

YorkSpace Collection

Work-Integrated Learning, Accessibility, Accommodations (WILAA)

Materials from SSHRC funded research project
AcTinSite (2020-2023).



AcTinSite Research Project Material

LEEP PowerPoint – April 2021

Shared April 2021

Summary

Part of AcTinSite research aims is to ensure the work done is valuable to specific stakeholders. To have input from stakeholders, we set up an expert panel, who would meet a few times a year. Our main expert panel is for two stakeholders. The first is in, or recently graduated, from a program with work-integrated learning. The second stakeholders are disabled students or students with a disability. This document was created for the April 2021 LEEP meeting.

Document Details

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AcTinSite Partners



YORK
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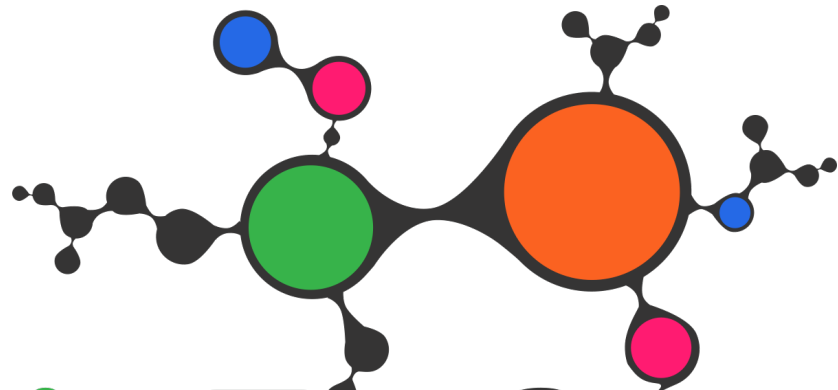
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SickKids
THE HOSPITAL FOR
SICK CHILDREN

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AcTinSite

LEEP – April 30th 2021

Improving Accessibility and Accommodations in Healthcare Placements



Agenda

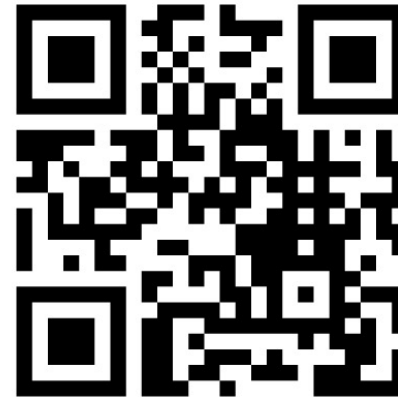
- ❖ Welcome (3:00 – 3:10)
- ❖ Introductions (3:10 – 3:25)
- ❖ A Bit About AcTinSite (3:25 – 3:35)
- ❖ Break (3:35 – 3:45)
- ❖ Design Charette Activity (3:45 – 4:25)
 - ❖ Review of Aims for Design Charette. (10 Mins)
 - ❖ Stories Activity (20 Mins)
 - ❖ Disability Enclave? (10 Mins)
- ❖ Break (4:25 – 4:35)
- ❖ Interview Analysis Activity (4:35 -4:55)
- ❖ Closing (4:55 – 5:00)

Welcome

- ❖ **Zoom Etiquette and fatigue.**
 - ❖ Use raise hand, reactions, or msg in the chat, or wave in the chat if you have something to say
 - ❖ To reduce zoom fatigue feel free to turn your camera off, or hide self-view.
- ❖ **Access Statement**
- ❖ **Land Acknowledgement**
- ❖ **Intro Resources**
 - ❖ Google Documents
 - ❖ Metimeter / Meti

Introductions

WordCloud - menti.com (8808 2670)



Share the following

Name

Pronouns (if you want to)

What do you want to get out of or do by engaging in LEEP?

When you are done, call on the person to the right of you on screen

OR

Ask Hilda to call on someone.

