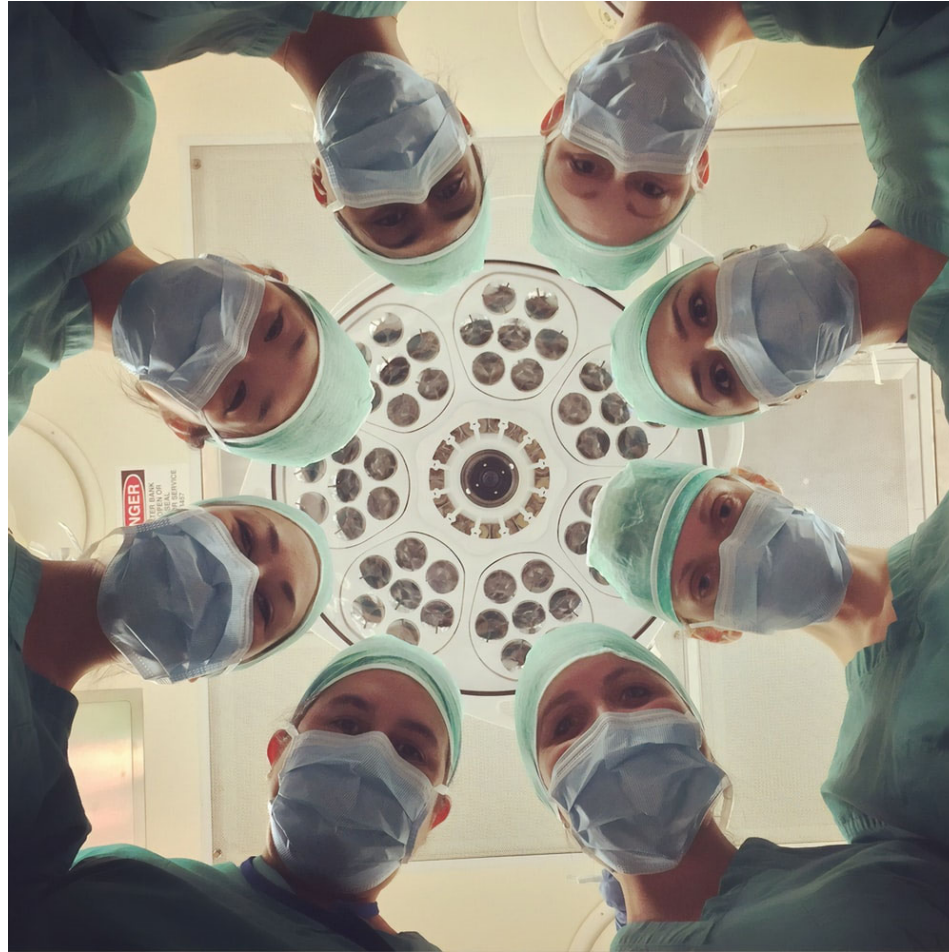
– Opal (MD Program)




“Who’s imagined in the room?”



Expectations & Imaginations





“I just think it’s best practice to not treat all medical students like we’re supposed to be super healthy in [contrast to] all these patients out there who are the people with all of these real problems that we have to solve. I wish instructors would take a more realistic view of the fact that most of the learners in this room have been patients.”

– Renee (MD Program)



Disability Impacts ALL of US

COMMUNITIES



HEALTH

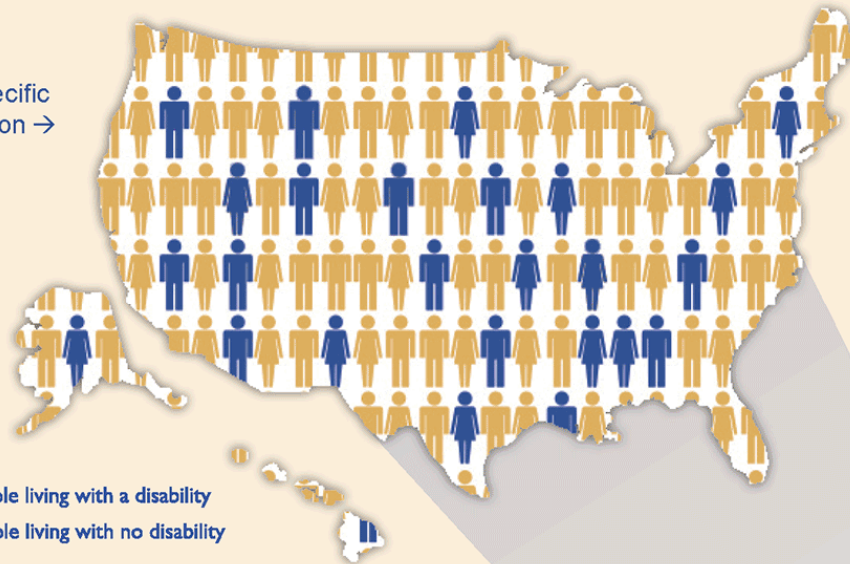


ACCESS



61 million adults in the United States live with a disability

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26%
(1 in 4) of adults in
the United States
have some type
of disability

The percentage of people
living with disabilities is
highest in the South



Disabling “who’s in the room?”





