



Appendix 2.12

Documentation Training Materials

What's Included:

1. Introduction to Training
2. Training Table: outlines who could be included in training, barriers that the training addresses, frequency of training, and format of training.
3. Table Tent: reminder template for staff who are collecting disability status
4. Clinic Signage Examples
5. Training slide deck an organization can use or modify to train their staff
 - Includes accompanying video demonstrations of clinic staff asking patients about their disability status and accommodation needs

Introduction to Training Resources

Who should be trained to ask the disability questions?

- Any staff member can ask the disability questions. These questions are not a clinical assessment and staff do not need any specialized clinical training. Staff should be trained on how to ask the questions and why the disability status questions are asked. Additionally, we suggest following basic disability language best practices so that staff know how to talk about disabilities in a patient-centered and respectful manner. Disability language best practices can be found in the General Resources chapter of the guide.

Training Table

Below is a table to help identify who will be trained and barriers that the training could address.

Who	Barrier the training could address	When	Format
Leadership	Not seen as a priority, required, or valuable	<ul style="list-style-type: none"> • Annually • Ad hoc • Other 	<ul style="list-style-type: none"> • Didactic • Other
	Lack of disability competency - creating an affirming environment, making sure patients feel safe and welcome with needs met		
	Lack of awareness of disability fields		
	Lack of awareness of how to respond when there is a disability and accommodation need		
Implementation team	Not seen as a priority, required, or valuable	<ul style="list-style-type: none"> • Orientation • Annually • Every two years • Every 6 months • Ad hoc • Other 	<ul style="list-style-type: none"> • Didactic (could be in-person or online) • EHR tools (e.g., best practice advisories) • Laminated guides • Other
	Lack of disability competency - creating an affirming environment, making sure pts feel safe and welcome with needs met		
	Lack of awareness of disability fields in EHR		
	Lack of awareness of how to respond when there is a disability and accommodation need and provide accommodations		
	Challenge coordinating across departments and roles		
Clinician and staff (entering disability status and accommodation needs)	Not seen as a priority, required, or valuable	<ul style="list-style-type: none"> • Orientation • Annually • Every two years • Every 6 months • Ad hoc • Other 	<ul style="list-style-type: none"> • Didactic (could be in-person or online) • EHR tools (e.g., best practice advisories) • Laminated guides • Other
	Discomfort with asking questions – How to ask disability status in a respectful manner		
	Lack of disability competency - creating an affirming environment, making sure pts feel safe and welcome with needs met		
	Lack of awareness of fields		
	Lack of awareness of how to respond when there is a disability and accommodation need and provide accommodations		
	How to document disability status and accommodation needs in the EHR		

Table Tent

The next page is a resource that can be printed, folded, and placed on staff desks to serve as a reminder about what to say when asking about disability status and accommodation needs.



Prompt: "The next question asks about whether or not you have a disability, in order to help us train our staff and figure out how to be most helpful to our patients."
Screeners: "Due to a disability, do you need any additional assistance or accommodations during your visit?"
If NO, do not ask any additional disability questions and move to next section.
Only if YES: "Thank you, now I'm going to ask you a few more questions about your needs."
1. Are you deaf or have serious difficulty hearing? (**deaf/hard of hearing**)
2. Are you blind or do you have difficulty seeing, even when wearing glasses? (**blind/visually impaired**)
3. Do you have serious difficulty walking or climbing stairs? (**mobility disability**)
4. Do you have difficulty remembering or concentrating? (**cognitive disability**)
5. Do you have difficulty dressing or bathing? (**manual dexterity disability**)
6. Using your usual language, do you have difficulty communicating (for example, understanding or being understood)? (**communication disability**)

Why is this information being collected?

A: We ask this question to patients at the clinic in order to learn more about our patient population and the accommodations that our patients with disabilities might need, such as large print documents for patients with visual disabilities, or height-adjustable exam tables for patients with mobility disabilities. This allows us to identify ways to best meet the needs of our patients.

Clinic Signage Examples

Why am I being asked if I have a disability?

We want to help.

We want to make sure all patients have what they need to participate in their visit. For example, you may require an adjustable exam table or large print materials. We want to have these accommodations available during your visit. This will help you get the most from your visit.

Not all visits are alike and people with disabilities are at higher risk for poor health and healthcare.

We want **ALL** our patients to have the same opportunity to be healthy.



For more info use the QR code for the Disability Equity Collaborative

[Insert clinic info and logo]

Training Slide Deck and Accompanying Videos

[TRAINING SLIDE DECK LINKED HERE](#)

The below videos accompany the slide deck during the indicated slide.

Registration Video: *slide 6*

Description: Patient calls in to schedule an appointment, registration staff register the patient, book appointment, and ask about disability status. (1 minute, 27 seconds)

Registration Video – Accommodation Requested: *slide 12*

Description: Patient calls in to schedule an appointment, registration staff register patients, book appointments, and ask about disability status. The patient is asking for accommodation regarding mobility. (3 minutes, 17 seconds)

Registration Video – Patient Declines to Answer Disability Questions: *slide 14*

Description: Patient calls in to schedule an appointment, registration staff registers patient, books appointment a patient and ask about disability status. Patient declines to answer question, scheduler validates patients right to decline. (1 minute, 12 seconds)

Registration Video – Accommodation Requested for Mobility and Service Animal: *slide 19*

Description: Patient calls in to schedule an appointment, registration staff registers patient, books appointment a patient and ask about disability status. Patient asks for accommodation regarding mobility and accommodating a service animal. (2 minutes, 28 seconds)

Registration Video – Patients with a Communication Disability: *slide 28*

Description: Patient calls in to schedule an appointment, registration staff registers patient, books appointment a patient and ask about disability status. Patient has a communication disability; registration staff provide additional time and notes in patient file. (3 minutes, 40 seconds)