

Creating Inclusive Clinical Learning Environments Part 2: Equity & Advocacy in Practice

Focus: LGBTQ+ community and considerations for pelvic health

Presented by:

***Jamie Fleshman, SPT, Bridget Ochuko, SPT,
Sarah Caston, PT, DPT & Anjanette C. Nunez, PT, DPT***

2 Continuing Competency Hours

Presented live and recorded:

**January 11, 2022
6pm-8pm**

Course Description

Clinical education is an integral part of preparation for students of Physical Therapy, and Doctor of Physical Therapy (DPT) education programs recognize the enormous responsibility of Clinical Instructors (CIs) to effectively instruct and evaluate the performance of students during clinical rotations. Increasingly diverse cohorts of student physical therapists require CIs to create inclusive learning environments, with skills to effectively instruct and evaluate with diversity, equity, inclusion and belonging (DEI&B)-informed practices. In Part 1 of Emory DPT's "Creating Inclusive Clinical Learning Environments" course series, concepts of DEI&B-informed clinical instruction were introduced in a safe environment for interaction among Physical Therapy CIs to share experiences of encountering issues of DEI&B in clinical settings. Concepts of implicit bias in healthcare were discussed to explain how filters of identity often create barriers to inclusive clinical treatment and learning environments.

As Part 2 of Emory DPT's "Creating Inclusive Clinical Learning Environments" course series, presenters will build upon these concepts introduced in Part 1 with a focus on the LGBTQ+ community and considerations for Pelvic Health to foster Equity & Advocacy in physical therapy clinical practice.

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- **Part 1: Education and Advocacy for the LGBTQ+ Community:** This portion of the course will introduce clinicians to terminology and concepts related to sexual and gender minority groups in order to create a more affirming environment for patients and students of diverse sexual orientations and gender identities. Course objectives and case studies will center the experiences and perspectives of LGBTQ+ patients in order to highlight the need for inclusive practices and affirming language.
 - **Part 2: Pelvic Health Practices and Trauma Informed Care:** This portion of the course will discuss how we can actively promote justice and equity within the scope of pelvic health PT practice, by regularly utilizing gender inclusive language as well as tenets of trauma informed care. Tools and tips will be provided in order to understand how to effectively incorporate this into your clinical environment, ensuring gender-inclusive care is provided for all persons who seek pelvic health rehabilitation. Trauma informed care as it relates to pelvic health will be addressed by viewing such practices through the lens of our LGBTQ+ patients, who often experience trauma prior to entering their clinic.

Course Format:

This 2-hour live broadcast webinar includes didactic sessions, applied case studies, and small group reflective discussion. This course will be recorded and available as Continuing Competency material.

<h2>Objectives</h2>

- Recall definitions of diversity, equity, inclusion and belonging as they pertain to clinical education settings and the PT profession.
- Discuss practices, behaviors and actions that foster justice and equity in clinical settings.
- Define basic terminology and concepts related to sexual orientation and gender identity.
- Recognize healthcare inequities that impact access and quality of care for LGBTQ+ patients.
- Identify physical therapy-specific clinical structures that contribute to healthcare-associated trauma and stress for the LGBTQ+ community.
- Discuss the birth worker (midwifery) community's stance on utilizing gender inclusive language.
- Discuss application of gender-inclusive principles as it relates to women's health research
- Appraise practical strategies for promoting gender inclusive care within the scope of pelvic health.
- Identify basic tenets of trauma informed care in physical therapy practice
- Apply principles of trauma informed care in the field of pelvic health through the lens of LGBTQ+ patients, given a case study.
- Identify ways in which interactions with PTs and PT clinical environments can be structured to alleviate healthcare-associated trauma and stress for patients with diverse gender identities and sexual orientations.

