

## Toxic Environments and Supportive Climates: Creating Inclusive Spaces for Students and Clinicians with Disabilities in Healthcare Professions

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**Presenter:** Yael Mayer

**Moderator:** Diana Fort

**Time:** 2:00 – 2:15

**Background:** Healthcare professions have the lowest representation of workers with disabilities compared to any other Canadian workforce sector. Health professional education programs provide the entry point to working in health professions. Better understanding of how to support people with disabilities to enter and graduate from health professional education programs could increase the number of clinicians with disabilities in the workforce.

**Objective:** To explore the perceptions of students and clinicians with disabilities about health professional education and workplace environments.

**Method:** In a longitudinal study, 27 students and 29 clinicians with disabilities from five healthcare professions, were interviewed for a total of 126 interviews. Data analysis was informed by Grounded Theory.

**Results:** Data revealed unique tensions that students and clinicians with disabilities face when they enter, graduate from, and work in health professional programs. Toxic environments that were described as competitive, stressful, with long periods of training, and constantly being evaluated were identified as challenging, as within this competitive context it is harder for people to disclose their disabilities and mobilize support. Participants also identified environments that were more supportive; they also provided specific advice regarding creation of more inclusive spaces for people with disabilities in the health professional education and practice.

**Conclusion:** These results have important implications for creating safer and more inclusive environments for people with disabilities in health professional education and in the workforce. Policy change may be needed to formalize and create more inclusive environments for people with disabilities in both health professional education and practice.

**Keywords:** Healthcare Education, Healthcare Employment, Disabilities

## **Innovation & Space: Revitalizing the Clinical Education Environment**

**Author:** Christie Newton, Jacqueline Ashby

**Presenter:** Jacqueline Ashby

**Moderator:** Diana Fort

**Time:** 2:15 – 2:30

Hartman (2016) suggests we need a radical transformation of medical education to better prepare learners for the 21st century. Currently, clinical education and its placement models are designed to situate learners in both an academic and workplace setting. These complex spaces intersect a multitude of intentions, expectations, and assumptions about how people will behave and function. Programs design these placements to give students the time and space to practice and hone their skills in addition to learning how to work with patients and colleagues in a team-orientated environment. Missing in the design of the placements is the role of the physical environment and how it supports or detracts from learning; teaching; patient care; and group development and dynamics. As many disciplines are becoming increasingly aware of the influence of the physical setting on academic outcomes, medical and clinical education appear to be lagging in employing tools that elicit users' perceptions and behaviours on their space. In this session, we will discuss emerging and innovative models in clinical education that physically support collaboration, teaching, and learning. We will also gather in groups to exercise your ingenuity and design a blue-sky clinic.

### **Learning Objectives:**

1. Participants will learn about the emerging trends of innovative space and its influence on the clinical learning paradigm.
2. Participants will be able to describe the role of the physical environment in learning, innovation, and creativity.
3. Participants will be able to identify factors in learning spaces that foster interdisciplinary practice.

**Keywords:** Clinical Education/Learning/Environment

## The Pain with Pain – Creating a Comprehensive Learning Ecosystem for Health Professional Education around Pain

**Authors:** Paige Blumer, Monika Fejtek, Zac Rothman, Ishan Dixit, Dante Cerron, Ellen He, Geoffrey Ching, Irene Iu, Olusegun Oyedele, Jeanette Kopak, Claudia Krebs

**Presenter:** Paige Blumer, Claudia Krebs

**Moderator:** Diana Fort

**Time:** 2:30 – 2:45

Pain is a difficult concept to understand both from a neuroscience and emotional perspective. The teams at HIVE and MedIT Educational Technology have collaborated to create a pain education ecosystem that gives a multifaceted first approach to this complex topic. In order to capture the students' attention, empathy and engagement, we created a short high quality video that explores pain as an essential part of the human experience and links this experience with the various parts of the peripheral and central nervous systems that process this information. To support didactic learning we created a series of interactive modules that dive into the neuroscience details of pain pathways and pain processing. All of these materials are available as open educational resources on [www.neuroanatomy.ca](http://www.neuroanatomy.ca). The online modules use case scenarios to engage the learner and have regular quizzes so that learners can check their knowledge and understanding.

Additionally, in collaboration with the Centre for Digital Media, we developed an immersive virtual reality empathy-building experience for health professional learners to experience what chronic pain is like for those who live with this every day. We based the experience on interviews with people in the community living with chronic pain.

We believe that this integration of technology and the choice of the right medium for the various aspects of the learning experience is key to the creation of a learning ecosystem that integrates our humanity with the underlying science for a holistic approach to health professional education.

## Incorporating Public Pedagogy in Health Professional Education

**Authors:** Yidan Zhu, Denise Laronde, Charles F. Shuler, HsingChi von Bergmann

**Presenters:** Yidan Zhu

**Moderator:** Diana Fort

**Time:** 2:45– 3:00

Public pedagogy, which refers to various teaching and learning activities occurring beyond the realm of formal educational settings, is widely incorporated into educational studies, (Sandlin, Wright, & Clark, 2013). Scholars have heated debates on the conceptualization and meaning of “public” in public pedagogy scholarship and have urged scholars to reconsider “whose public” or “which public” they refer to while using the term in education (Sandlin, Burdick, & Rich, 2017). Yet, not enough studies focus on how health professionals, as adult learners, understand public pedagogy and introduce it into health professional learning programs. This paper explores how to incorporate public pedagogy in health professional education by taking the perspective of health professionals. Drawing on debates on public pedagogy in adult education and medical education (Regan de Bere & Nunn, 2016; Sandlin, Wright, & Clark, 2013), the aim of this paper is to utilize public pedagogy to enhance health science and/or oral health professionals’ learning through building an embodied relationship between individuals and public spaces and sites. Throughout in-depth interviews with students and teachers from an oral medicine and pathology course, this paper suggests five dimensions of incorporating public pedagogy in health professional education. They are: 1) consolidating knowledge - not only from academic but also public and informal sites; 2) incorporating everyday life into professional learning activities; 3) bringing theories involving empirical and evidence-based work together; 4) engaging with individuals and the public in health professional education; and 5) paying attention to the five human senses in professional learning.