

Pharmacy Education for Students with Disabilities Equity, Diversity, and Inclusion (EDI) Institute 2023

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Learning Objectives

At the completion of this activity, participants will be able to:

- Describe the prevalence of students with disabilities and benefits for employing healthcare professionals with disabilities
- Identify common barriers and challenges for students with disabilities in the curriculum.
- Discuss best practices for improving inclusive teaching to eliminate inequities for students with disabilities.

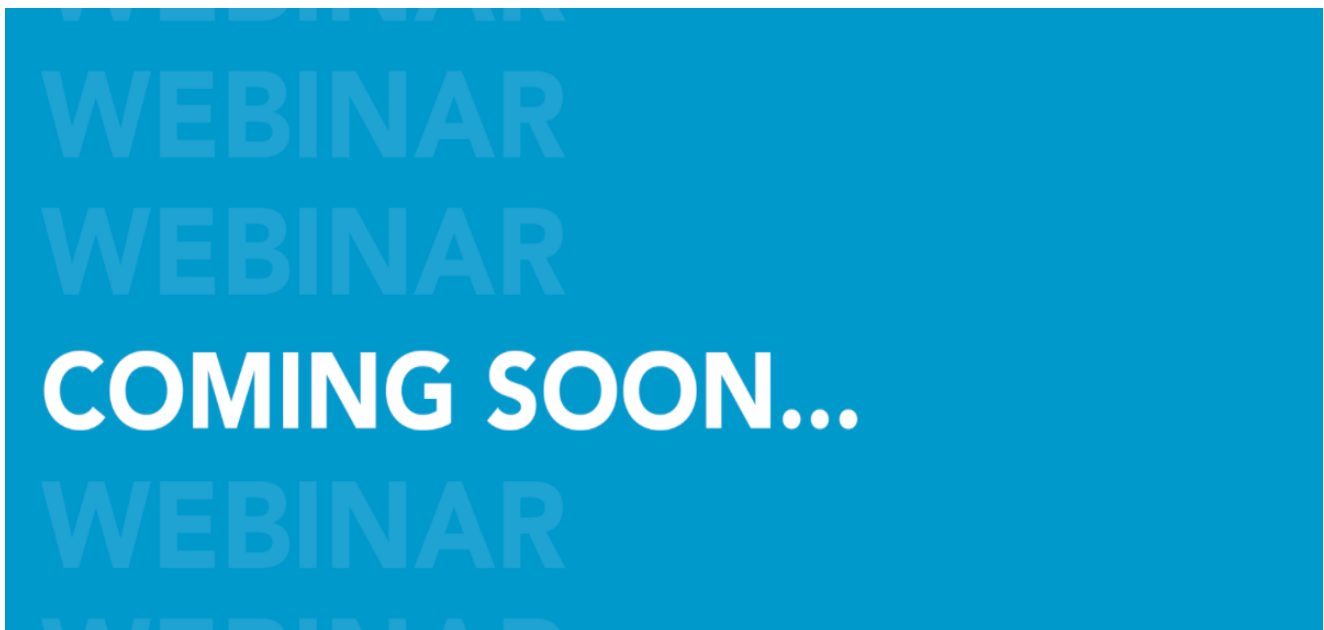
Questions and References



Language



Coming Soon



Remember.....



