

Improving Outcomes for People with Disabilities 2022 & 2023 Series Overview

This series, founded on the [Core Competencies in Health Care Education for People with Disabilities](#), offered participants the opportunity to learn from leaders across many disciplines. Each one-hour session included personal stories, expert presentations, and opportunities for discussion. The sessions were designed to challenge participants' thinking, strengthen their practice, and provide practical tools they could use right away. The series was held March-November 2022 and March-November 2023.

Series Hosts

Kelly O'Reilly, Esq, President & CEO, Ohio Association of Health Plans

The [Ohio Association of Health Plans](#) (OAHP) is a statewide association dedicated to working with legislators, providers, nonprofits, and other partners to improve the health of Ohioans through access to quality, affordable care.

Teresa Kobelt, MSW, LSW, Director, Office of Policy, OCALI

[OCALI](#) is an Ohio-based organization and recognized global leader in creating and connecting resources and relationships to ensure people with disabilities have the opportunity to live their best lives for their whole lives.

Series Sessions

Core Competencies on Disability: Guiding Principles & Values

February 8, 2022

Susan Havercamp, PhD

The first roundtable provides an overview of the Core Competencies on Disability for Health Care Education. Developed in partnership with people with disabilities, disability experts, health educators, and health care providers, these are the skills and attributes essential to providing quality health care to patients with disabilities.

Learning Objectives - *After completing the session, attendees will:*

- Recognize and describe the health disparities that exist for disadvantaged groups, including people with disabilities.
- Tell how Americans with disabilities experience barriers to routine clinical and preventive services and public health and wellness initiatives.

- Summarize how inadequate knowledge and limited skills in diagnosing, treating, and providing care to people with disabilities play a role in perpetuating health care inequalities for this population.
- Identify how the Core Competencies define standards for disability training to improve health care for people with disabilities.
- List some of the ways health care professionals may underestimate the capabilities, health, and quality of life experienced by people with disabilities.
- Analyze how values held by healthcare providers impact high quality healthcare for people with disabilities.

Core Competency #1: Conceptual and Contextual Frameworks on Disability

March 8, 2022

Kara Ayers, PhD

Disability can be considered in multiple contexts beyond the medical cause and its implications, and these contexts may be relevant to patients with disabilities. Learners should recognize multiple conceptual frameworks of disability and understand that disability exists within a socio-historical context.

Learning Objectives - *After completing this session, attendees will:*

- Acquire a conceptual framework of disability in the context of human diversity, the lifespan, wellness, injury, and social and cultural environments.
- Compare and contrast disability and disease using the Medical, Social, and World Health Organization International Classification of Functioning models and recognize their application to health care of people with disabilities.
- Describe the civil rights and independent living history of people with disabilities and their access to services. Understand how such history has both informed current thinking and improved access to care and equal rights for people with disabilities.
- Connect how social determinants of health directly impact people with disabilities (e.g., discrimination, employment, education, transportation, housing, poverty, access to healthcare).

Core Competency #2: Professionalism & Patient-Centered Care

April 12, 2022

Jodi Collins, Dean Fadel, Michelle Motil, and Katie Robinson

Adherence to principles of professionalism, communication, and respect during interactions with people with disabilities, as well as building an understanding of the patient's perspective, is essential for effective health care for patients with disabilities.

Learning Objectives - *After completing this session, attendees will:*

- Summarize the historical health care experiences of many people with disabilities, including encounters with untrained providers, poor treatment, and denial of care.
- Explore and mitigate their own implicit biases and avoid making assumptions about a person's abilities or lack of abilities and lifestyle.
- Identify and utilize strategies to best meet the needs/abilities of the patient, including: communication needs, level of health literacy, and supported decision making.
- Discuss issues of trust, confidence, and confidentiality with patients who receive support during health care encounters.
- Recognize how people with disabilities may consider their devices and equipment an extension of their person and describe implications for practice (e.g., wheelchair, assistive communication device, crutches, service animal, etc.).

Core Competency #3: Legal & Ethical Responsibilities and Obligations in Caring for Patients with Disabilities

May 10, 2022

Dr. James Duffee, MD, MPH, FAAP and Christopher C. Camboni, Esq.

There are significant legal and ethical considerations in treating patients with disabilities. Federal laws are in place to protect the civil rights of patients with disabilities and prevent discrimination in health care settings. The pandemic brought to the forefront ethical issues such as "rationing of care." Learners will deepen their understanding of these issues to meet the individual needs of people with disabilities.

