

ACTon: Disability Accommodation Stories in Placement

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ACTON TEAM



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Introduction to ACTon

Reading time: approximately 2.5 minutes.

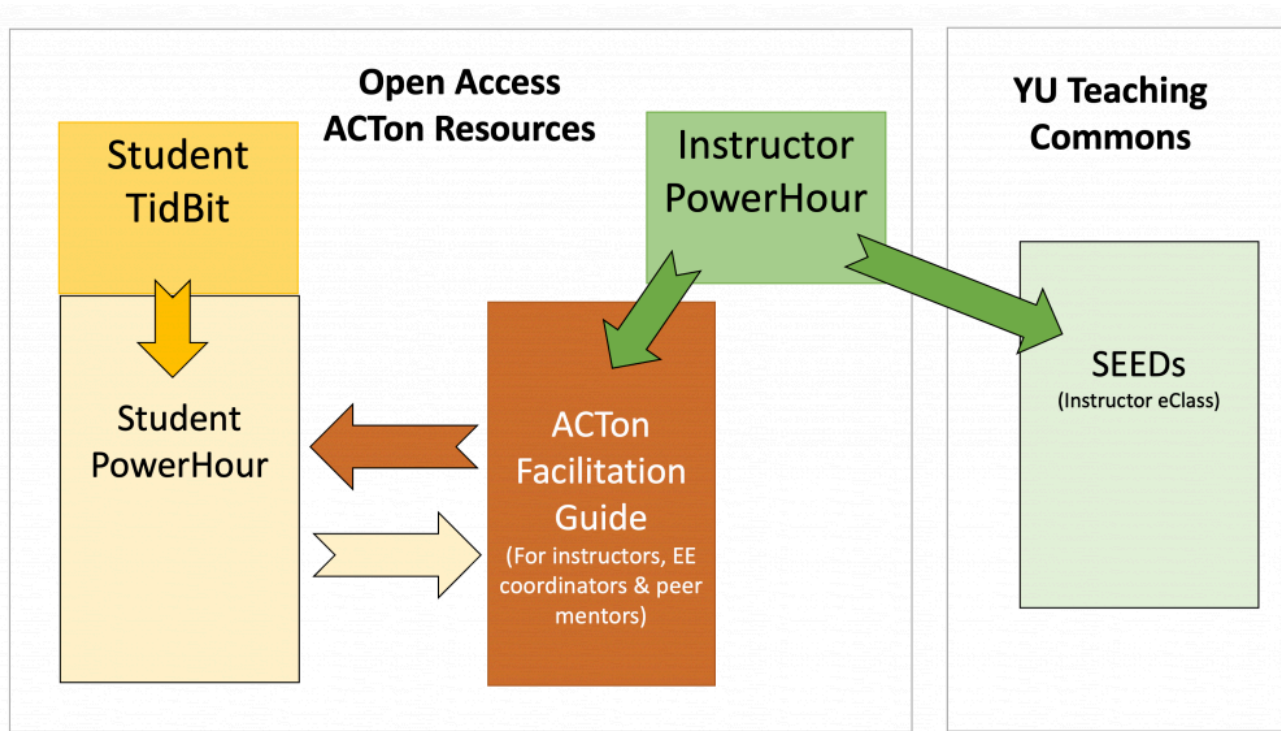
Background on ACTon

Placements are common in higher education programs. They typically occur outside of the classroom environment—often off campus—and are often conducted in collaboration with a partnered placement institution. They may take the form of a clinical placement, practicum, or apprenticeship. In addition to providing professional experience in “real-life” work environments, placements can offer excellent opportunities for [disabled students](#) to explore their accommodation needs outside the classroom. Most higher education institutions have policies in place that are intended to support disabled students as they access their right to accommodations. Placement instructors (i.e., course directors, faculty) and placement supervisors (i.e., preceptors, teacher mentors) play a central role in supporting students as they learn what accommodations will work best for them in new placement environments and contexts.

