

# ACTon: Addressing Rights to Accommodation in Education Placements

Iris Epstein, Katie MacEntee, Brooke Magel, Roxanne Mykitiuk

Scholars Hub @ Home Series



Goal: Develop Multimedia resources to support students and instructors on accommodation possibilities in the landscape of clinical placements

SWD - SmART video

YORK University

Nursing, Social work, Education, Kine,  
Law

Clinical Instructors-SmART video

York University

Nursing, Social work, Education,  
Law

Today  
Presentation  
will focus

SWD focus gr – student respond to instructor video

Thematic analysis will lead  
to develop on/off line  
resources :

**2 interactive scripts**  
**Promising practices**  
**Written/visual/auditive**

GOAL: 2 year interdisciplinary project with the goal of developing multimedia resources to support students who identify with a disability and instructors in practicum placement

## Phase 1 Video Data Collection Methods

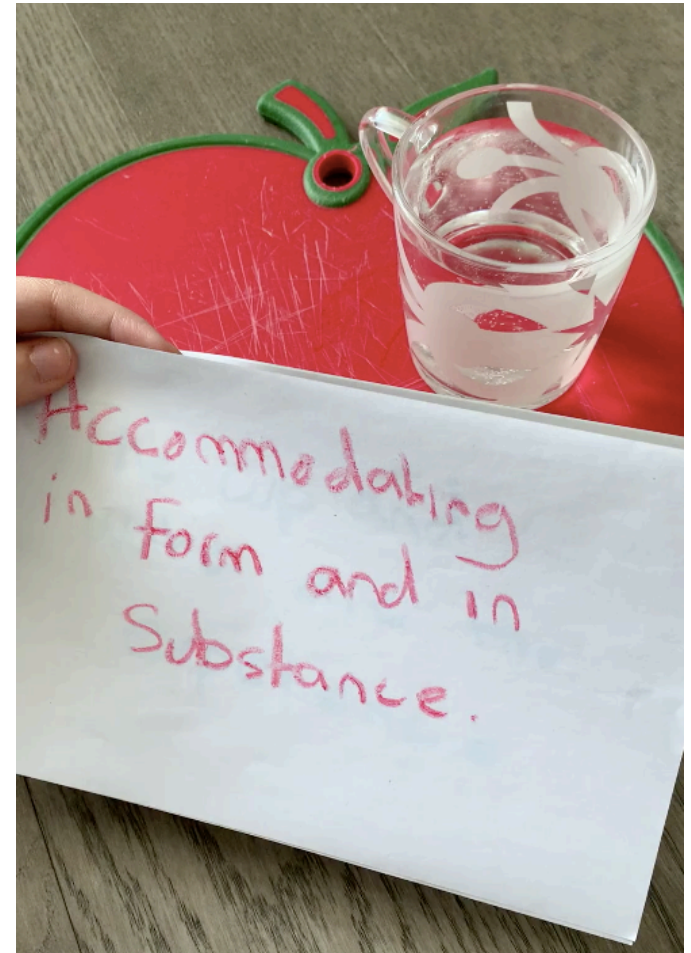
- Student and Instructor consultation
- Asynchronous dialogue using participatory video method
- Inclusive and accessible approach
  - Adaptable!
- COVID-19 adaptations



Illustration by DAQ from [www.politico.com](http://www.politico.com)

