

Introduction to Family Status Accommodations

POSTGRADUATE LEARNER AFFAIRS (PGLA)

OFFICE OF LEARNER AFFAIRS (OLA)

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Learning Objectives

01

Recognize the duty to accommodate based on a person's family status

02

Define "family status" and "adverse impact"

03

Review the OLA process of determining family status accommodations

Accessibility Advising

Voluntary service for post-graduate learners (residents and clinical fellows) experiencing barriers in participation due to disability, religion and/or family status.



- Guides learners in navigating accommodation and accessibility requests
- Confidential storage of information and medical documentation
- Collaborative creation of individualized accommodation plans
- Iterative consult and communication with learner and program to establish appropriate and supportive accommodations.

The Ontario Human Rights Code

The *Code* protects people from discrimination

- in 5 social areas: including employment and services (education)
- Based on 17 grounds (personal attributes): including disability, religion and **family status**

The protected ground must be a factor in the adverse treatment or impact within one of the 5 social areas to establish discrimination under the OHRC

<https://www.ohrc.on.ca/en/guide-your-rights-and-responsibilities-under-human-rights-code/part-i-%E2%80%93-freedom-discrimination>

Defining "Family Status"

The status of being in a parent-child relationship, or parent and child "type" of relationship

- Parents/guardians caring for children
- Caring for aging parents/relatives with disabilities
- May not be based on blood or adoptions ties

<https://www.ohrc.on.ca/en/policy-and-guidelines-discrimination-because-family-status>

Defining and Determining "Adverse Impact"

Real disadvantage of workplace/educational requirements

- Not merely a negative impact/preference
- May stem from essential/legal obligations
- Significant impact to obligations that flow from the 'parent-child type of relationship'

<https://www.ohrc.on.ca/en/policy-and-guidelines-discrimination-because-family-status>

Defining and Determining "Adverse Impact"

Many probing questions may be asked to determine:

- Nature of the obligation
- Other supports available
- Appropriate accommodation
- Documentation available to support request (e.g., daycare contract with late pick-up policy)

Examples

- Is this an essential obligation or a preference/inconvenience?
- Do you have any family (i.e., in-laws, parents) or friends available to fulfill your childcare needs?
- What daycare options have you explored? Which waitlists are you on?
- Does the parent or child have unique care needs related to disability?
- Is there a custody arrangement in place?
- Have you explored PSW arrangements?

Family Status Scenarios/Accommodations

- Learner is a single parent of an infant. They have no family or friend support in the area, and financially cannot explore additional evening or weekend care.
 - Requires modification to hours
 - Requires a timely release from work to pick up child from daycare
 - May need to extend residency to meet competencies
- Learner is the only child/power of attorney for a parent requiring significant medical support
 - May require consistent protected time based on required care/appointment frequency

Implementing Family Status Accommodations

OLA Role

- Determine presence of adverse impact
- Collect documentation if applicable
- Determine required accommodations
- Monitor accommodations at regular intervals (6 mos)

Program Role

- Refer to OLA
- Collaborate with OLA to determine appropriate accommodations
- Share information regarding essential requirements
- Facilitate accommodation implementation
- Foster a positive culture around all accommodations

OLA



St. George Campus



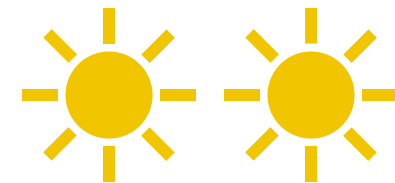
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