



## Health Ethics Symposium

### *Disability Ethics: Within and Beyond a Canadian Context*

Thursday, 21 November 2024, 1:00 - 4:30 PM MST

### AGENDA Overview

Virtual presentations via Zoom application  
[Zoom link](#)



Session	Time	Title	Speakers/Facilitators	Description/Objectives
Welcome	1:00-1:10	Opening Remarks	Heidi Janz	
Keynote Presentation	1:10-2:10	Disabled People's Health	Joel Michael Reynolds  Facilitator: TBA	<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Discuss and recognize the complex issues impacting quality and equity of care for disabled patients.</li> <li>• Define and develop a critical, historically-informed understanding of the concept of "quality of life."</li> <li>• Understand data demonstrating that, and the context behind, disabled people's designation as a health disparity population.</li> <li>• Recognize the role of ableism in healthcare delivery and how to become actively anti-ableist.</li> </ul>
Break	2:10-2:20			
Panel #1	2:20-3:00	Disability Ethics and Bioethics: Can We Talk?	Chloë G. K. Atkins C. Dalrymple-Fraser Gregor Wolbring	The relationship between traditional bioethics and disability rights/disability ethics has generally been fraught, and at times adversarial. This panel will explore the root causes of these tensions. In the course of this exploration, panelists will also consider possible ways for alleviating some of these tensions through increased

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			<b>Facilitator: TBA</b>	<p>attention to, and inclusion of, the work of disability scholars and advocates in bioethics education and clinical ethics practice.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify key root causes of tensions that exist between traditional bioethics and disability ethics.</li> <li>• Explain the roles of the biomedical model of disability and medical ableism in creating and exacerbating these tensions.</li> <li>• Develop a disability-ethics-informed approach to ethical debates involving disability.</li> <li>• Apply the work of disability scholars and advocates to bioethics education and clinical practice as a means of diagnosing and treating medical ableism.</li> </ul>
<b>Panel #2</b>	3:00-3:40	<b>Disability Ethics and MAiD: Enacting Disability Ethics in a Post C-7 Canada</b>	<p><b>Isabel Grant</b> <b>Nancy Hansen</b> <b>Sebastian Straube</b></p> <p><b>Facilitator: TBA</b></p>	<p>The seismic shift of Bill C-7's expansion of eligibility for Medical Assistance in Dying (MAiD) to include people with disabilities whose natural death is not reasonably foreseeable continues to be strongly felt by individuals living with disabilities, members of the disability rights/disability ethics community, and other stakeholders. This panel will explore the implications of this shift from medical, legal, and ethical perspectives.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Articulate the intersecting ways in which MAiD is often complicated by systemic and medical ableism, poverty, and a lack of community-based, disability-related supports.</li> <li>• Identify key medical, legal, and ethical implications of expanding MAiD beyond end-of-life contexts.</li> <li>• Critique dominant bioethical and medical discourses which frame MAiD as simply a matter of individual autonomy.</li> <li>• Apply a consciously and conscientiously anti-ableist framework to</li> </ul>

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				medical, bioethical, and public discussions and debates about MAiD.
<b>Break</b>	3:40-3:45			
<b>Panel #3</b>	3:45-4:25	<b>Making/Claiming Space for Disability Ethics in Healthcare Professional Education</b>	<b>Heidi Janz Marghalara Rashid Carrielynn Lund</b>  <b>Facilitator: TBA</b>	<p>Many disability scholars and disability rights advocates argue that including disability ethics in the curricula for training healthcare professionals is crucial to dismantling the ableism that is so entrenched in these fields. Yet, even modest attempts to introduce disability ethics perspectives into medical curricula are too often met with cries of “There’s no room!” from educators and administrators. This panel will reflect on practical strategies for, and personal experiences with, introducing disability ethics into the education of healthcare professionals in medicine, nursing, and other healthcare disciplines.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify existing deficits in medical practice which can be traced back to a lack of content related to disability and disability ethics in medical education.</li> <li>• Critique “There’s no room!” arguments for excluding disability ethics education from medical education, both at the trainee and the clinician professional education level.</li> <li>• Advocate for the increased inclusion of content related to disability and disability ethics in all levels of medical education.</li> </ul>
<b>Wrap-Up</b>	4:25-4:30	<b>Closing Remarks</b>	<b>Heidi Janz</b>	