Learning Objectives - *After completing this session, attendees will:*

- Identify legal requirements for providing health care in a manner that is, at minimum, consistent with federal laws such as the Americans with Disabilities Act (ADA), Rehabilitation Act, and Social Security Act to meet the individual needs of people with disabilities, including the areas of physical access, communication, and accommodations.
- Discuss strategies for meeting access requirements (e.g., needed accommodations) of the ADA, Rehabilitation Act, and related laws and policies.

- Apply the medical code of ethics to patients with disabilities, considering issues related to communication, decision-making, confidentiality, and care.
- Recognize issues related to legal guardianship (e.g., consent to treatment, HIPAA, privacy) in the health care system.
- Assess their own ability and the ability of others in their practice (including support staff) to provide services that meet the needs of the patient with a disability (e.g., knowing how to appropriately transfer a patient with a mobility limitation to an exam table).
- Determine their own need for further training and/or skill development in caring for patients with disabilities and take action to address those needs based on current best practices.

Core Competency #4: Teams & Systems-based Practice

June 14, 2022

Dr. Corey A. Keeton, MD

The input of professionals from multiple disciplines is often required to address the complex health needs of patients with disabilities in various health and community support systems. Learners better understand how to engage and collaborate with team members within and outside their own discipline to provide high quality, inter-professional team-based health care to people with disabilities.

Learning Objectives - *After completing this session, attendees will:*

- Recognize how the input of professionals from multiple disciplines is often required to address the complex health needs of patients with disabilities in various health and community support systems.
- Describe various models of team approaches when supporting people with disabilities in health care systems (e.g., interdisciplinary, multidisciplinary, inter-professional).
- Explain the discipline-specific responsibilities of team members in addressing health needs of patients with disabilities and in partnering with the patient as a central member of the team.
- Discuss challenges in creating a person-centered or family-centered system of care and strategies to build an effective healthcare team.
- Demonstrate skills in teamwork including flexibility, adaptability, open communication, assertiveness, conflict management, referral, use of evidence-based practice to support decision-making and mutual goal setting with patients with disabilities and other team members.

Deeper Dive: Teams & Systems-based Practice Billing, Coding, Referring, and Coordinating Care

July 12, 2022

Dr. Christopher Hanks, MD, Polly Irwin, RN, and Dr. Heather Saha, MD

This session will focus on the practice-level application of Core Competency #4, Teams and System-Based Practice, addressing many of the barriers to team-based care, including issues around billing, coding, referring, and coordinating care.

Learning Objectives - *After completing this session, attendees will:*

- List coding/billing mechanisms to improve care coordination and team-based care.
- Discuss strategies to improve referral and follow up.
- Identify ways to keep patients (and families/guardians as appropriate) informed and aware of referrals, health care records, electronic communication, etc.
- Describe systems of community-based services and supports that may be useful for patients with disabilities outside of the clinical care system. Be prepared to consider cultural factors and interact with these systems and make relevant referrals to ensure comprehensive care coordination, particularly during times of transition.

Core Competency #5: Clinical Assessment

August 9, 2022

Dr. Garey Noritz, MD

This session will focus on the practical application of Core Competency #4, Team and System-Based Practice, addressing many of the barriers to team-based care, including issues around billing, coding, referring, and coordinating care.

Learning Objectives - *After completing this session, attendees will:*

- Recognize that the patient with disabilities should be the primary source of information regarding their care, but the caregiver(s) can be helpful to inform or enhance assessments and interventions
- Construct a framework for evaluating patients who cannot give a complete history
- Summarize key clinical features of common syndromes
- Recognize and defend against "diagnostic overshadowing"

Deeper Dive: Clinical Care Over the Lifespan and During Transitions Intervening Early

October 11, 2022

Dr. Laura Sorg, MD

Many families who suspect their child has a developmental delay are told to "wait and see." However, decades of research demonstrate the danger of this approach. It is critical to identify as early as possible those infants and toddlers in need of services to ensure that intervention is provided when the developing brain is most capable of change. Services to young children who have or are at risk for developmental delays have been shown to positively impact outcomes across developmental domains, including health, language and communication, cognitive and social/emotional development.

Learning Objectives - *After completing this session, attendees will:*

- Describe how intervening early can change a child's developmental trajectory.
- Discuss how intervening early can improve outcomes for children, families, and communities.
- Identify barriers families experience in referral and follow up.
- Demonstrate knowledge of validated screening tools and timelines for screening.
- Describe the importance of parent-completed tools.
- Compare and contrast available screening tools and the limitations and strengths of these tools.
- Summarize providers federal obligations related to Early Intervention under the Individual with Disabilities Act, Part C (IDEA, Part C).
- Demonstrate knowledge of how to make a referral to Ohio Early Intervention.
- Identify ways to improve the likelihood of follow up.

