

# DHERN February 2024 Newsletter

## DHERN Announcements

1. Mark your calendar for our **March meeting featuring Kara Ayers, PhD!** We will meet March 26<sup>th</sup>, 2pm to 3pm Eastern time. Registration link to come in our upcoming newsletter!
2. Share your recent publications, upcoming events, job opportunities with the DHERN community! To contribute to the next newsletter, please send the following details to us at [ccerill1@jhu.edu](mailto:ccerill1@jhu.edu) by the 28th.
  - Name:
  - Email address for contact:
  - Details (for event or opportunity, include a brief description no more than 3 lines with dates and necessary links; for publication, include the full citation and an abstract):
  - Link for more information/publication:

## Opportunities

- **POLICY**
  - a. The U.S. Census Bureau has received over [12,000 responses](#) to a Federal Register notice [requesting comment](#) on proposed changes to the survey, including how disability will be measured.
    - [Recent publication](#) by Bonnie Swenor, Jean Hall, and Scott Landes calls for development of new disability measurement instruments that are equitable and statistically sound.
- **MEDIA**
  - a. The Providence "Health Equity in Action" Podcast is a new podcast focused on healthcare experiences in underserved and/or marginalized communities. An upcoming series will focus on disability and will explore the challenges people with disabilities face in healthcare. To better understand disability health equity, and to hear directly from people with lived experience, [we've designed a 1-question survey](#). If you opt in, we may reach out for more information and/or to ask if we can record the story for our podcast. If recorded, participants will receive compensation for their time. Recordings will be conducted and edited in collaboration with people with disabilities.
- **JOB OPPORTUNITIES**
  - a. [Executive Director](#): Disability Rights Education and Defense Fund (DREDF), founded in 1979, is one of the nation's preeminent civil rights law and policy centers. Key responsibilities relate to strategy and planning, management, board partnership and stewardship, and communications, fundraising, and

programming. DREDF and Vetted Solutions are committed to providing access and reasonable accommodation to candidates interested in applying for the position. To request an accommodation please contact Ari Benjamin at +1.703.220.7242 or [ari@vettedolutions.com](mailto:ari@vettedolutions.com). For confidential consideration, please send a cover letter and resume to [DREDFEDSearch@vettedolutions.com](mailto:DREDFEDSearch@vettedolutions.com) or call +1.202.544.4749.

- b. **Post-doctoral training program:** The goal of this ARRT postdoctoral training program is to increase the number of researchers-especially researchers with disabilities-who are prepared to conduct high-quality rehabilitation research to improve community living and participation outcomes of people with intellectual and developmental disabilities (IDD). Project objectives focus on providing trainees from underrepresented populations the opportunity to: (1) develop and refine their research skills in both qualitative and quantitative research projects in areas with a paucity of research (i.e., community living and participation in IDD); (2) train and engage in stakeholder-engaged research in collaboration with individuals with disabilities; and (3) assume increasingly independent leadership roles that will prepare them for careers as independent researchers and help to remove barriers for future researchers from underrepresented populations. Project outcomes are individualized and based on the career and training goals each postdoctoral scholar sets through their Individualized Development Plans (IDPs). As a part of their IDPs, trainees set specific and attainable goals to develop scientific work products by the end of their fellowship, including at least three publications submitted ( $\geq 1$  first author) to peer-reviewed scientific journals; at least two scientific presentations to be submitted to professional conferences; a clear language community-facing product based upon their research findings; and a grant application to be submitted by the end of the postdoctoral training period. Candidates should contact Katherine Walton PhD for more information at [Katherine.walton@osumc.edu](mailto:Katherine.walton@osumc.edu). Applications can be sent to Manisha Khatiwada at [Manisha.khatiwada@osumc.edu](mailto:Manisha.khatiwada@osumc.edu). See attached PDF for more.
- **CALL FOR PAPERS**
    - a. [Topical Collection on Disability and Women's Mental Health\\*](#). Co-Guest Editors Dr. Hilary Brown and Dr. Lesley Tarasoff are leading a call for papers for Archives of Women's Mental Health on disability and women's mental health. We are looking for original research, systematic reviews, and short communications investigating mental health outcomes and mental health care experiences among women with disabilities. We will consider quantitative study designs on populations with physical, vision, hearing, cognitive, and intellectual or developmental disabilities. We encourage the submission of studies that examine sex/gender differences in mental health in populations with disabilities; studies that examine mental health across the reproductive life course (e.g.,

related to pregnancy and parenting, the menstrual cycle, and the menopausal transition); studies that examine the intersecting impacts of ableism and other forms of oppression (e.g., racism) on disabled women's mental health; and studies from all global contexts. Submission deadline: September 30, 2024.

- \*Note that this is a revised call for the topical collection on Disability and Mental Health Across the Reproductive Life Course, which now has an expanded focus and extended submission deadline.

### **Disability and Health Journal Featured Article**

- Isaacson, A., Coleman, J., Fok, K., & Tolchin, D. W. (2024). Creating an anti-ableist learning environment: Development of a novel disability-related microaggressions session for medical and dental students and mixed methods analysis of impact on learning and empowerment. *Disability and Health Journal*, 101584.
  - a. A medical school student-faculty team harnessed Kern's six-step curriculum design process to co-produce a novel 90-min educational intervention centered on recognizing and responding to disability-related microaggressions. The session was piloted in February 2022 as a required element of the school's mandatory professional development training for first-year medical and dental students. Voluntary surveys were distributed to all first-year students to capture pre-/post-session self-assessment of knowledge, skills, and comfort, as well as post-session reflection on lessons learned. Ninety-three percent of post-session respondents (38/41) agreed the session empowered them to actively contribute to anti-ableist learning environments.

### **Health Affairs Featured Article**

- Ezell, J. M. (2023). Moving Health Policy Research Toward A Community-Engaged Research Standard. *Health Affairs Forefront*.
  - a. The author proposes three steps to better engage and support health policy researchers in the process of adopting community-engaged research (CEnR) and centering it as a standard in the field. His recommendations: securing commitments for community engagement among health-entity stakeholders including funders, IRBs, and medical journals; identifying multiple culturally representative community partner organizations that possess "equity clout;" and establishing concrete and measurable community partner goals and process outcomes.

From,

The DHERN Team

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