

YorkSpace Collection

Work-Integrated Learning, Accessibility, Accommodations (WILAA)

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



AcTinSite Research Project Material

LEEP Preparation Document – April 2021

Shared January 2022

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 to help prepare LEEP members for the April 2021 LEEP meeting.

Document Details

Knowledge Product Creator: Hilda Smith

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AcTinSite Partners



LEEP April 30th Meeting Handout

Hosted by AcTinSite

Purpose

This document includes any information that might be helpful for LEEP members in preparing for the April 30th meeting. While reading this document is not needed, it could help you to participate in the meeting.

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Agenda

1. Welcome (10 Mins)
2. Introductions (15 Mins)
 - a. Name
 - b. Pronouns (if you want to)
 - c. Why did you want to join LEEP?
3. Introduction to AcTinSite (10 Mins)
4. Break (10 Mins)
5. Design Charette Activity (20 Mins)
 - a. Review of Aims for Design Charette. (10 Mins)
 - b. How do we choose who the students' actors in the story are?
 - c. What would they like to see an enclave connection look like? (10 Mins)
6. Break
7. Interview Analysis Activity (20 Mins)
8. Next Time – Details about it (15 mins)

Who is from AcTinSite this meeting?

Here is a quick introduction to the people from AcTinSite that will be at the meeting! We are all friendly and eager to meet you.

Dr. Iris Epstein

Iris Epstein received her B.Sc. in Nursing from University of Montreal and her M.N. and Ph.D. in Nursing from University of Toronto. She is currently an assistant professor at School of Nursing, a faculty member of Critical Disability Studies program and the co-founder of i.r.i.s lab at York University. Her research focuses on outcomes emerging from the intersect between health, technology and place by applying critical social theory and a mixed method design to understand accessibility and inclusion across diverse health professional's education and practices.

Dr. Lindsay Stephens

Lindsay Stephens is a social planner and human geographer, and an Assistant Professor in Geography and Planning at University of Toronto. Her expertise is in the socio-spatial aspects of accessibility and inclusion in urban and institutional spaces. Her community informed research explores emotion and affect, inequality and social justice, micropolitics, and knowledge production practices by using innovative participatory practices and critical social theory. Lindsay obtained her B.A. in Anthropology from University of British Columbia, followed by her M.Sc.Pl. in Planning and Ph.D. in Geography from University of Toronto.

Dr. Hilda Smith

Hilda is a Knowledge Mobilization Specialist at York University and a Plain Language Technical Committee Member for Accessibility Standards Canada. They have an interest in radical social justice work, focusing on disability, addiction, and knowledge mobilization. They have a doctorate in Critical Disability Studies from York University. Their research has focused on the use of knowledge mobilization to disability grassroots movements. As a queer, trans, disabled person they are passionate about bringing anti-oppression and decolonization into knowledge mobilization work.

What the heck is AcTinSite?

Diversity, equity and inclusion are essential in health care education. Not just in the services we provide, but also in work and training spaces. Universities and colleges have made progress in creating accessible spaces in classrooms. When the classroom is not accessible universities and colleges offer accommodations. Accommodations are only one-way students address accessibility. Yet, it is the area we focus on within this project.

With all this progress, there continues to be issues with accessibility and accommodations in placement sites. Since placements are a vital part of health care education the lack of access becomes a barrier for disabled students. We are worried that the lack of access means that disabled students are less likely to finish their health care education or get work. To address these concerns, we are doing a project to help address access concerns in health care placement. Our aim is to change social and cultural ideas about disability, so that access in placement becomes easier.

Who is part of AcTinSite

Researchers work in collaboration with people involved with student placements. Some of these people are

- Disabled students
- Placement managers,
- Administrators, and
- Staff who work in Accessibility Services.

AcTinSite Progress so Far

To meet our aim, we will create an online toolbox. The creation of the toolbox has three main phases. These phases are

1. Gather information about access in health care placements.
2. Co-design.
3. Create a community of people to use co-designed tool.

Gathering Information

To being understanding accessibility and accommodation in healthcare placement we did an environmental search, a social project scan, and interviews. AcTinSite completed the environmental a scan between the summer and fall of 2020. Over a hundred document were found during the scan, but only Fifty-eight were related to accessibility and accommodation in placement. The scan for resources shows that much of the work for educational placement is happening within educational institutions. Yet, there was minimal details focused on and addressing accessibility and accommodations in placement.

The social project map explored organisations that were working on creating an inclusive workforce within Canada. We found a total of 60 organisations during this scan. Not a single organisation focused on accommodations in educational placement. Though some organisations had staff or departments that addressed accommodations or placement. In the rare case, there was a single staff person to support students with accommodations in placement.

We did interviews with people who take part in health care placements. We had a total of – interviews in December 2020 and January 2021. We are looking at these interviews to find out what is going well, and not so well, with health care placements.

Co-Design

Co-design is a collaborative process where researchers and people interested in the project topic (often called stakeholders) get together to identify problems and possible solutions. This process often happens in stages. The first being information gathering, which you can see in the section above! Then a design process where different stakeholders and researchers come together. We are doing this through a design charette. This is like a series of workshops were stakeholders and researchers will re-think accessible education placement.

In the next stage the design team takes the feedback from the design charette and begins to bring this feedback into the design of a platform or toolbox. Stakeholders are regularly consulted for feedback during the irrelative design process.

Finally, we have user testing, where stakeholders try out what has been designed to see if it meets their needs or to find out if there are any issues with the platform or toolbox.

Create a community of people to use co-designed tool

Finally, we work on making sure there are people who want to use the designed tool. During another project we found that disabled students do a lot of the work needed to make placement accessible. To help address this concern we are creating a community of practice for people whose work is to support health care placement. By building this community we hope to make a space where practitioners can build motivation and skills to create more accessible placement sites.

What is LEEP?

Expert Panel - Why is it important?

An expert panel is used when there is a need for input from those with specialized knowledge. These panels allow for a group, in our case the researchers, to access the specialized knowledge so it can be integrated into AcTinSite.

Lived Experience

Lived-experience describes the knowledge that a person gets from their everyday life. This form of knowledge is vital to research as it

- Can help to frame the research question,
- Make sure the question is useful to stakeholders,
- Help identify barriers or issues that need to be addressed,
- Challenge how research frames the analysis of data,
- Assists to make a research project well-rounded.

Your Role as an Expert

As an expert we ask for your feedback on parts of the research we are doing. Generally, we will bring different topics to a meeting and through small or large group activities we will ask for your input. In the April 30th LEEP meeting we are bringing the following topics and activities for your input.

- Overview of the interviews,
- Activity to gather input on the analysis,
- Feedback on the aim for the design charette
- Activity to get feedback for creating disability engagement during design charette,
- Input on developing stories for use in the design charette.

Confidentiality and Anonymity Option

We are thinking about how to maintain confidentiality and anonymity during the design charette. This concern has arisen as students and practitioners are participating in the same space. We are aware that there is a power imbalance between students and practitioners, particularly as practitioners make decision about placement and potential jobs after graduation. To address confidentiality and anonymity we are using the LEEP meeting for a test run.

Please let us know if you want to be part of the test run. By emailing us at actinsite@gmail.com

In the test run you will give us feedback on the confidentiality and anonymity process, which includes.

- Setting up a participant name for the design charette and using the name on zoom.
- Using alternative engagement on zoom (no camera, responding via chat box)
- Other processes if needed.