The **ACTon project** was funded by a **York University Academic Innovation Fund**. Using participatory visual methods, the project engaged both disabled students and placement instructors in order to learn about the challenges they encountered when communicating about accommodations in placement. The two interactive videos and supplementary materials presented here are intended to increase awareness of the rights of disabled students and to decrease barriers to disabled students’ success in placement and experiential-education programs.

ACTon Resource Hub

The ACTon hub houses four resources: two for students ([Student PowerHour](#) and [Student TidBit](#)), a third for instructors and faculty ([Instructor PowerHour](#)), and a fourth for anyone interested in facilitating the student workshop ([ACTon Facilitation Guide](#)). There is also a more in-depth course (SEEDs) available for York University faculty and staff through the University Teaching Commons. These resources were designed to work together and be cumulative in their learning objectives. Students who complete the TidBit will be prompted towards the Student PowerHour course, and instructors who complete the Instructor PowerHour will be prompted towards the SEEDs course. All users are encouraged to think about incorporating the principles of inclusion and disability access by consulting the Facilitation Guide. Thus, users can engage with one or multiple resources, as they see fit.



On the [next page](#) find support in choosing the ACTon resource that is right for you.

ACTON PREPARATORY RESOURCES

Choosing the Resource That Is Right for You

Reading time: approximately 2.5 minutes.

The ACTon resources centre on two interactive, 'choose your own adventure' videos. One video focuses on the experiences of a disabled student and the other video focuses on the instructor supporting disabled students in placement. In this eBook you will find two resources geared towards students, one resource geared towards instructors, and a fourth resource that is intended to support anyone (e.g., instructor, student, staff, counsellor) interested in facilitating a workshop or module using the ACTon interactive videos. Choose the resource that is right for you and your needs. A breakdown of these resources follows.

Resources for Students

Student TidBit

The Student TidBit is estimated to take 30 minutes to review. It presents a selection of four scenarios from the student and instructor interactive videos. Each scenario ends with discussion questions for you to consider. Supplementary material is offered to support reflection on planning and communicating about accommodation needs in placement. The goal of the TidBit course is to disrupt disability stigma and introduce students new to placement to the challenges and facilitators of accessing disability accommodation in placements.

To check out the Student TidBit click [here](#).

Student PowerHour

The Student PowerHour is estimated to take one hour to engage with. It includes one 35-minute interactive video that explores the experiences of a disabled student in placement. Integrated discussion questions are meant to highlight key themes and support user's critical engagement with these themes and ideas. Supplementary material in the PowerHour, such as Communicating About Accommodations: Student Tip Sheet and Reflection Worksheet, are intended to support students as they apply the themes and ideas presented in the video to their own placement context. The goal of the Student PowerHour is to support students as they identify disability stigma, learn about the challenges and facilitators of accessing disability accommodations in placement, and reflect on how best to address their accommodation needs in their placement program.

To check out the Student PowerHour click [here](#).

Resource for Instructors

Instructor PowerHour

The Instructor PowerHour offers a 60-minute introduction to the challenges and facilitators of supporting disabled students to access their right to accommodation in placements. The resource includes the instructor interactive video (25 minutes). Reflection questions are embedded into the videos to support the user's critical thinking about how the themes and ideas presented in the scenarios might apply to their own placement program. Supplementary materials include tips on communicating about accommodations with students, as well as answers to frequently asked questions. The goal of the Instructor PowerHour is to apprise instructors, supervisors, preceptors, and staff of the possibility of disability stigma and ableism in placement programs and to identify barriers and facilitators to disabled students' disability accommodation needs in placement. While the Instructor PowerHour was created primarily for instructors, some components, such as Choose Your Own Adventure (Instructor Stories), are also recommended for students.

To check out the Instructor PowerHour click [here](#).