Roadmap

1. The process of “disabling”

2. Disabling bioethics

-Ouellette & Scully

3. Who’s in the room? Taking on new perspectives

-Disability gain

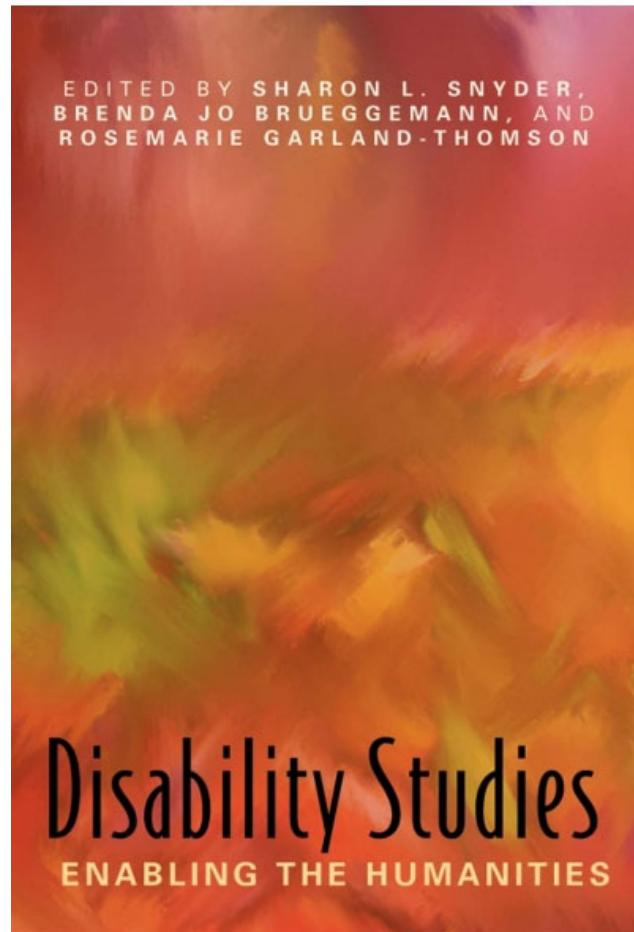
-Disability as unsurprising

-Resources and best practices

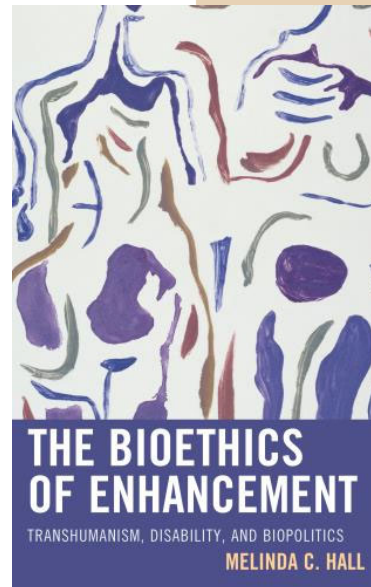
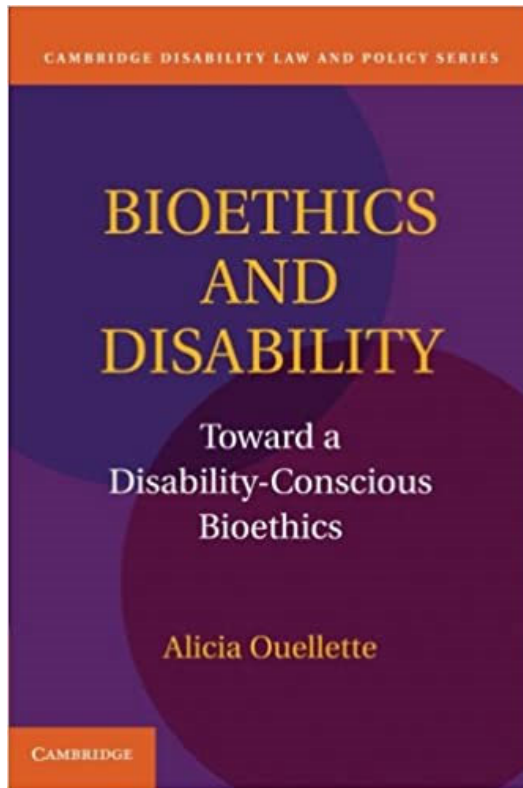