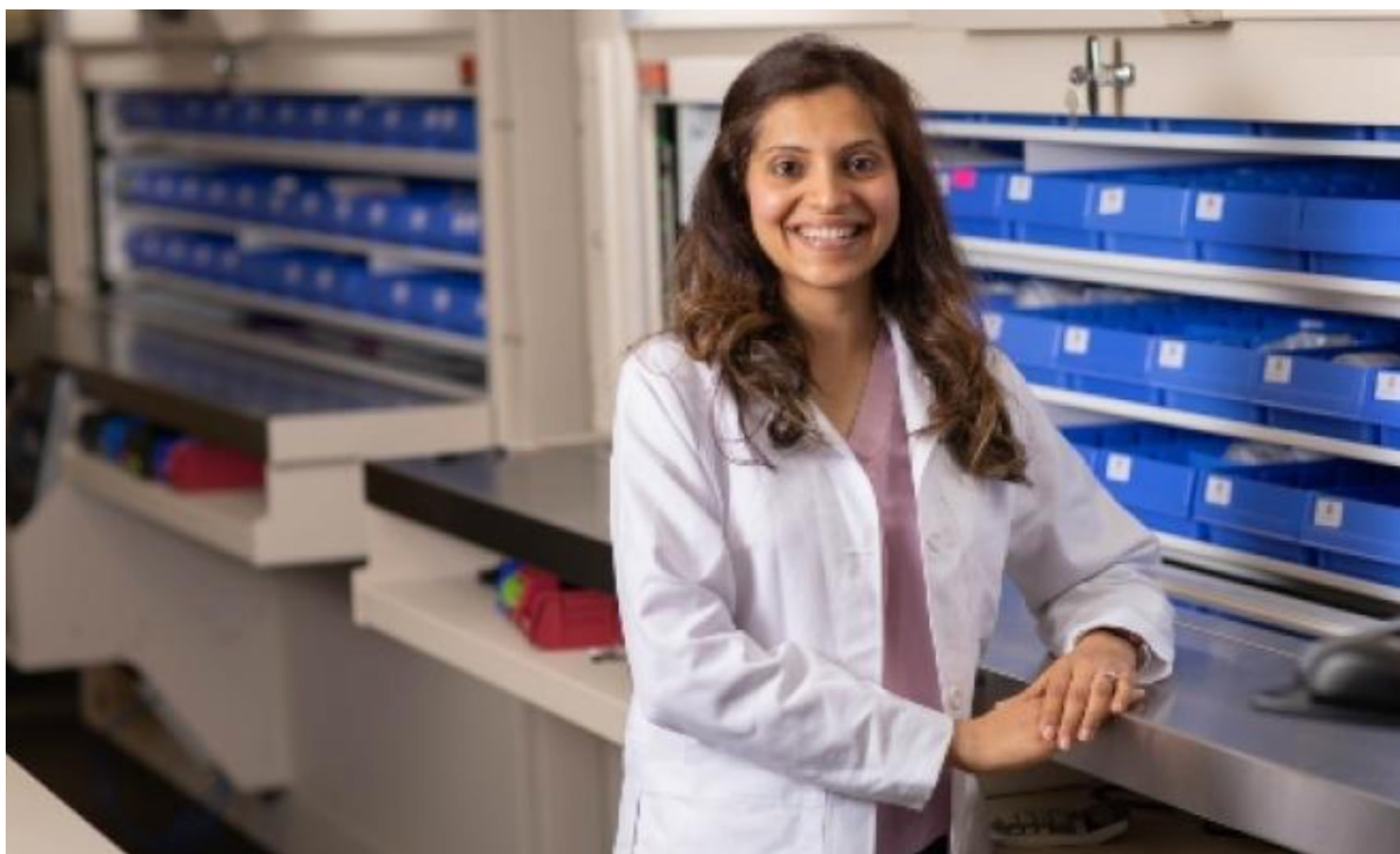
Representation Matters





Superhero Mindset





Kruti Parikh Shah, PharmD

Clinical Operations Inpatient Pharmacist

Hearing Loss



Healthcare Professionals with Disabilities

Increased Empathy

Inform patient care

Facilitate shared decision making

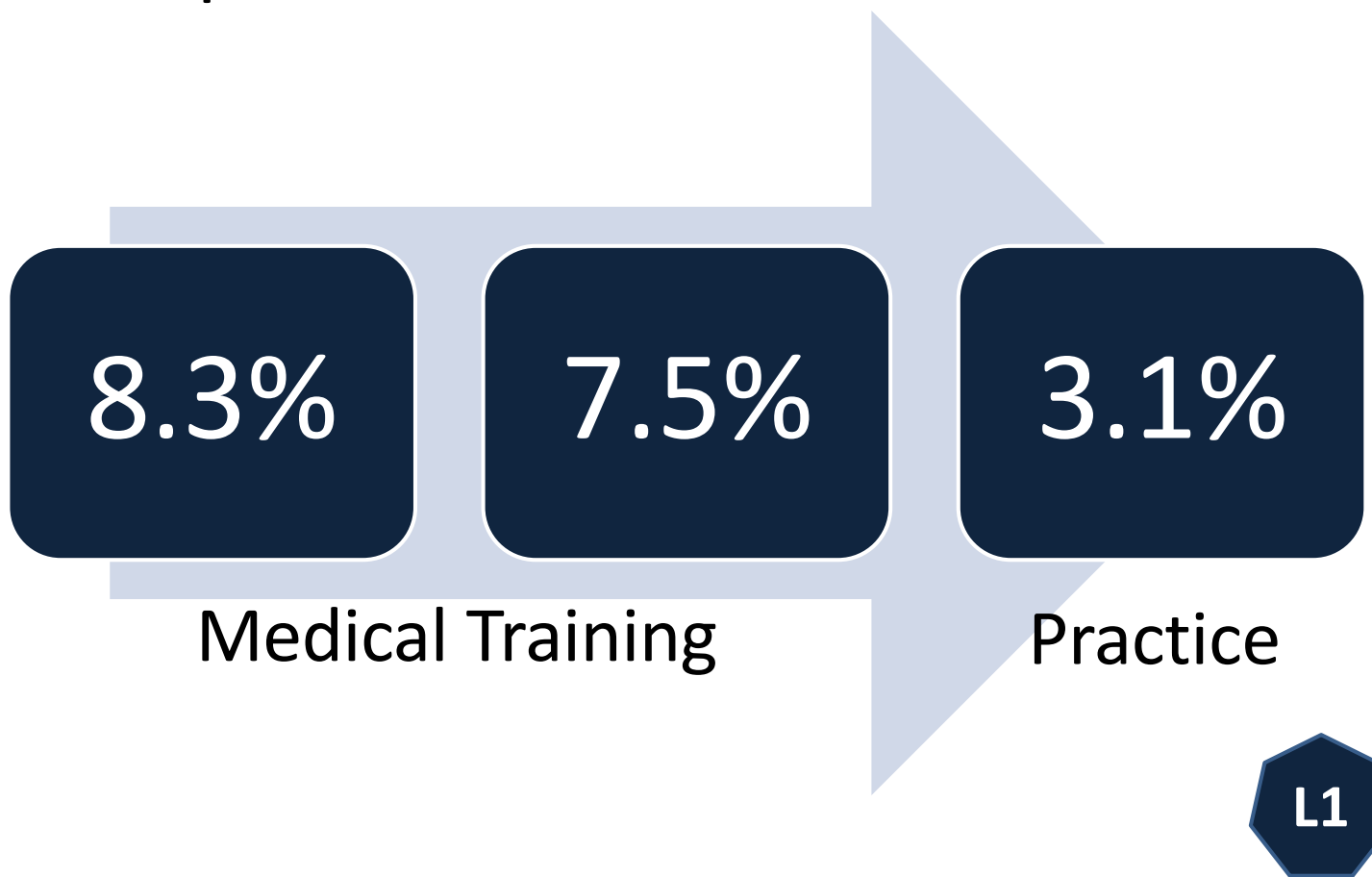
Contribute to innovation

Practice concordant medicine

Enter primary care

L1

People with Disabilities in Medicine



Barriers To Inclusion AAMC Report (2018)

Structural

- Uninformed DRP
- Lack of transparency
- Uninformed decision-making
- Burdensome arduous processes
- Technical Standards

Cultural

- Bias
- Stigma
- Clinicalized Culture
- Negative Peer Attitudes
- Restricted Views of Disability

