

DHERN July 2023 Newsletter

DHERN Announcements

1. [Register here for the upcoming DHERN virtual conference](#), “Redefining Health for Disability Equity”: September 21, 2023 11a-3p ET!
 - a. Featuring experts Thomas Shakespeare, Teresa Nguyen, Gloria Krahn, Susan Havercamp, and Elizabeth Barnes.
 - b. Sponsors: Center for Aging and Policy Studies, Johns Hopkins University Disability Health Research Center
2. The second DHERN Disability Health Equity Flash Talk is on July 25th, 2023, from 2-3ET. [Register for this virtual meeting](#).
 - a. **Presenters:** Alan Martino, Eleni Moumos and Erin Brennand, University of Calgary
Title: The Experiences and Priorities of Women Labelled/With Developmental and Intellectual Disabilities Regarding Sexual Health and Pregnancy
 - b. **Presenter:** Jan Wozniak, Toronto Metropolitan University
Title: Autism, social anxiety, and stress: Recommendations from autistic adults on improving research, practice, and public awareness
 - c. **Presenters:** Ashley Scott and Salina Tewolde, Boston University
Title: Medicaid enrollment, service use, and racial disparity among adults with Down syndrome, 2011-2019
3. Share your recent publications, upcoming events, job opportunities with the DHERN community! To contribute to the August newsletter, please send the following details to us at ccerill1@jhu.edu by July 28th.
 - Name:
 - Email address for contact:
 - Twitter handle for contact and/or organization:
 - 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

- **CALL FOR PAPERS:** Drs. Lesley Tarasoff and Hilary Brown are Co-Guest Editors for a special collection for [Archives of Women’s Mental Health](#) on Disability and Mental Health Across the Reproductive Life Course. [The call for papers can be found here](#).
 - a. We are looking for original research, systematic reviews, and short communications investigating mental health outcomes and mental health care experiences among women with disabilities related to the menstrual cycle, fertility/conception and pregnancy, postpartum and parenting, and the menopausal transition. We will consider quantitative study designs on populations with physical, vision, hearing, and intellectual or developmental disabilities. We encourage the submission of interdisciplinary studies, studies that examine the intersections of ableism and other forms of oppression such as racism, and studies from all global contexts.

- b. The submission deadline is November 30, 2023. Given your expertise, we hope that you will consider submitting your work. We would also appreciate it if you could circulate this call to others who may be interested.

Disability and Health Journal Featured Article

- Seymour, R., Scher, C., Frasso, R., Truong, S., Ziring, D., & Ankam, N. (2023). [Exposing the Disability-Related Hidden Curriculum in Case-Based Learning: A Qualitative Study](#). *Disability and Health Journal*, 101483.
 - Using a Critical Disability Studies (CDS) paradigm, the authors uncovered the disability-related hidden curriculum within Case-Based Learning (CBL) and proposed guidelines for promoting a disability-conscious medical education that resists ableism. The study team conducted a qualitative analysis of all CBL cases from the pre-clerkship curriculum (n = 53) at Sidney Kimmel Medical College. By inadequately addressing disability from a CDS perspective, harmful assumptions of disability may go unchallenged, driving a hidden curriculum within CBL. This phenomenon leaves [medical students](#) ill-prepared to care for people with disabilities and creates physicians ill-equipped to teach the next generation. Since many health [professions](#) utilize CBL to educate students, these cases provide an untapped opportunity to resist ableism and better prepare students to address the negative attitudes driving health disparities experienced by people with disabilities.