A Bit About AcTinSite & LEEP

- ❖ Go to – actinsite.ca
- ❖ Review the webpage
- ❖ Engage in google document with questions, thoughts, and responses.
 - ❖ <https://bit.ly/3vn8Uuv>
- ❖ We will quickly review material and answer a few questions

Break

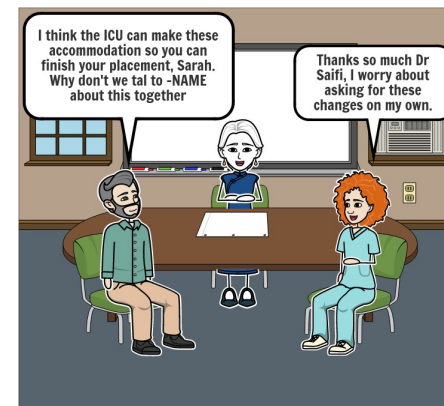
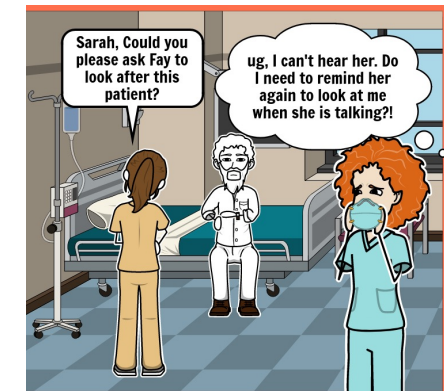
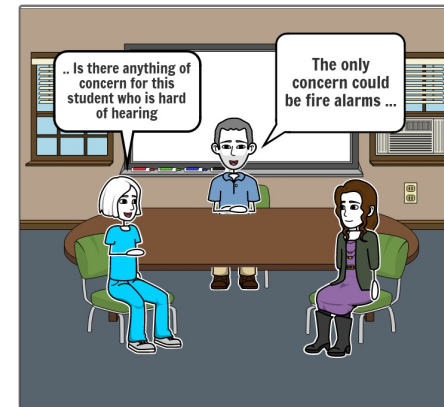


Review Aims for Design Charette

- ❖ Reviewing Aims for Design Charette
 - ❖ Open Google Doc with Aim for Design Charette
 - ❖ [Link Aims Google Doc](https://bit.ly/3dSP0Sa) - <https://bit.ly/3dSP0Sa>
 - ❖ Provide feedback using comments
 - ❖ Instruction are provided in breakout rooms

Story Narrative Activity

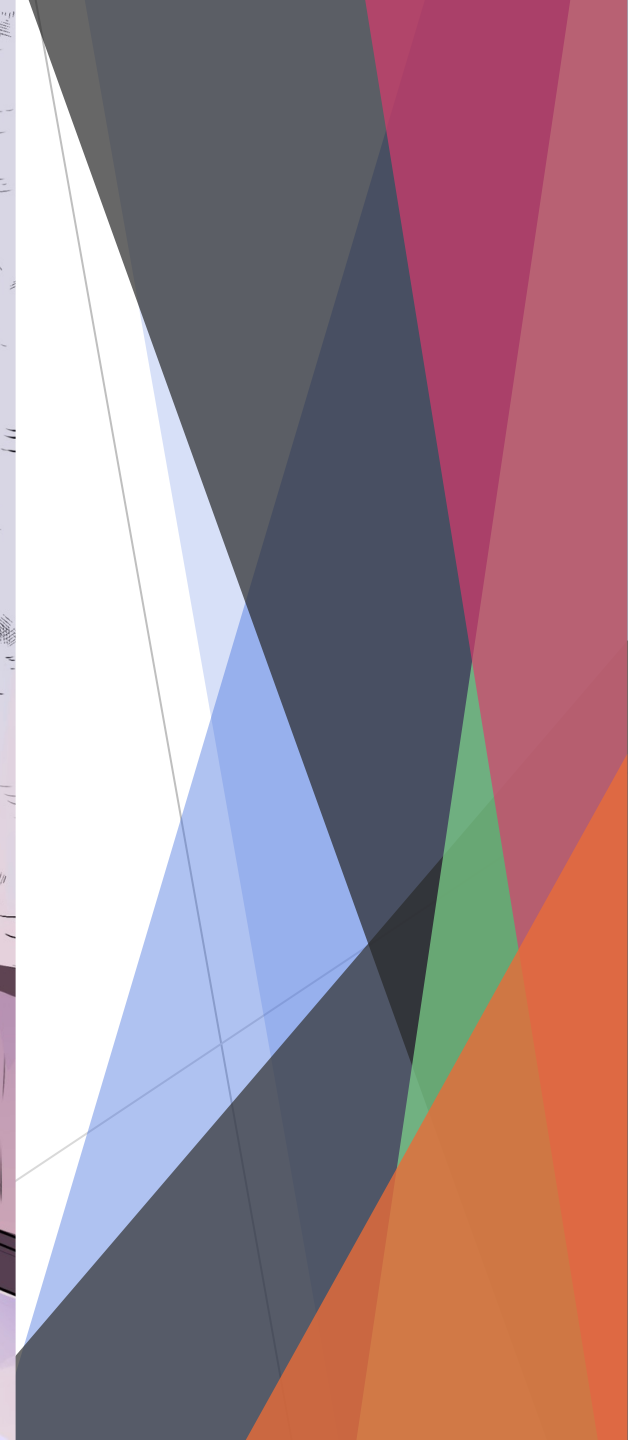
- ❖ We are using stories in the design charette to help figure out what is going well and not so well with placement accessibility and accommodations.
 - ❖ We are thinking of using storyboards to show these stories (each storyboard will have a written description)
 - ❖ Examples of the story board are below.
- ▶ What to do?
- ▶ Open Google Doc with Aim for Design Charette
 - ▶ Link Aims Google Doc - <https://bit.ly/3voysay>
 - ▶ In breakout rooms give feedback on story board set-up & share who you think about student roles in other stories