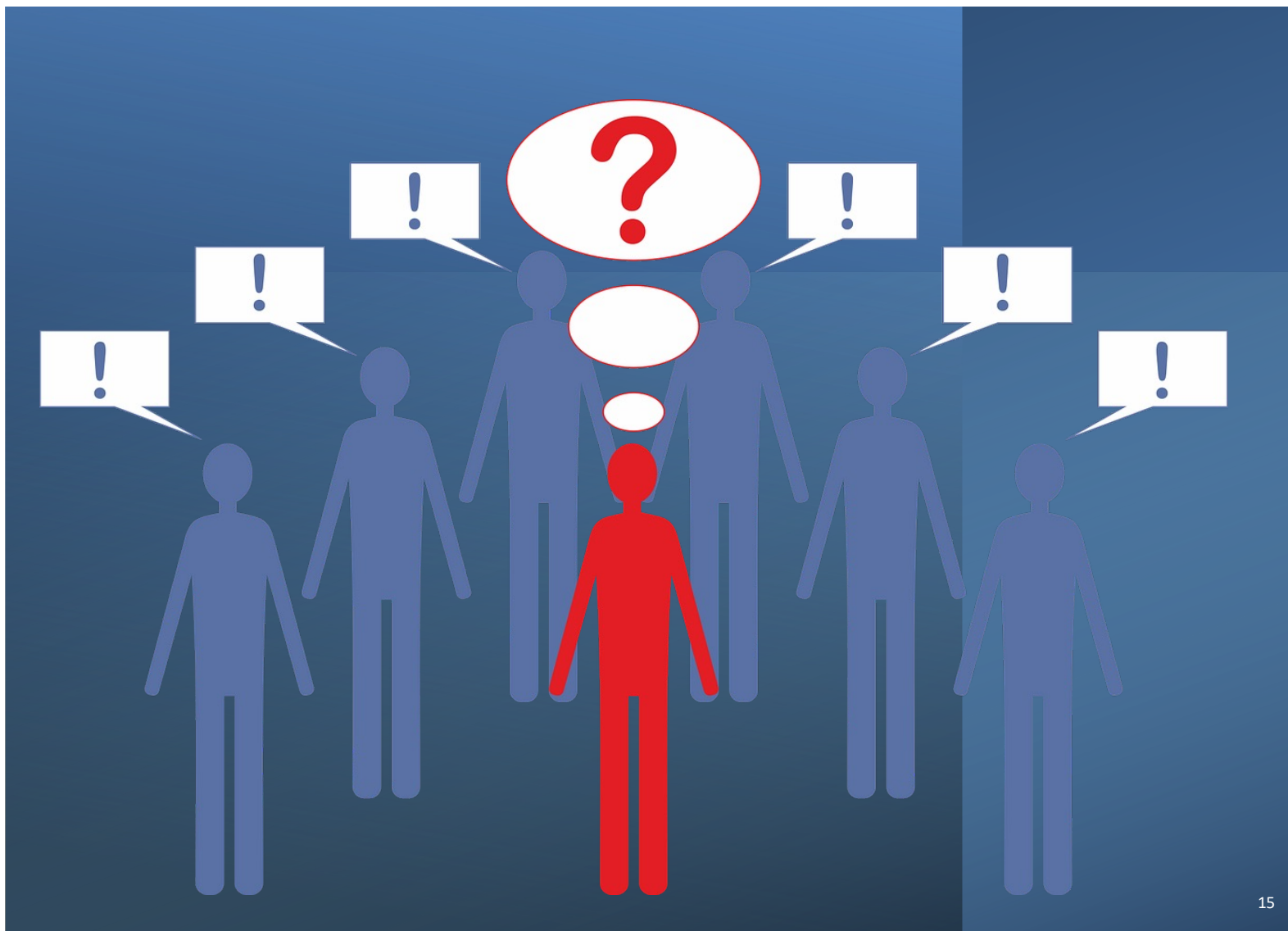
Ableist Beliefs

Structural

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

Cultural

- Bias
- Stigma
- Shame | Bullying | Misinformation



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.”



L2

“What if we don’t have the resources to support the student?”