Deeper Dive: Clinical Care Over the Lifespan and During Transitions

November 8, 2022

Dr. Carl V. Tyler, MD, MSc and Dr. Laurie Glader, MD

Particularly relevant transitions in the life of people with disabilities include transitioning from preschool or early intervention to kindergarten, graduating from high school, transitioning from the pediatric to adult care system, moving from parents' home, marriage, birth of a child, changing job, home, or housemate, coping with the death of parent, retirement, health in aging, and end of life. Health care providers must plan adequate time to address related care issues during the clinical visit and be

knowledgeable about effective strategies to engage patients with disabilities in creating a coordinated plan of care with needed services and supports.

Learning Objectives - *After completing this session, attendees will:*

- Describe how successful transitions improve adult outcomes and reduce health care utilization and cost.
- Discuss the core elements of health care transition, and patient/family experiences across the lifespan.
- Summarize areas of assessment and planning in health care transition, including: health care access; patient independence with self-care; access to community supports.
- Identify ways to engage the patient, family, and medical home in health care transitions.
- Demonstrate understanding that disability should not limit self-determination in health care decisions (including end-of-life care) for people with disabilities, regardless of disability type and severity. Assess ability to present the same treatment options that would be presented to similar-aged peers without disabilities.

State of the State - People with Disabilities in Ohio

March 28, 2023

Kara Ayers, PhD and Susan Havercamp, PhD

Join us as we kick off this year's series with a discussion of the lived experiences and outcomes of people with disabilities in Ohio. Drs. Ayers and Havercamp are two of the leading researchers in disability and health. They will share their expertise with a particular focus on social determinants of health and equity.

Learning Objectives - *After completing this session, attendees will:*

- Describe the current health status of Ohioans with disabilities
- Summarize the health disparities and inequities experienced by people with disabilities, including people who are multiply marginalized
- Explain the importance of defining people with disabilities as a focus of population health

Ohio's "Next Gen" Medicaid, People with Disabilities and Social Determinants of Health

April 25, 2023

Ericka King Betts, PhD, Maria Matzik, Dr. Jacqueline Morse, MD, MPH, and Kate Tullio, MPH, MS

In February 2023, Ohio launched its next generation of Medicaid managed care. Learn how Ohio maximized provisions within the Medicaid program to address population health, health equity, and social determinants of health in this "reimagined" managed care. Hear how people with disabilities are being considered a population for the first time and how managed care plans are meeting the needs of their disabled members.

Learning Objectives - *After completing this session, attendees will:*

- Explain why Medicaid added people with disabilities as a target population
- Describe ways people with disabilities have advocated for health equity in Ohio
- List ways Managed Care plans are collaborating on population health and social determinants of health to improve outcomes for people with disabilities

Health Care Access & Quality: Mental Health

May 23, 2023

Allison Cowan, MD, DFAPA, Latisha Martin, Brenda Miller, and Andrea Witwer, PhD

In 2018, an estimated 17.4 million (32.9%) adults with disabilities experienced frequent mental distress. Frequent mental distress is associated with poor health behaviors, increased use of health services, mental disorders, chronic disease, and limitations in daily life. Ohio data indicates adults with disabilities experience depression at rates higher than any other group, and adults with developmental disabilities have significantly higher rates of all unmet care needs, including mental health, than the general population. Join us as we learn about barriers to and promoters of access to quality mental health care for people with disabilities.

Learning Objectives - *After completing this session, attendees will:*

- Summarize the barriers to mental health care access and quality for people with disabilities
- Describe current efforts to address access and quality barriers
- List resources to meet the unique mental health care needs of people with disabilities

Health Care Access & Quality: Sexual and Reproductive Health

June 27, 2023

Izzie Bullock, Tiffany Inglis, MD, and Jennifer Kucera

People with disabilities have a right to equitable access to quality reproductive health services, including family planning, contraception, screening for sexually transmitted infections, maternal health services, and fertility services. Their access is often limited due to both physical and philosophical barriers. This month's roundtable focuses on the sexual and reproductive health of people with disabilities, inviting attendees to consider how they can challenge assumptions and improve access to quality care.