The Process of “Disabling”

Embracing disability as a critical category for reflection



Disabling Bioethics



BIOETHICS FOR THE PEOPLE [About](#) [Episodes](#) [Contact](#)

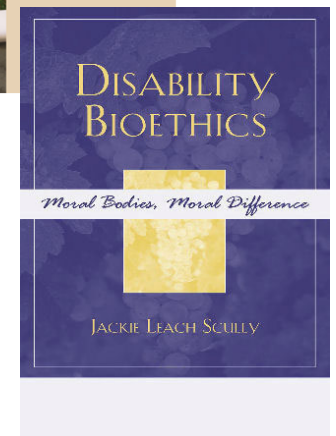

Disability Bioethics

▶ **Disability Bioethics**
Devan Stahl and Tyler Gibb

This episode Devan and Tyler talk about disability with professor Joseph Stramando. They also discuss [Crip Camp](#), a documentary on Netflix, and learn what disability studies and disability philosophy contribute to bioethics.

Read more of Dr. Stramando's published works:

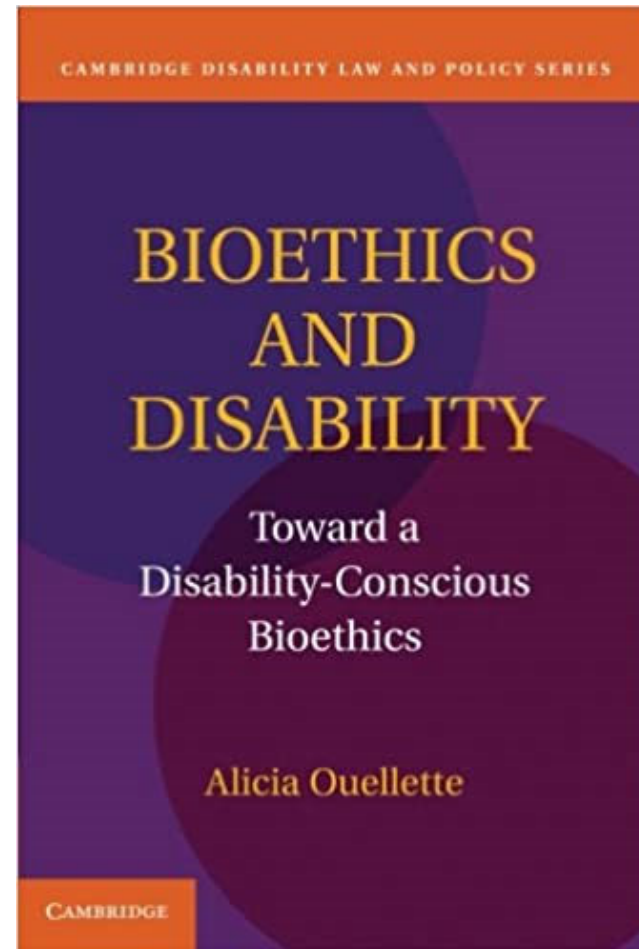
- ["Not Who, But What Professional Bioethicists Should Prioritize When Responding to the Covid-19 Pandemic"](#)
- ["Disability and the Damaging Master Narrative of an Open Future"](#)



Disabling Bioethics

“If I were listing the most dangerous people in the U.S. today, bioethicists ...would top my list – way above skinheads, whose beliefs they appear to share.”