“It’s really inspirational what they’ve accomplished, but pharmacy school is just so hard”

“It’s really not fair of us to accept them and then have them find successful employment”

“Can they even be a Pharmacist if they have a disability?”

Admissions Committees





CLINICAL SITES

Clinical Placement Accommodations



Clinical Site

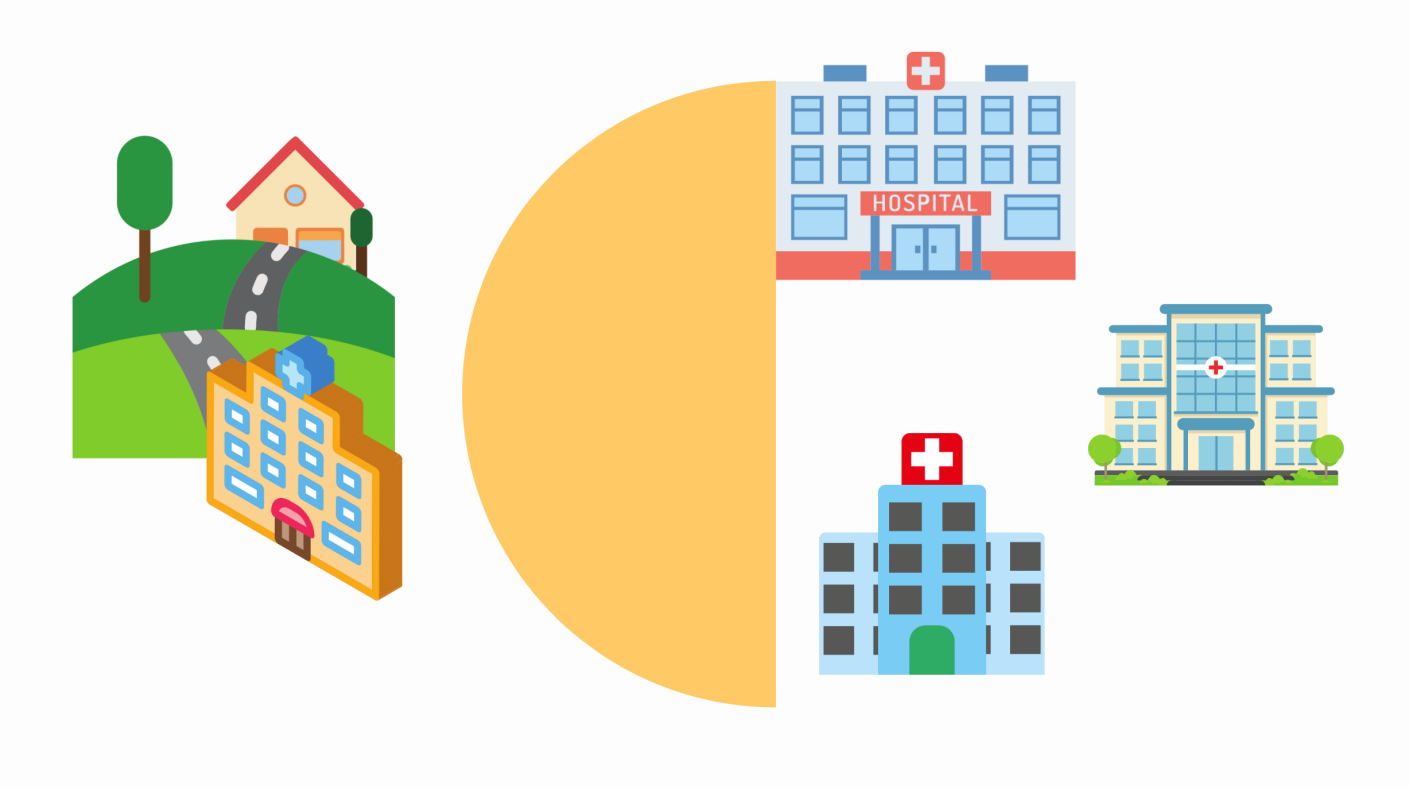


Distance/Travel



Proximity to
Provider

Proximity to Placement Site



Clinical Site-Law

- **It is the responsibility of the program, not the clinical site, to ensure disability access in all its learning environments.**
- **It is discriminatory for a clinical site to refuse to accept a student simply because they have a disability, if the student can perform the essential requirements of the clinical work, with or without accommodation.**
- **If a clinical site refuses to accept a student with a disability or pulls out of hosting a student after learning the student has a disability, the institution should seriously consider whether to continue working with that clinical site, as the site is practicing disability discrimination, placing the institution at risk for legal action.**

Clinical Site Law

- **The school will be held liable for any impact of the discrimination even if the clinical site is demonstrating discriminatory behavior.**
- **Schools should add a statement about equal access expectations in their affiliation agreements with clinical sites to eliminate confusion and begin the conversation about accommodation procedures.**