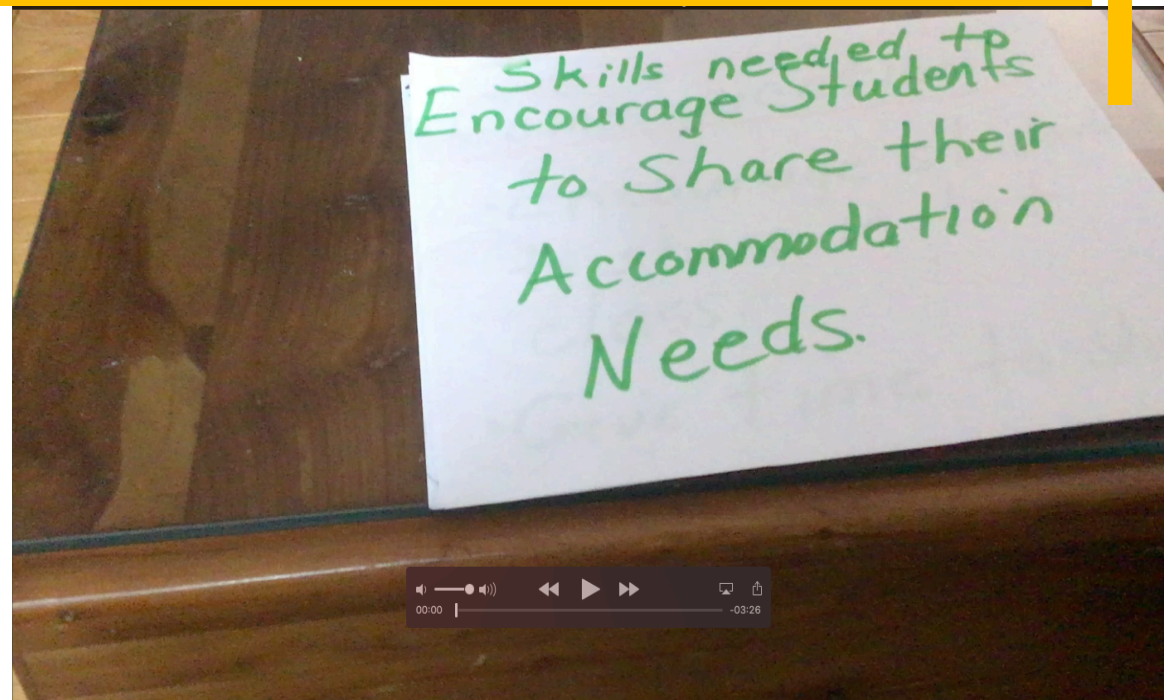
# Student Video-Production Method

- Video Workshop Guide
- 1-hour interview
- 2+hour video-production (MacEntee, Burkholder & Schwab-Cartas, 2019; MacEntee, Kendrick & Flicker, forthcoming)
- “Challenges/successes of communicating about accommodation before and during placement”
- Total videos produced: 12



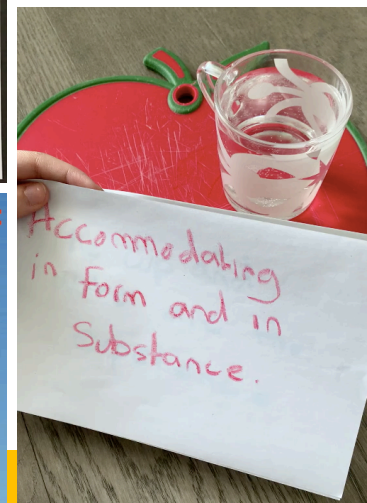
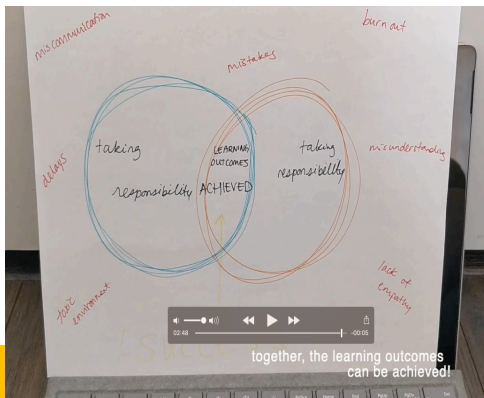
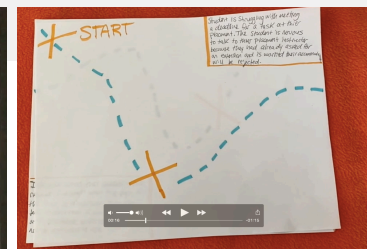
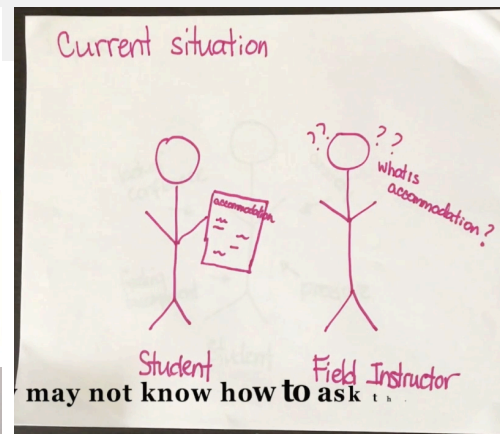
# Instructor Video-Production

- 1-hour interview
- Watching student videos
- “Speaking back/Speaking Forward: Challenges/ success of communicating about accommodation before and during placement”
- Total videos: 10



# Participatory Analysis: Screening Focus Groups with Students

(Flicker & Nixon, 2014)



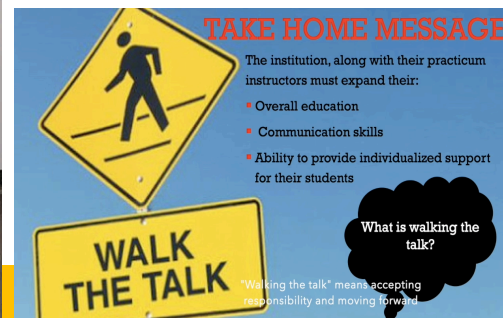
The Best Part of School!

Sometimes, we learn better outside of the classroom... and going to a placement can be the best part of school.