Resource for All

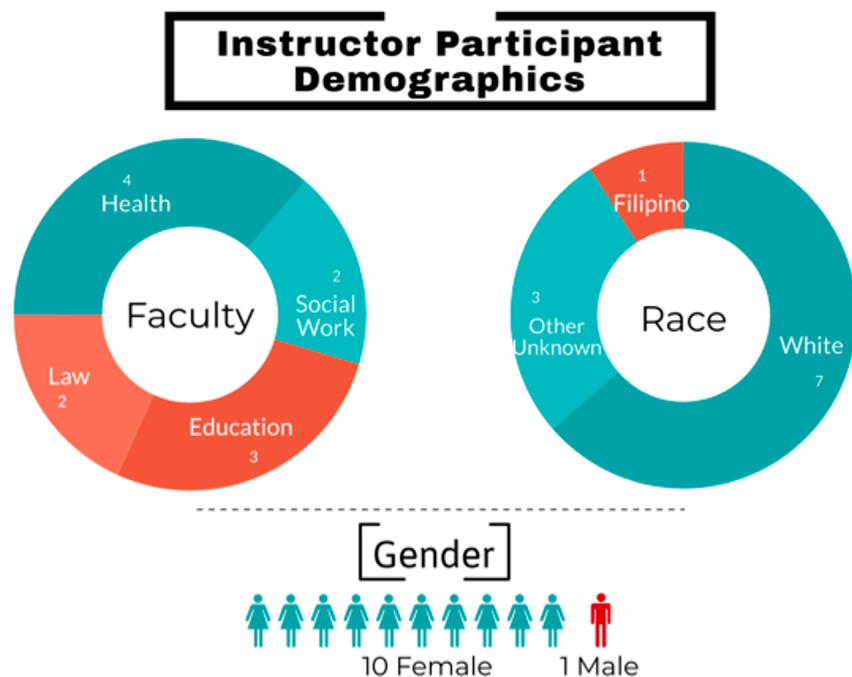
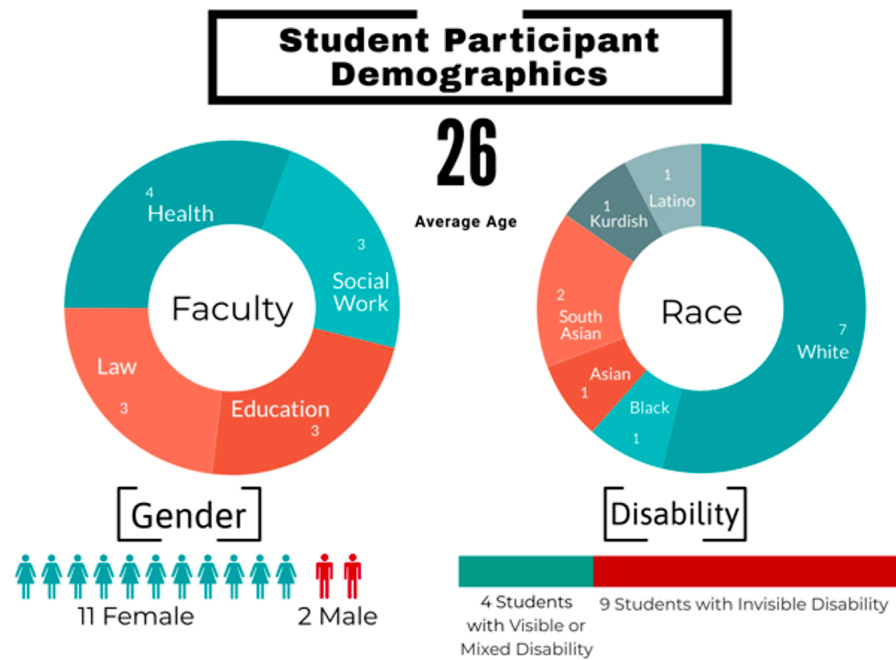
Facilitation Guide

The ACTon Facilitation Guide is intended for anyone interested in facilitating a session using the Student PowerHour resources and video. The guide includes background information on disability accommodation in higher education. Choose from a number of activities suggested to engage groups in dialogue and reflection on the interactive videos and other resource materials. The guide also suggests optional assessment activities for facilitators interested in integrating the Student PowerHour into their curriculum.

To check out the ACTon Facilitation Guide click [here](#).

The ACTon Participatory Visual Method

In 2020, 13 disabled students with placement experience and 11 placement instructors engaged in one-on-one interviews and made short videos about their experiences navigating disability accommodations in placements. This resulted in 24 interview transcripts and 22 videos.