Instructor Biographies

Jamie Fleshman, SPT (she/her/hers)

Jamie Fleshman is in her final year of a dual Doctor of Physical Therapy and Master of Public Health program at Emory University in Atlanta, GA. Jamie served in the United States Navy as a Mandarin Chinese linguist for eight years, and it was during this time that she began to appreciate the role physical health and wellness played in maintaining her own mental and emotional health. With this in mind, she finished her service with the military and moved to Oregon to pursue a Bachelor of Science in Human Physiology at the University of Oregon. During her undergraduate career, Jamie discovered a passion for social justice and the humanities through a secondary focus in Women's and Gender Studies. This led her to seek out the dual DPT/MPH program at Emory, where she hopes to acquire the skills necessary to implement community-based rehabilitation programs for underserved populations. Jamie has been able to combine her love of writing, the humanities, and social justice through her work on the *Journal of Humanities in Rehabilitation* as the Senior Digital Graduate Editorial Associate. In her final semesters of the DPT program, Jamie is focusing her research on addressing the needs of transgender and gender diverse patients when seeking and engaging with physical therapy.

Bridget Ochuko, SPT (she/her/hers)

Bridget Ochuko is a dual degree physical therapy and public health student at Emory University in Atlanta, GA. Her interest in pelvic floor physical therapy started in her first year of PT school and has since blossomed as she was exposed to the importance and effectiveness of this sector of physical therapy. She always knew she wanted to work with underserved populations which led her to pursue her master's in public health as well. She studied in the department of Global Health with a focus in Sexual and Reproductive Health. In her final semesters of the DPT program, Bridget is conducting a Special Studies project where she is working with pelvic floor PTs to create recommendations for the creation and implementation of a pelvic floor educational program geared towards birthing professionals, particularly doulas working with marginalized women and people. Her goal after graduation is to work with the pregnant population, improving access to those in most need, and increasing awareness surrounding the importance of pelvic health for all persons.

Sarah Caston, PT, DPT (she/her/hers)

Sarah Caston is an assistant professor within Emory's Division of Physical Therapy where she teaches clinical content in alignment with her board certifications in neurologic and geriatric physical therapy. Dr. Caston also serves as the Division's Diversity, Equity and Inclusion co-chair, an assistant Director of Clinical Education, as well as faculty associate editor of the *Journal of Humanities in Rehabilitation*. It is at this intersection of clinical practice, social justice advocacy, and a passion for the humanities, that Dr. Caston finds herself seated in this work. Dr. Caston spends time and energy devoted to improving the well-being and lived experience of DPT students through promoting practices rooted in equity, justice, and a sense of belonging. Dr. Caston's co-creation of Emory DPT Learning Communities, the Emory DPT Thrive Student Well-Being initiative, and the Diversity, Equity and Inclusion Leadership and Advocacy (DEILA) program speak to her dedication in these arenas. It is Dr. Caston's sincere hope that through promoting practices that embody these values, as well as engaging clinicians in the realm of humanities, that the experiences of patients, caregivers, educators and learners will be optimized.

Anjanette C. Nuñez, PT, DPT (she/her/hers)

Anjanette Nuñez, assistant professor and Director of Clinical Education, received her Doctor of Physical Therapy degree from Georgia State University and her B.A. from Vassar College. Dr. Nuñez's clinical expertise focuses on pain neuroscience education for diverse populations through inclusive environments and interdisciplinary collaboration. Dr. Nuñez holds advanced certifications as a Board-Certified Orthopaedic Clinical Specialist and as a Therapeutic Pain Specialist and completed a Fellowship in Pain Sciences. Dr. Nuñez is passionate about the promotion of diversity, equity, inclusion and belonging-informed physical therapy practice and education and has consulted nationally on the topic of implicit bias in physical therapy and interdisciplinary clinical settings. Dedicated to advocacy and inclusive leadership, Dr. Nuñez serves on the ACAPT DEI Consortium Board of Directors as Nominating Committee member, and serves as LAN Director of ATPA-GA. Through her work as DCE and as co-creator of Emory DPT's Diversity, Equity and Inclusion Leadership and Advocacy (DEILA) program, Dr. Nuñez is committed to the development of current and future DPT clinicians through inclusive clinical education, advocacy, leadership development and mentorship.

Course Links:

Registration and Pretest:

<https://form.jotform.com/EmoryDPT/1402-REC-creat-inc-clin-RegPre>