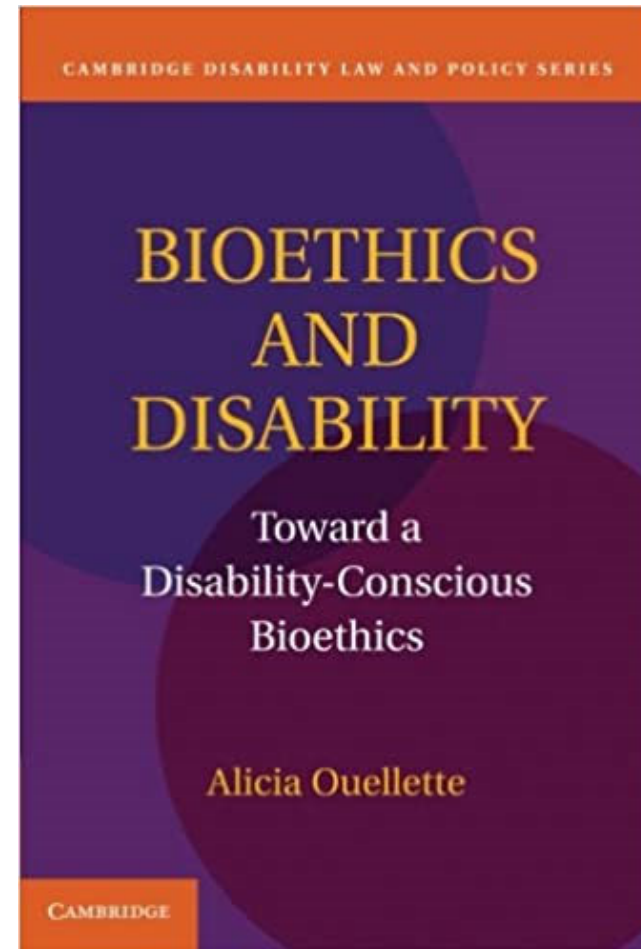
-Alice Mailhot



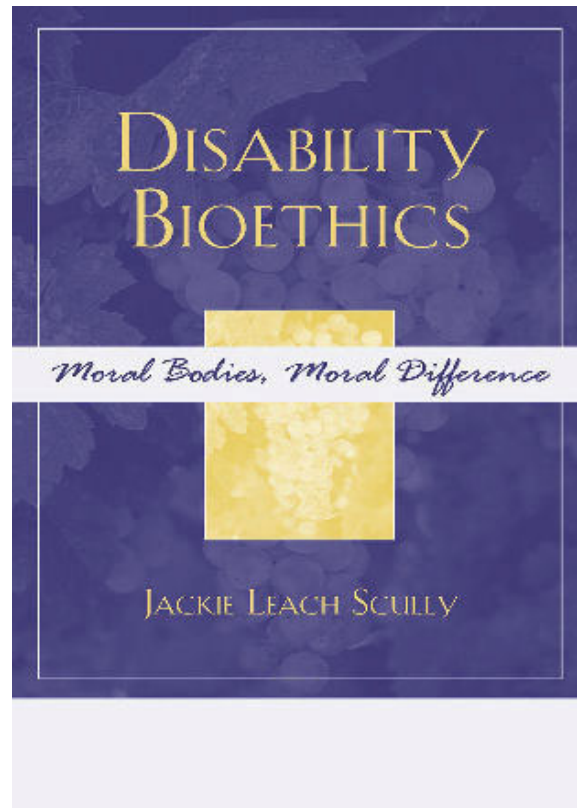
Ouellette

Questions of method and disability

- Individuals with disabilities and individualized interventions and technologies?
- Or, communal and collective concerns and interventions?



Scully

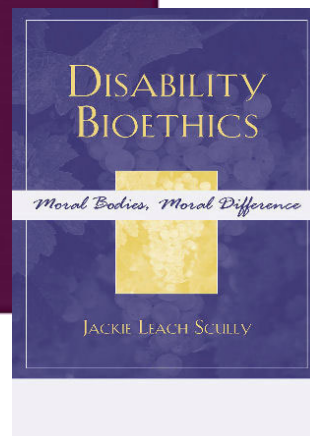
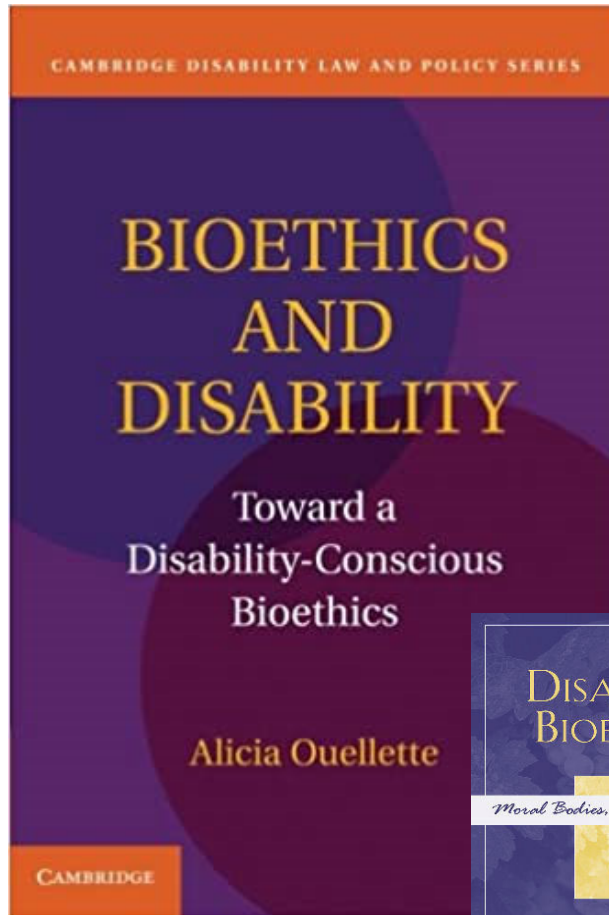