OCR letter to University of Massachusetts-Boston, Case No. 01-16-2120 (2018).

OCR Letter to Milligan College, Case No. 04-10-2235 (2011).

Varlesi v. Wayne State University, 643 Fed. Appx. 507 (6th Cir. 2016).





Move away from the Problem Mindset, Use Strength Based Communication!

~~“there is a trainee with a disability that needs accommodations, can we/how do we accommodate them?”~~

Instead: we should frame this as the opportunity it is

“Let’s together expand our ideas about diversity. Let’s bust stereotypes and change perceptions for our patients and peers. How amazing is it that you get the opportunity to have this diverse trainee inform the practice of medicine at your site.”

Clinical Sites Approach

- Use a strengths and DEI focused approach
- Speak to the opportunity
- Reassure the site it will not cost them money
- Ensure accommodations are agreed upon and implemented without burden to the student
- Assign a contact for follow up and questions
- Put it in writing

How much is too much?



How do you reduce Ableist beliefs?



What you say matters

DISCRIMINATION



AACP

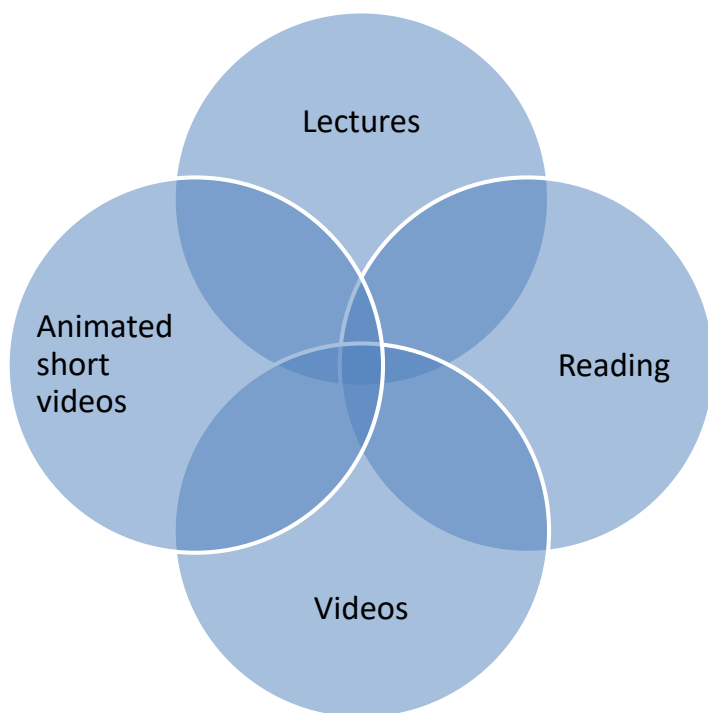
Welcoming Messaging

Rush University is committed to diversity and to attracting and educating students who will make the population of health care professionals' representative of the national population.

Our core values - ICARE - Innovation, Collaboration, Accountability, Respect and Excellence translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.



Creating Universal Learning Opportunities



ARE YOU DISABILITY INCLUSIVE?