Student participants joined in focus groups to analyze the videos. They identified key decision points for instructors and students in relation to supporting students' access to accommodation throughout the placement process (beginning and mid-placement).

These findings, combined with the research team's thematic analysis findings of interview transcripts, were used to write two interactive video scripts: one from the perspective of a disabled student in a placement at a community health centre and one from the perspective of a nursing instructor with disabled students in her clinical placement course. Three decision points in each script invite viewers to consider key moments in the placement process in which a student's right to accommodation is challenged. In effect, there are five unique storylines for each script that explore challenges, resources, and responses that instructors and disabled students may encounter during a placement. The scripts were reviewed by the project advisory board, which included disabled students, activists and scholars in disability studies. Based on advisory board feedback, and with the support of Candida Paltiel, the scripts went through several rounds of revisions.

The scripts were then used to create videos, which were directed by Reiner Bello-Sanchez, Katie MacEntee, and Olivia Tilley. A diverse and dedicated cast of actors, many of whom were disabled, brought the characters to life. Additional production support was provided by Lillian Heinson, Khadija Bari, and Sapphire Huang.

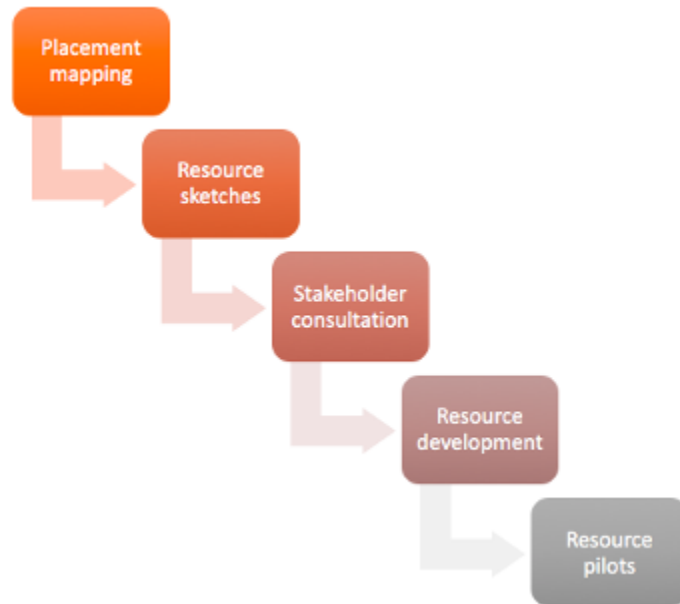
The Videos

It is every disabled student's human right to be accommodated in placements and in experiential education, and it is imperative that institutional policies support this right. While the ACTon videos show two placement settings, in reality there are myriads of disabilities and placement settings. Often, individual accommodations must be navigated on a case-by-case basis. Thus, the ACTon videos do not depict easy answers or prescribe step-by-step solutions for students or instructors. The aim of the videos is to inspire viewers to reflect on and discuss *their* placement settings and identify resources that are available or needed to better support students reach their full potential.



Resource Development Process

To develop resource content, the ACTon project engaged in a multi-step consultation process with disabled students, alumni, instructors, and experiential education experts. A team of individuals, including disabled students, were involved in creating and piloting the resource content and designing the open-access interface.



Character Bios

Reading time: approximately 3 minutes.

The biography of the characters in the ACTon stories (instructor and student videos) are provided below. Our characters were deliberately chosen to reflect experiences that came out in the research. It may be worthwhile to look through these characters and see if you relate to their experience.

Instructor Videos

Character Bios

Performer



Cindi Bhata is a main character in the instructor video. Cindi has one year of experience as a contract placement instructor in Clinical Nursing. She is a dedicated instructor who cares about her students' learning and well-being while in placement. However, she has limited experience accommodating disabled students in placement.

Puneet Bajwa



Tyra has five years experience as a contract placement instructor and has recently started as a tenure-track teaching-stream professor at a School of Nursing. She is a passionate instructor who seeks out professional development wherever possible.

Rosina Ferede



George has been a contract placement instructor in Clinical Nursing for the past four years. George enjoys working with students and caring for patients. He believes that more institutional support for contract instructors is needed. George has lived experience with disability but is not comfortable talking about his impairments.

