

Disability

Environment:

- Increase facility and examination room accessibility whenever and wherever it is possible.
- Make sure staff have been trained on providing accessible care, using accessible equipment, and using alternative communication methods.
- Provide care with dignity – know of the nearest facilities with appropriate adaptive equipment or devices such as universal design examination rooms or wheelchair accessible mammography.

Interaction:

- Treatment planning is shared decision making – seek out a patient’s healing beliefs and personal view of successful outcomes in treatment planning.
- Be sensitive to preferred terminology with your patient. Some patients will prefer identity-first language (“I’m blind,” or, “I’m autistic”), others may prefer person-first language (“I’m a person who is blind,” or, “I’m a person with autism”).
- Refer to a patient’s specific condition during clinical discussion of symptomology or impairment.
- Assistive devices are personal space. Do not touch or move these devices without express permission.
- If there is a health aide or family member with the patient, clarify whether the patient would like this aide or family member to remain or leave during examinations and/or discussion of health information.
- If there is a health aide or family member present, always direct communication towards the patient first.
- "Ask if you do not know":
 - Example: Do you have any functional limitations or challenges I may not be aware of?
 - Example: How can my staff and I assist you or make you more comfortable during my examination?
- Establish whether any potential barriers to care are real or are merely perceived. Do not compromise a complete age and gender appropriate exam because it is more difficult to perform or assume it couldn’t be done.
- Engage in “Teach-Back” and a barriers to adherence discussion. Does the patient have the knowledge, ability, *and* opportunity to follow the treatment plan?

For more information, training, and resources, please visit the NYP PPS Cultural Competency & Health Literacy website, www.nyp.org/pps/cultural-competency, or learn more with the Quality Interactions Resource Center (QIRC), www.nyp.org/pps/resources/quality-interactions.