

YorkSpace Collection

Work-Integrated Learning, Accessibility, Accommodations (WILAA)

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



AcTinSite Research Project Material

Qualitative Document Analysis: Gathering Materials related to Work-Integrated Learning Accommodations

Shared December 2021

Summary

Part of the AcTinSite research project was to explore what materials exist to support either disabled students or professionals with accommodations in work-integrated learning. The analysis of these materials took the form of qualitative document analysis. After completing the analysis and sharing the details with AcTinSite's partners, there was a request to share the materials list. While creating a version of the material list that would be easy to access, it became clear that this document could be an ongoing project. Thus, inclusion and exclusion criteria now guide the newly submitted materials that people have created or found.


Document Details

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AcTinSite Partners



Qualitative Document Analysis: Gathering Materials related to Work-Integrated Learning Accommodations © 2020 by [AcTinSite](#) is licensed under [CC BY-NC 4.0](#) 

Resources for Accessibility, Accommodations, and Work-Integrated Learning

Introduction

AcTinSite explored materials related to work-integrated learning (WIL) connected to accessibility and accommodation. Upon request, we created this ongoing project as space to gather materials. We accept new material related to any categories covered by the Ontario Human Rights Code. For example, some areas of protection could be family status and religious observances.

We do not control the content or accessibility of the materials. However, to address accessibility concerns, we will note if materials meet accessibility standards. We will also note what language the materials are in as we will share materials in English, French, or Indigenous languages.

Objective

This collection aims to gather materials related to accessibility and accommodations for WIL. While this collection could take a broad view of this aim, we found that doing so led to an unuseful list. So instead, the materials we include in this list must have WIL as a focus, making up most of the document. This focus also removed documents that do not directly reference WIL. As a result of this narrower view, the collected materials are specific to this topic and of greater use to people who want to know what materials exist.

AcTinSite is happening within Ontario, Canada; we have limited materials to those produced within the context of our province. We did this because different provinces and territories have different regulations related to accessibility and accommodations, leading to materials that do not reflect Ontario's requirements.

Making a Submission

Please review the information below before submitting your submission.

We apply the inclusion and exclusion criteria for materials submitted to the list. If you think your material meets the inclusion and exclusion criteria, please send your material to the AcTinSite email address – actinsite@gmail.com. Please, include language to identify that this is a submission to the ODDC.

Inclusion

- Accessible
 - Freely open on the internet at the time of submission.
- Format
 - Any format is accepted, we will note which materials meet the WCAG 2.0 AA criteria for accessibility.
 - Must be an original source
 - Languages materials can be shared in are English, French, or Indigenous.
- Content
 - Content of materials must meet the outlined objectives found above.

Exclusion

- Outside of Ontario, Canada

Title of Material	Language	Audience	Accessibility
AccessTracks, & Szczygiel, J. (2020). Supporting Students with Field Practicum Adaptations . AccessTracks.	English	Professionals	Yes
Summary: Webpage document gives details on how to support disabled students through placement.			
Accessible Campus. (n.d.). Consideration of Student Accessibility When Teaching Outside the Classroom .	English	Professionals	No
Summary: PDF document overviewing work-integrated learning with details about accommodating students.			
Brock University. (n.d.c). Elements of the Disclosure Process .	English	Students	No
Summary: PDF document with activity for students to create a plan and script for disclosure			
Communibility. (2018). Sarah Stonier, Registered Nurse .	English	Students	No
Summary: YouTube video about a nurse's personal experience of completing a nursing program with a disability.			
Fleming College. (2018). Guide for Students with Disabilities on Placement .	English	Professional and Students	No
Summary: PDF hosted on fliphtml5. Information for students and professionals for accommodations during work-integrated learning			
Levey, P. (n.d.). From Classroom to Clinic: Negotiating Reasonable Accommodations in Clinical Settings .	English	Professionals	No
Summary: PDF document of a PowerPoint. On Negotiating Accommodations in Clinical Settings Guidelines for Accessibility Services.			
Mohawk College. (n.d.). Field and Clinical Placement Accommodation Guide . Mohawk College.	English	Professionals and Students	No
Summary: Webpage from Mohawk College with a guide for how to use the form associated with work-integrated learning accommodations.			
York University. (2018). Accommodation information for clinical and intensive programs .	English	Students	No
Summary: Short PDF that provides some guidance on how clinical accommodations could be different from classroom accommodations.			

Material Reference	Language	Audience	Accessibility
York University (2021) A Student Guide to Accommodations to Address Disability-Related Barriers in Academic Practicum Requirements. Student Accessibility Service Office. doi	English	Students	Unknown
Summary: A guide for professionals that shared details of how to manage accommodations related to work-integrated learning. The guide was developed for York University, which means it might not work perfectly with other institutions policies.			
York University (2021) Information for Faculty and Academic Staff on Effective Accommodations to Remove Disability-Related Barriers for Placement that Meet Academic Placement Requirements. Student Accessibility Service Office. doi	English	Professionals	Unknown
Summary: A guide for professionals that shared details of how to manage accommodations related to work-integrated learning. The guide was developed for York University, which means it might not work perfectly with other institutions policies.			