Henry Shikongo



Gemma is a first-year nursing student who is about to start their first clinical placement. They are a strong student with excellent communication skills. They identify as a disabled student.

Faith Andrew



Claire is a first-year nursing student who is about to start her first clinical placement. Claire is warm and gregarious and easily connects with her patients. She has invisible impairments that impact her learning but does not identify as a disabled student.

Olivia Tilley



June is a clinical nurse in a hospital geriatric unit and has been a placement supervisor for 12 years. As a placement supervisor, students shadow June while she provides patient care. She supports students in learning and practicing their clinical skills, providing patient care, patient documentation and charting, and meeting their placement learning objectives. She has no experience accommodating disabled students in placement.

Vallerie Carrier



A **Student Access Counsellor** is assigned to every student who is registered with Student Accessibility Services. These counsellors work with the students to determine appropriate accommodation and learning needs in their courses.

Brenda Oraziatti

Student Videos

	Character Bios	Performer
	Aaleyah , the primary character in the student video, is about to start her first placement. Aleyah is excited to practice her skills and work with clients. She identifies with a disability but her accommodation letter does not identify any accommodation needs for a placement course.	Edwina Chu
	Sam is Aaleyah's friend and a disability activist. Their lived experience of disability has made them keenly aware of how institutional gatekeeping regarding accessibility policy can put the onus of access to accommodation on the student.	Wesley Magee-Saxton
	Max , Aaleyah's friend, is an able-bodied student who is passionate about social justice and activism.	Mesha Mykitiuk
	Pat is Aaleyah's placement instructor. Pat has 10 years of experience supervising students in placement. He most enjoys checking in on students while in placement and seeing how they have advanced through the program.	Daniel Coo
	Joan is Aaleyah's placement supervisor. Joan is responsible for overseeing Aaleyah's day-to-day activities while in placement. She has supervised several placement students over the last five years, but none have requested accommodations. Joan has a hands-on management style and when faced with a difficult situation prefers to face it head on.	Sabrina Knappett
	Cameo is Sam's service dog.	Cameo

Definition of Disability Accommodations

Objective

Present a brief, accessible definition of what accommodations are in relation to disability and students with disability

Reading time: approximately 2.5 minutes, not including videos.

The Ontario Human Rights Code (the Code) is a provincial law that asserts that persons with disabilities in Ontario have the right to be free from discrimination in higher education. This includes the right to access equal opportunities and meet learning requirements available to all students, including in mandatory and optional clinical placements.

The Code states that universities and colleges have a duty to accommodate students with disabilities. This duty to accommodate means that the university and its employees have to listen to students' requests for accommodation and work cooperatively with them to find a solution that meets their needs.

- It is the student's responsibility to make their accommodation needs known to their supervisor/academic director as soon as possible.
- The student does not need to share their diagnosis, but their supervisor/academic director is permitted to know about the student's disability-related needs in order to accommodate them.
- Personal information is to be kept confidential under the law.
- The university is required to pay for the accommodations.

Accommodations give persons with disabilities an equal opportunity to apply and interview for clinical placement and to perform the essential requirements of the placement in a meaningful, inclusive and barrier free-way.

Additional Resources

- [Accessibility for Ontarians with Disability Act \(AODA\)](#)
 - [AODA 101 – Introduction to the Accessibility for Ontarians with Disabilities Act](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/acton/?p=169#oembed-1>

Key topics covered in the video:

- [Where does the Duty to Accommodate Come From?](#) (Timestamp 2:27)
- [Who Must Accommodate People with Disabilities? Who Has the Duty to Accommodate?](#) (Timestamp 5:12)