Learning Objectives - *After completing this session, attendees will:*

- Summarize the barriers to sexual and reproductive health care access and quality for people with disabilities
- Describe current efforts to address access and quality barriers
- List resources to meet the unique health care needs of people with disabilities

Education Access & Quality: School Experiences, Outcomes, and Resources

August 22, 2023

Reem Aly, Charita Buchanan, and Grace Schoessow, MS, OIMHP-III, ECMH-C

According to the Ohio Department of Education, there are consistent gaps in academic performance and graduation rates of students with disabilities compared to their nondisabled peers:

- Students with disabilities are almost three times less likely to enter kindergarten demonstrating readiness.
- Fewer than one-third of Ohio's students with disabilities are proficient on the third-grade English language arts assessment.
- On the state English language arts assessment, 28.9% of students with disabilities scored proficient or better as compared to 64.6% for all students.
- Ohio's students with disabilities are more likely to experience exclusionary discipline practices than their peers who do not have disabilities.
- In addition, students with disabilities are two to three times more likely to experience bullying.

Join us as we consider how health can partner with education to improve these outcomes.

Learning Objectives - *After completing this session, attendees will:*

- Summarize the school experiences and educational outcomes of people with disabilities
- Describe current efforts to address education access and quality barriers

- List resources to meet the unique health care needs of students with disabilities, their families, and the education community

Economic Stability: Poverty & Food Insecurity

September 19, 2023

People with disabilities earn significantly lower wages than nondisabled workers, with U.S. disabled workers earning 87 cents to every dollar earned by nondisabled workers. Even when compensated fairly, disabled people may remain food insecure due to the extra expenses related to having a disability. In addition, to become or remain eligible for many social safety net programs, disabled people must contend with restrictive rules around asset limits and work requirements, forcing them to remain in poverty or lose critical benefits. In addition, efforts to address 'food deserts' often focus only on physical distance from a convenient grocery store, but food deserts for disabled people include a wider array of issues than just proximity, including store and transportation accessibility as well as access to affordable, and sometimes specialized, food. In this month's roundtable, we will consider the implications of poverty and food insecurity as well as the ways plans, providers, and communities are partnering to meet these needs.

Learning Objectives - *After completing this session, attendees will:*

- Summarize the implications of and issues around poverty and food insecurity for people with disabilities
- Describe current efforts to promote economic stability
- List resources available to meet the unique needs of people with disabilities

Economic Stability: Employment

October 24, 2023

Alex Corwin and Katie Shelley

In 2022, 21.3 percent of persons with a disability were employed compared to 65.4 of people without disabilities. Across all age groups, people with disabilities are much less likely to be employed than those with no disability. The unemployment rate for persons with a disability is almost twice as high as the rate for persons without a disability, and people with disabilities are more likely to be employed only part time. In addition, nearly 8 in 10 people with a disability are not in the labor force at all (neither working nor unemployed) compared with about 3 in 10 of those with no disability. The impacts of employment are 'bi-directional': employment and income have a direct impact on life expectancy, quality of life, and health care costs; medical health has a direct impact

on employability. Join us to learn more about employment, disability, and the resources available to support the employment of people with disabilities in Ohio.

Learning Objectives - *After completing this session, attendees will:*

- Summarize the implications of and issues around employment for people with disabilities
- Describe current efforts to promote employment of people with disabilities
- List resources available to meet the unique needs of people with disabilities

Social & Community Context: Family Caregivers

November 28, 2023

According to the Association for Community Living, at least 53 million people (about twice the population of Texas) were providing informal, usually unpaid, care and support to aging family members and people of all ages with disabilities (including mental health conditions). At the same time, at least 2.7 million grandparents - and an unknown number of other relative caregivers - carried the primary responsibility for caring for grandchildren whose parents were unable to do so. These numbers are increasing rapidly due to growing populations of older adults and people with disabilities; the long-standing shortage of direct care workers, which has reached crisis proportions during the pandemic; the continuing opioid crisis and other issues that are creating thousands of new 'grandfamilies' each year, and a variety of other factors. When family caregivers do not have training, support, and opportunities for rest and self-care, their own health, well-being, and quality of life suffer. Their financial future can also be put at risk - lost income due to family caregiving is estimated to be a staggering \$522 billion each year. As we wrap up our roundtable series, we will consider the critical role of family caregivers and ways health care partners can strengthen and support this invaluable group.

Learning Objectives - *After completing this session, attendees will:*

- Summarize the lived experiences of family caregivers
- Describe current efforts to support family caregivers
- List resources available to meet the unique needs of family caregivers