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AcTinSite Research Project Material

Report Lived Experience Expert Panel:

LEEP Summary April 31, 2021

Published July 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 summary is a report back on how the feedback and guidance of LEEP members were used within AcTinSite.

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LEEP SUMMARY

APRIL 30, 2021



DETAILS ABOUT SUMMARY

Prepared by

Dr Hilda Smith and Evelyn Azebamwan

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BACKGROUND

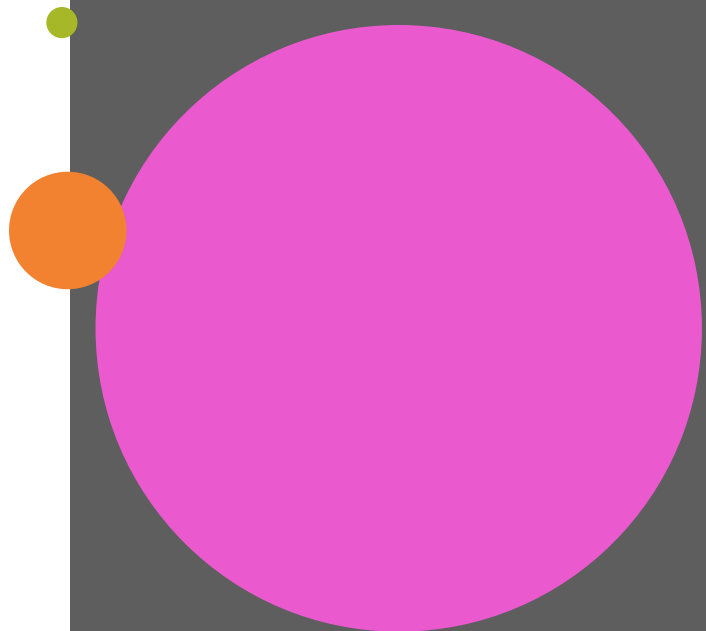
The researchers involved in AcTinSite are passionate about the participation of different stakeholder groups. We have partnerships with placement institutions, The Hospital for Sick Children and Sunnybrook Health Science Centre. It is more challenging to develop partnerships with students with disabilities or students who have done placement. Our solution is the expert panel. The panel lets us gain feedback from various stakeholders. As well, people can stay involved in the project for as long as it works for them. This flexibility helps ensure that AcTinSite is getting feedback from these crucial stakeholders while allowing people to participate in a way that best suits them.

April 30, 2021, was the first LEEP meeting. We held the meeting on zoom, with four representatives from AcTinSite and eight stakeholders at the meeting. We note that the meeting agenda had to be adjusted, which meant one of the activities was done after the meeting ended. We plan to address such agenda issues in future meetings.

INTRODUCTION

We at AcTinSite, want to send our thanks to everyone who attended the Lived Experience Expert Panel (LEEP). The feedback gained from this meeting was vital to the design charrette we ran in June 2021, further development of our website, and data analysis from interviews.

Below you will find a summary of the LEEP meeting, the feedback we received and how we used this feedback. This summary is our first. If you have any feedback on how we could make it better, we would appreciate it. You can send any input to actinsite@gmail.com





SUMMARY OF ACTIVITIES

Throughout the meeting and after, the stakeholders provided feedback through five activities. The activities were

1. Website Feedback
2. Review of the Aims for the Design Charrette
3. Addressing Power Through Enclaves
4. Key Pieces to Include in Storyboards
5. Guidance on Interview Analysis.



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SUMMARY FEEDBACK AND ACTIONS

Website review

Participants suggested the team creates a more accessible website by embedding features like:

- changing contrasts,
- audio for better navigation,
- language options (other than English),
- a plain HTML version.

The team is exploring all options and aims to incorporate these recommendations by the end of summer. So far, the team has

- bought an accessible template with the ability to change contrast,
- is exploring how best to record and embed audio descriptions.

Review of the Aims for the Design Charrette

There was great feedback on the aim, which suggested expanding the focus beyond disability. Specifically, stakeholders suggested an intersectional approach. Based on the input, the team revised the aim.

In addition, the co-design team pursued strategies that consider emotional labour and long-term systematic change to support a fully accessible environment within the design charrette.

Key Pieces to Include in Storyboards

After reviewing the experiences and challenges students might encounter when accessing accommodations in placement sites, the team used the common themes received from the feedback and interviews to develop stories 2 and 3.

Furthermore, based on the challenges identified by participants, there is a need for:

- clinical and academic faculty resources and
- the importance of taking power dynamics into account.

The team will continue investigating the kinds of unrecognized work people are doing and the need for resources and tools.

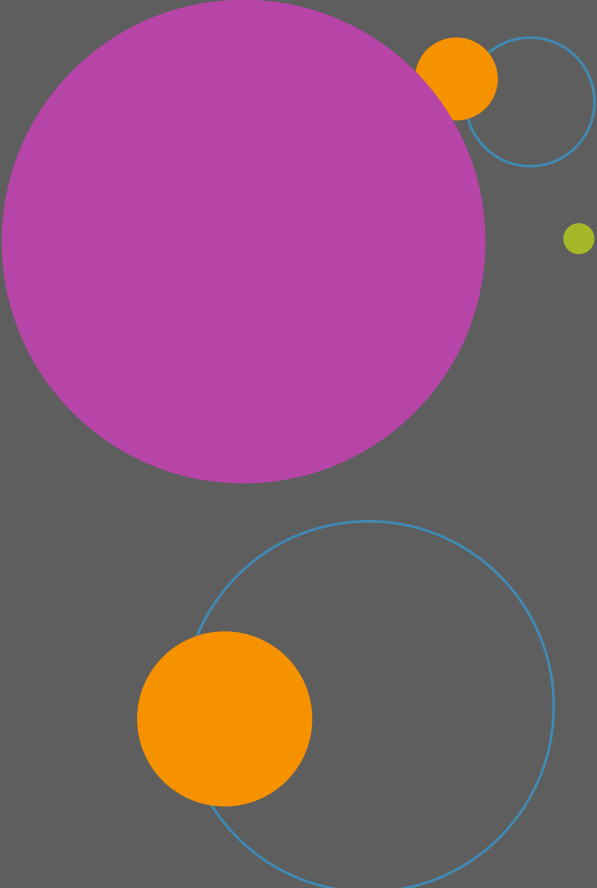
Addressing Power Through Enclaves

Feedback from stakeholders recommended the following to create an effective enclave environment,

- stakeholders had the option of participating anonymously,
- choosing their disability enclave group during registration,



"To facilitate an enjoyable, equitable process that engages all participants meaningfully to produce a collection of ideas for innovative strategies aimed at improving accessibility and accommodations in practicum placements. "





- each group involved peer-led discussions, and
- participants were compensated.

We used one enclave activity in the design charrette. All these recommendations were implemented before, during and after this activity.

Guidance on Interview Analysis

People working on interview analysis asked three questions of the LEEP stakeholders. These questions were

1. Does the problem of unrecognized labour reflect your experiences with accessibility and accommodations in work-integrated learning?
2. What is missing from the results we shared from the interview data?
3. Do you have any thoughts you want to share about part two of the problem?

Based on these results, the interview analysis team has moved forward with their core problem.

We adjusted this problem to be more transparent through the feedback from stakeholders in both the written and visual form. As a result, this problem is now being prepared in an academic manuscript and different knowledge products.

“The under-resourcing of staff related to accessibility and accommodations for students in work-integrated learning causes the needs of disabled students to rely on the relationships they or their educational institution has with the placement site. This situation causes this work to be done through care labour, which means unequal distribution of accessibility and accommodations in work-interrelated learning. “