- [What is the Purpose of the Duty to Accommodate?](#) (Timestamp 8:25)
- [What are the Benefits of Fulfilling the Duty to Accommodate?](#) (Timestamp 11:15)
- [What Disabilities are Included within the Duty to Accommodate?](#) (Timestamp 15:40)
- [Examples of Accommodations that Can be Required](#) (Timestamp 17:26)
- [What is the Content of the Duty to Accommodate? What Must an Organization Do?](#) (Timestamp 26:05)
- [Some Red Herrings We Can Eliminate from Discussion About the Duty to Accommodate](#) (Timestamp 34:05)
- [When Does the Duty to Accommodate Arise?](#) (Timestamp 35:25)
- [When, If Ever, Can You Ask a Person, Requesting Accommodation, for Medical Documentation of Their Disability?](#) (Timestamp 37:50)
- [The Undue Hardship Defence – General Principles](#) (Timestamp 39:33)
- [When Can the Cost of Accommodation Justify a Failure to Accommodate?](#) (Timestamp 49:14)
- [When Can Health and Safety Considerations Justify a Refusal to Accommodate?](#) (Timestamp 57:42)
- [Can the Failure to Accommodate Be Defended on the Basis that It Adversely Affects the Morale of Other Workers?](#) (Timestamp 59:10)
- [How Does the Duty to Accommodate Apply to Trade Unions and Collective Agreements?](#) (Timestamp 1:00:49)
- [What Happens if Fulfillment of the Duty to Accommodate May Conflict with Other Rights of Other People?](#) (Timestamp 1:03:48)
- [A Short, Punchy List of Defences or Arguments that Cannot Justify a Failure to Accommodate](#) (Timestamp 1:06:56)
- [Concluding Thoughts](#) (Timestamp 1:11:18)

Disabled Students or Students with Disabilities?

Objective

Explain why the ACTon resources use the terminology *disabled students*; note that the use is not intended to be exclusionary.

Reading time: approximately 1 minute.

ACTon frames disability as a form of relational diversity that exists within physical and social working and learning places (e.g., the accessibility of physical and/or social places to enter or navigate within, the attitudes regarding what disabled students can or cannot do in places). We focus on the intersection of disability with other social attributes and identities; however, we acknowledge other forms of oppression exist for individuals who seek education and employment. We use *disabled students* as an identity-first language, in line with the preferences of ACTon team members who identify in this way. We acknowledge that other terms, such as *students with disabilities* and *students who identify with disability* may be preferred by some. ACTon refers to “non-disabled students and disabled students” as *students*.

Intersectionality and Disability Tip Sheet

Reading time: approximately 4 minutes.

The experience of each disabled student is unique, depending on the experiences they bring with them. We each have complex identities, and our experience of disability can change depending on the identities we carry.

Ableism can impact how we see ourselves in those identities. Ableism is a form of discrimination which shapes societal attitudes toward people with disabilities. It can be intentional or unintentional and assumes that disabled students have less to offer or less capacity to get things done.

Microaggressions are a form of discrimination that can occur through ableism or other forms of oppression. While often unintended, the effects of these small acts of stereotyping bias build up over time. It is exhausting to cope with these assumptions day after day. With ableist microaggressions, well-intentioned assumptions about what a disabled student can do can contribute to student frustration and burnout.

Some of us have different experiences of disability depending on our gender identity or sexuality or on whether we've experienced racism. The ways that these identities interact with each other is called *intersectionality*. For example, if a Black disabled student and a White queer disabled student both work in same placement, they may have very different experiences of disability discrimination because of the multiple identities they carry.

Abes and Wallace (2018) note that certain identities can be emphasized over others in our lives; they describe this as intersectional erasure. Some of us may have difficulty asking for the support we need because our needs are filtered through racism, sexism, and other forms of marginalization. We may fear asking for the support we need if people will then blame this need on our race or gender identity.

Students' experiences can also vary if they have visible or invisible disabilities, or if their disability is newly acquired. We might not have had access to the supports we needed in the past, or we might not know what supports we need in this new experience of placement. It is okay not to know everything you might need right now; that knowledge will grow over time.

If you are a student navigating multiple identities in placement, it's important to find people who can support you through this process. Having the support you need will help you to perform at your very best. Consider this simplified example: able-bodied, neurotypical people use support to be their best self on a regular basis, whether this support is in the form of multiple cups of coffee, childcare, or help in solving a difficult problem. Disability supports are often more stigmatized, but you have as much right to work at your best as anyone else.