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and people say that that can be in fact the best part of school



# Pre-Participatory Analysis Access and Inclusion Strategies

- Video subtitles
- Video descriptions
- Office hours
- Project Moodle/eClass
- 2 Focus Groups
- Analysis Guide & handout

NRS-4	An Instructor's Commitment to Support (Nursing) Length: 1.51 minutes	Students with disabilities feel like all the responsibility and burden is on them in their placement. As an instructor, it is important to provide a safe environment for my students to alleviate that burden.	Decision maker: System  Description of decision: Why is disclosing disability and providing accommodations seen as work and a burden? What makes this process difficult?	Decision maker: Instructor  Description of decision: What effect am I having by sharing my experiences? Is the student relating or am I invalidating their experiences for mine?	Decision maker: Instructor  Description of decision: Who else can I reach out to besides the student to provide resources and advice on how I can help them?
NRS-5	My Commitment (Nursing) Length: 3.18 minutes	As students with disabilities, it is your human right to receive your accommodations. Do not feel disempowered asking for accommodations. Open dialogue is important and touch base with clinical instructors frequently through different communication pathways. Success to conquer course outcomes/goals is what is important to me.	Decision maker: Student  Description of decision: Given the context that I will be placed in, do I know how the accommodations will work in that setting?	Decision maker: Professor  Description of decision: How are you measuring the success of goals and outcomes? Do they align with the students goals and expectations?	Decision maker: Professor  Description of decision: Why and how is the field of nursing restricted and closed minded? Especially since the field consists of taking care of patients who may be disabled themselves.
SW-2	Shifting the Responsibility for Accommodation Dialogue (Social Work)	Currently, students are responsible for sharing accommodation needs to their field instructor. Even though a field instructor is unaware about how accommodations may look like in	Decision maker: Field Instructor  Description of decision:	Decision maker: Field instructor  Description of decision:	Decision maker: System  Description of decision:

Example of completed analysis handout

# Participatory Analysis of Video Collection

Instructor Video Decision Points		
Decision Point #1	Decision Point #2	Decision Point #3
<p>during orientation ask "if you have accommodations, let me know privately or via email"</p> <p>Should I approach student? Or should I?</p>	<p>continue your own education about what disabilities are and ways to accommodate.</p> <p>how can I make this environment inclusive?</p> <p>Is this an accommodation I can be flexible with, or assist in reaching out to the right person?</p> <p>Know the student is the expert on what is the best way to accommodate the challenges</p> <p>anticipate student's needs</p>	<p>how can I adapt from the initial letter?</p> <p>being flexible</p> <p>Ask for feedback from the student on how the class or experience is going</p>

# ACTon Interdisciplinary Team- Acknowledgement

## Project Leads

Iris Epstein, RN, PhD Assistant Professor, Nursing

Roxanne Mykitiuk, JSD Professor, Osgoode Hall Law School

## Research Associate:

Katie MacEntee, PhD

## Research Assistants:

Brooke Magel (Master student) ; Elvira Tugaibei (undergraduate student); Saba Zhien (Undergraduate student)

## Co-Applicant: Media production, design and evaluation team lead

David Gelb, Associate Professor, Design

Melanie Baljko, Associate Professor, Computer science Engineerin

Lindsay Stephens, Assistant Professor, Geography and planning, critical disability studies

Linda Juergensen, Assistant Professor, Nursing

Marian MacGregor, Director Human Rights Office at YorkU

Nazilla Khanlou, Associate Professor, Nursing and Women's Health Research Chair in Mental Health; Founder of the International Network on Youth Integration (INYI)

## Subject Matter Experts and Advisory Members

Karen L. Swartz, Associate Director, Student Accessibility Services, York U

Lillian Heinson, Instructional Technology Coordinator, AMPD

Teaching Commons

Robin Sutherland-Harris, Educational Developer

## Experiential Education Leaders: Educators and Administrators

Lindsay LaMorre, Associate Director, Experiential Education and Facilitator of Community Partnerships

Laura Crane, Faculty of Education

Vina Sandher, Field Education Manager, School of Social Work

Ellen Schraa, Associate Professor, School of Health Policy and Management (SHPM)

Paola Calderon-Valdivia and Anda Petra, Faculty of Health, EE Coordinators, School of Health Policy & Management (SHPM)

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Kathleen Winningham Director, YU Experience Hub

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# References

- Flicker, S., & Nixon, S. (2014). The DEPICT model for participatory qualitative health promotion research analysis piloted in Canada, Zambia and South Africa. *Health Promotion International, 30*(3), 616-624.
- MacEntee, K., Kendrick, C. T., & Flicker, S. (forthcoming). The Quilted Cellphilm Method. *Global Public Health: International journal of research, policy and practice*.
- MacEntee, K., Burkholder, C., & Schwab-Cartas, J. (2019). Cellphilms in public scholarship. In P. Leavy (Ed.), *The Oxford Handbook of Methods for Public Scholarship* (pp. 419-442). New York, NY: Oxford University Press.