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YorkSpace Collection

Work-Integrated Learning, Accessibility, Accommodations (WILAA)

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

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AcTinSite Research Project Material

AcTinSite: Interview Guide

Published November 2022

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Summary

As part of AcTinSite, the researchers did an interview study with practitioners (from colleges, universities, and placement sites) and students. The interviews explored accessibility and accommodation in work-integrated learning. Interviews used a semi-structured process; hence, the following guide conversation between interviewer and participants.

Document Details

Original Creator: AcTinSite Research Team
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AcTinSite Partners

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AcTinSite: Interview Guide

Interviews ran from December 2020 February 2021

Interview Details

Interviews were conducted with stakeholders who
- Were disabled students and were/had completed some form of work-integrated learning
- Staff at an accessibly center at a college or university
- Faculty at a college or university who supports work-integrated learning

The goal of the interview was to collect stories about
- process of accommodation,
- alternative paths to accommodation,
- coming together to create accommodation, and
- what motivates people to care about accommodations.

The questions were created to
1. understand **who is involved in the accommodations process** and **how they are connected to each other.** We want to pay particular attention to **who has explicit and implicit power** in the placement experience and accommodation processes.
2. understand the **meaning of the accommodation process, and of disability** and how these are constructed and negotiated
3. understand the **facilitators of change in the placement context.**

After some of the interviews were completed the questions were reframed to
1. Focus on the **quality of relationships**.
2. Learn about **how change might occur**
3. **How are people connected to each other.**
4. Who has **explicit and implicit power** in the placement experience.
5. To understand the **meaning of the accommodation process, and of disability** and how these are constructed and negotiated

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Interview Guide

The institutional accommodations process and your role

1. Can you tell me about your role in the accommodations process for students?
    1.1. Who do you work with or connect with in this process?
        1.1.1. Can you describe the organizational relationships that have a bearing on the decisions you make? (power/hierarchy; trust/reciprocity)
        1.1.2. How do you communicate with these people?
    1.2. What kinds of relationships would be helpful to strengthen or develop for the accommodations process?

2. In your context, how do you think about the **goal** of accommodations processes?
    2.1. What counts as success or lack of success when you have been involved with a student with a disability in placement?
    2.2. Do you know whether the goals are revisited in the process and if they are tracked or recorded?

3. How would you describe the way accommodations are understood at your institution (prompt for a story)
    3.1. Is this different from your personal perspective?
4. What **policies or institutional practices** shape/influence the accommodations process?
5. Are there variations to the process (e.g. informal accommodations).
6. What kinds of pressures do you think the institution faces in accommodation processes?
    6.1. Do you know how programs are accredited?
    6.2. Does this influence accommodations provided to students?
7. (*if applicable*) What do you know about the process of accommodating employees with disabilities in your institution?
    7.1. What are the differences (if any) in how students and employees are supported in relation to disability? (i.e. Different authority? Different resources? Different flexibility? Different advocacy process?)
8. What else should I know about the overall accommodations process?

9. Given the importance the process places on disclosure, and the fears around disclosure - do you see any other routes out of this tension?

Thinking about Resources

10. We have done some work looking at resources that are available online to students and other stakeholders, and we are interested in what works and what is missing.(e.g. videos, guides, policy documents, people you consider 'experts', colleagues, experiences, etc.).
    10.1. What kinds of resources do you draw on? What resources are you aware of, have you produced, or do you use?
    10.2. What resources and formats do you enjoy or find helpful?
    10.3. Have you created resources?
        10.3.1. Are there any practices/policies that influence this?

11. What might motivate people to access resources?

12. We think of training as a resource, I'm curious if there is training (for students or clinical instructors) to supervise and educate? (mandatory/optional)
    12.1. What/who is involved?
    12.2. What comprises the training and can you share any of it with us?

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Thinking about institutional change

13. Tell me about a time when you were involved with or witnessed efforts to make changes to the accommodation of students with disabilities (in practicum placement) *at an institutional level*?
    13.1. In that instance (or if you imagine a situation where change might happen), what would make that change possible?
    13.2. What would make it go more smoothly/be more successful?
    13.3. This project wants to develop ideas and resources to better support students with disabilities in practicum settings. Do you have any ideas about sites, times, places where this would be most effective?

Closing

14. Thinking both across and beyond your institution, what kinds of resources might be valuable to you?
    14.1. What would help sustain the way you engage in those things?
    14.2. How can this be made most useful to you?
15. Do you think there would be value in engaging with others outside of your scope or sphere around on the topic of accommodations in educational placement? [follow/up- elab - why yes/no?] (e.g. network, podcasts, groups, etc)
    15.1. What relationships, connections, networks, resources, materials, information, etc etc would be of value for you in your role related to accommodations in student placements?

In phase 2 of this project, we are doing an interactive design charette. It will be a very engaging workshop online to design solutions to challenges we face in facilitating inclusive placements. We will be in touch about this in the new year, so stay tuned.