# Slide 1:

# Disclosure at all points: UME and GME

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\*The presenters’ views and opinions are their own and do not necessarily reflect the position of the AAMC.

# Slide 2:

# The Coalition and the UCSF School of Medicine wishes to thank the AAMC and for their generous support in developing this webinar series.

Slide 3:

Learning Objectives

Through this training we hope participants will better understand:

Appropriate mechanisms for disclosure at the UME, GME level;

The laws and best practices for disclosure in the UME and GME; and

How professionalism shapes the disclosure process.

# Slide 4:

# What is Disclosure

Disclosure means notifying your institution or residency program that you are an individual with a disability. Disclosure does not mandate that you disclose your specific disability to anyone other than the ADA coordinator or disability provider.

In order to benefit from protection and accommodation under the ADA and the Rehabilitation Act, learners must disclose their disabi

Slide 5:

# Why is Disclosure Important

 Benefits of seeking support

Coverage under the law

Accommodations

Reduce “suffering in silence”

Explaining any gaps in training

Planning for clinical accommodations

 Problem solving for unique accommodation needs

Enhancing communication and trust

Slide 6:

Pathways to Disclosure

# Slide 7:

# Pathways to Disclosure: Students

ERAS

Website Information

Orientation

 Mentors/Advisors

Faculty

 Learning Specialists

Directly to Disability Services

# Slide 8:

# Pathways to Disclosure: Residents

Information on the programs website (UCONN example)

 Program Director

Human Resources

Employment orientation

Performance Improvement Plan

Hopefully addressed in advance of any issues

Through employee counseling

ERAS

Tech Standards or Requirement of Programs posted

Slide 9: The Need to Know: Law guiding disclosure through the process

# Slide 10: UME: The ADA & FERPA

The ADA

Civil rights legislation that prohibits discrimination. *The ADA is an "equal opportunity" law for people with disabilities.*

 FERPA

• Prohibits the improper disclosure of personally identifiable information derived from educational records.

• Schools are required to provide certain privacy protections for educational records and only share information when there is a substantial “need to know.”

 Sharing of Information

• UME programs should aim to protect any disability specific information and only share accommodation based information to those team members who implement accommodations (see sample forms UCSF)

# Slide 11: GME: Educators, Employers, & Credentialing Organizations

As educators, GME programs respond to many of the same legal standards as UME

As employers, GME Programs are governed by the ADA and in many cases state laws addressing employees with disabilities

As credentialing organizations, GME Programs must

• Select physicians who are safe

• Monitor physicians for safety

• Report on physician competence to:

‒ State licensing agencies

‒ Hospitals and other organizations

# Slide 12: GME

 For residency programs, getting the resident licensed is essential in most states.

Programs want to support their residents' applications for licensure.

Medical licensure process will have access to information not available to employers or medical staff organizations.

In GME programs who has a “need to know” and who does not?

 Primary source verification process: Delineate between substance abuse issues, professionalism, and disability related issues (health, learning, psychological, or sensory).

Privileged communication from one hospital (or state) to the next.

*1. Assessment of competence in each of the six general competencies.*

*2. Any health issues that might impair practice*

Slide 13: Best Practices for Disclosure

# Slide 14: Best Practice:

UME:

Build a culture where disability is part of diversity.

 Set clear guidance for students in multiple places.

Ensure faculty know how to refer a student who wishes to disclose.

Engage in a conversation during orientation that normalizes the process.

GME:

Use Univ. of Connecticut guidance

Consider explaining any discontinuities in training on the application (ERAS)

Consider discussing accommodation immediately after the match

# Slide 15: Disclosure as a function of professionalism

 Professionalism includes maintaining one own health to provide safe and effective medical care.

How the residency applicant handles disclosure may enhance or delay the process of entrustment.

Programs must maintain professionalism around disability, as well. They should:

Provide clear policies and procedures for disclosure

Ensure that people who disclose feel respected and that privacy is maintained.

Engage in a good-faith interactive process.

# Slide 16: Results of Appropriate Disclosure

Devotion to patient

Devotion to diversity

Improved access to medical care

Maintain learners’ rights

Slide 17:

Questions?

Slide 18:

Register for the next webinar:

Supporting your students’ requests on high stakes exams

May 12th, 3 p.m. EST

Details and registration can be found at: [www.aamc.org/members/gsa/learningopportunities/](http://www.aamc.org/members/gsa/learningopportunities/)