L3

Comprehensive Commitment

Specialty selection and transition support



Career advising, academic and mental health supports



Basic Science and Clinical Faculty



Advising

Admissions



44

L3



Recommendations

- Conduct a self evaluation using the AAMC considerations appendix in the back of the report.
- Join the Coalition for Disability Access in Health Professions Education to be part of a community of DRP's and faculty focused on this topic.
- Avail yourself of the resources, all of which are free, and a click (or two) away.
- Avoid the "front of the house/back of the house issue" by training your academic leaders at all tiers so they can set the expectations for their division.
- Know and publish the process for disclosing disability and requesting accommodation. Make it easy for learners to find.
- Embrace that you don't know what you don't know and ask.

Resources

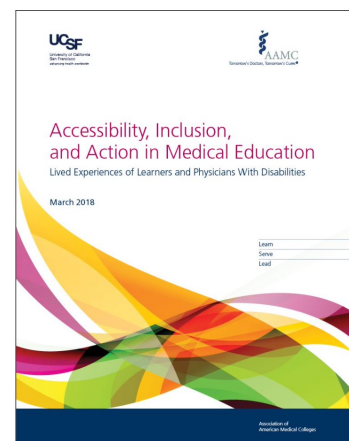
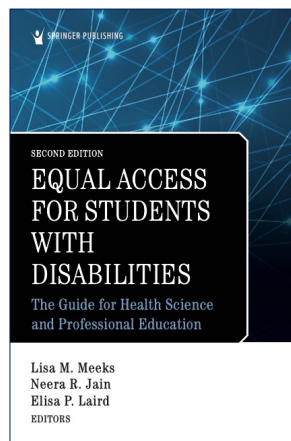
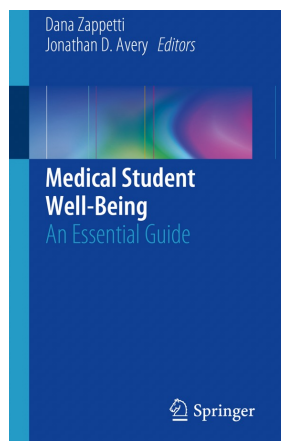
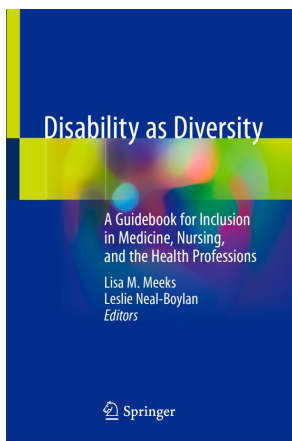
Disabilities Webinar Series

- [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](#)

<https://bit.ly/AAMCDisabilityWebinars>



Resources Books



Resources: DocsWithDisabilities Initiative



The International Council for Disability Inclusion in Medical Education aims to provide reasonable accommodations / adjustments for disability inclusion in medicine to be used by the research community and in institutional



Disability in Graduate Medical Education Group (DIGME) provides relevant, accessible educational resources on Disability Inclusion to GME stakeholders and to promote an integrated continuum of medical, graduate



The Access in Medicine (AIM) Group is a nationally representative group of disability resource professionals (DRP), faculty, researchers, and providers addressing changes to medical education

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

A promotional graphic for the DocsWithDisabilities podcast. It features a dark blue background with a large, vintage-style microphone on the right. In the top right corner, there is a purple square icon with a white person silhouette and sound waves. The text reads: "SUBSCRIBE TO THE #DocsWithDisabilities" in white, "PODCAST" in large red letters, and "WITH HOSTS: DRS. LISA MEEKS & PETER POULLOS" in white. At the bottom, there are logos for the "Stanford Medicine Abilities Coalition" (a red stethoscope icon), the "M MEDICAL SCHOOL UNIVERSITY OF MICHIGAN FAMILY MEDICINE" (a yellow 'M' icon), and the "Stanford Medicine Abilities Coalition" (a red stethoscope icon).



Questions