Disability Enclave

- ❖ Design charrette aim to bring together people from different backgrounds together.
- ❖ There is critic about the minimal concern for issues of power in the spaces created.
- ❖ Our design charrette has power imbalances in the following ways
 - ❖ Disabled / able-bodied participants
 - ❖ Students / Practitioners
 - ❖ As well as, perceived gender, age, class, race, and ethnicity
- ❖ Enclave is one way to attempt to address the power imbalances
 - ❖ Create groups related to power imbalances so people have a chance to connect with other from marginalised groups, support each other, and plan to make sure their concerns are heard.
- ❖ Go to [Google Document](https://bit.ly/3vkN1fm) - <https://bit.ly/3vkN1fm>

Break!!





Gathering Perspectives

Update from the Interview and Analysis Team

Many Thanks to our **29** Participants

Role	#
Student	4
Placement Supervisor	8
Lead Healthcare	3
Lead-Education	4
Fieldwork Coordinator	4
Access Professional	6

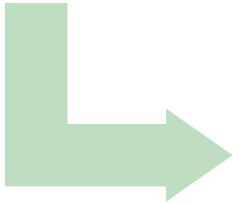
Occupation/Training	#
Nursing	12
Multiple	5
Occupational Therapy	5
Other	4
Social Work	3

Site	#
York	6
GBC	6
Sickkids	5
Sunny	4
UofT	8

Analysis

Phase 1

- Analysis team reviews transcripts
- Forms 12-code framework (aka buckets)



Phase 2

- Coding team sorts 29 transcripts



Phase 3

- Analysis team reviews each 'bucket', forming themes

Code Framework

- ▶ Relationships
- ▶ Resources
- ▶ Responsibility Assigned
- ▶ Stories
- ▶ Solutions/strategies
- ▶ Time
- ▶ Challenges
- ▶ Emotion
- ▶ Master Narratives
- ▶ Motivations/Priorities
- ▶ Process
- ▶ Quotables

Does this problem resonate?

When there is a lack of infrastructure to co-create and support access in placement.



Then there are requirements for unrecognized relational and care work and emotional **labour**.



Because this care work /emotional labour is not recognized/compensated then it is not equitably distributed or available and students **slip through the cracks**.

Interviews & Analysis

- ▶ What to do?
 - ▶ Open Google Doc with Interview and Analysis
 - ▶ Link Aims Google Doc - <https://bit.ly/3tYiHqK>
 - ▶ In breakout rooms give feedback on the problem that was identified through the interview analysis.



Thanks!

What is next

- ❖ Students receive gift card through email
- ❖ Stay tuned to mailing list for the next LEEP meeting and AcTinSite Updates.
- ❖ Design Charette is happening in June 2021!
- ❖ Students are compensated by their time in the Design Charette.