"the ethics of disability"

VS.

"disability ethics"

Disabling Bioethics



Serious ethical analysis must be informed by the “embodied effects of impairment” – the embodied wisdom of disabled people

Disability consciousness requires concrete collaborations



Diversifying “who’s in the room” among learners and trainees



DEAF GAIN


RAISING THE STAKES
FOR HUMAN DIVERSITY



H-DIRKSEN L. BAUMAN and
JOSEPH J. MURRAY
Editors

Foreword by ANDREW SOLOMON
Afterword by TOVE SKUTNABB-KANGAS

"The biological, social, and cultural implications of being deaf are not automatically defined simply by *loss* but could also be defined by *difference*, and, in some significant instances, *as gain*."

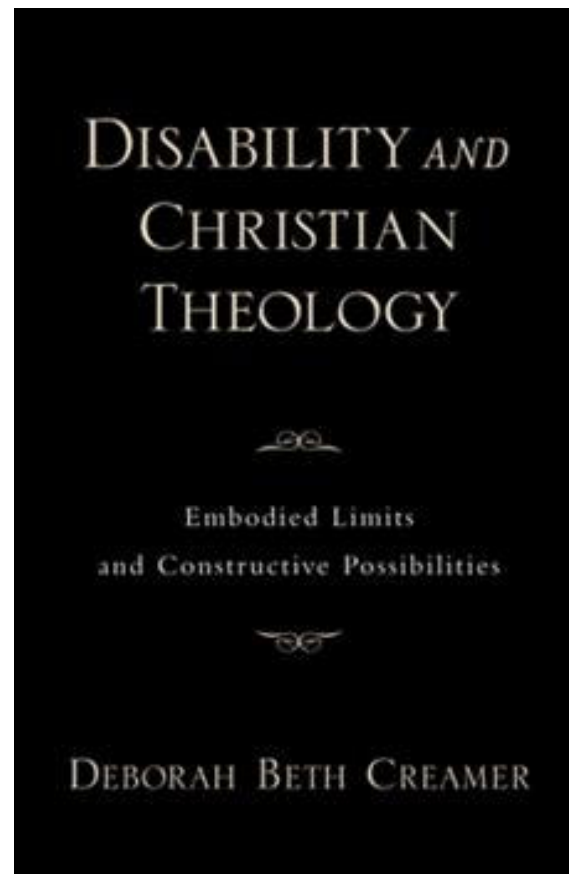



“You know the lecturer worked in OB/GYN or something and was trying to answer questions and really couldn’t. She basically said, ‘yeah, this is rare, you’re not really gonna see it.’ And it made me feel so upset. I felt so deflated. We’re training clinicians – this is important. And this is my life! I was so upset that I had to follow-up and educate people on it.”

-Callie (PA Program)



Disability as unsurprising





“My advisor knows about accommodations. She was very much like, ‘this is not a weird thing; this is not a thing we’ve done before, but this is something we can absolutely do.’”

-Callie (PA Program)



Existing Resources



The image shows a PubMed.gov search result for the article "COVID-19 and the need for disability conscious medical education, training, and practice" by Adrienne Doeblich, Marion Quirici, and Christopher Lunsford. The article is from J Pediatr Rehabil Med. 2020;13(3):393-404. The abstract discusses the impact of COVID-19 on healthcare disparities for PWD and the need for structural changes in medical education. To the right is the cover of the book "Equal Access for Students with Disabilities: The Guide for Health Science and Professional Education" (Second Edition) edited by Lisa M. Meeks, Neera R. Jain, and Elisa P. Laird. The book cover features a blue network graphic and the Springer Publishing Company logo.

AHEAD

Association on
Higher Education
And Disability®

Existing Initiatives



Asking and answering the question “who’s in the room?”





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Questions? Contact Me
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