If you can find mentors with similar life experience to yours, it can help you to navigate experiences in your chosen field and to build a network for future career opportunities. It is important to remember that you do not have to disclose your disability status to anyone, but being a disabled student can be isolating at times. Most people seek out mentorship during their career, and placement is a good place to start.

[Intersectionality and Disability Infographic \(PDF\)](#)

Intersectionality and Disability

The experience of each disabled student is unique, depending on the experiences you bring with you. We each have complex identities, and our experience of disability can change depending on the identities we carry.

Some of us have different experiences of disability depending on our gender identity, sexuality, or whether we've experienced racism. The ways that these identities interact with each other is called intersectionality.



Students' experiences can also vary if they have visible or invisible disabilities, or if their disability is newly acquired.



Some of us may have difficulty asking for the support we need because our needs are filtered through racism, sexism, and other forms of marginalization.

If you are a student navigating multiple identities in placement it's important to find people



This concludes the ACTon Preparatory Resources.

Choose from one of the below links to watch the ACTon videos and access other ACTon learning materials:

- [Student PowerHour](#)
- [Student TidBit](#)
- [Instructor PowerHour](#)
- [ACTon Facilitation Guide](#)

Additional Resources

- Desmond-Harris, Jenee. (2015). What exactly is a microaggression? Vox. <https://www.vox.com/2015/2/16/8031073/what-are-microaggressions>
- Lu, Wendy. (2016). 13 Microaggressions People With Disabilities Face. *Bustle*. <https://www.bustle.com/articles/186060-13-microaggressions-people-with-disabilities-face-on-a-daily-basis>
- Magana, Sandy, Ben-Moshe, Liat. 2014. An introduction to race, gender, and disability: Intersectionality, disability studies, and families of color. *Women, Gender, and Families of Color* 2(2): 105-14
- Mingus, M. (February 12, 2012). Changing the Framework: Disability Justice. <https://leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disability-justice/>
- Saxe, A. (2017). The Theory of Intersectionality: A New Lens for Understanding the Barriers Faced by Autistic Women. *Canadian Journal of Disability Studies*, 6(4), 153–178. <https://doi.org/10.15353/cjds.v6i4.386>

Source

Abes, E. and Wallace, M., 2018. "People See Me, But They Don't See Me": An Intersectional Study of College Students with Physical Disabilities. *Journal of College Student Development*, 59(5): 545-62.

STUDENT POWERHOUR

Choose Your Own Adventure (Student Stories)

Student Videos

Choose your own adventure by [engaging in the interactive media](#).

Feedback on Your Adventure Experience

We hope you enjoyed the adventure! Click here for a copy of the video's [Decision Tree \(PDF\)](#). There are five unique endings to this 'choose your own adventure' video. Did you see them all? You can return and explore alternate endings at any time.

Please take a moment to respond to an [anonymous survey](#) to tell us about your experience with the Student PowerHour video resource (and other ACTon resources you may have looked at). The survey will take approximately 15 to 20 minutes to complete.

Go to the next page to check out more resources for students related to disability accommodation in placements.

Communicating about Accommodation: Benefits and Risks

Reading time: approximately 3 minutes.

Things to Consider About Disclosing Your Disability

It can be difficult to know what the experience of disclosing a disability will be until it is time to make that decision, but the research project highlighted some considerations that may be helpful when that time comes.

- Disclosing disability is a different experience for each student. For some, the decision may not be straightforward. Each student should weigh the benefits and risks of disclosing their disability to a professor or placement supervisor.
- Disclosure may involve several people in placement (e.g., placement supervisor, placement coordinator, office administrator, director, and/or principal) who will need to be informed about a student's accommodations. It is a good idea to think about how to disclose to each person.
- The accessibility services office at one's home institution (e.g., SAS at York University) will recommend appropriate academic accommodations for students who disclose their needs. These recommendations may not be tailored to an experiential-education or placement context, and follow-up consultations with accessibility services may be helpful.
- Some students may not immediately register with accessibility services; rather, they might first see how their courses are before taking the extra step towards seeking accommodation.
 - Students who wait until the middle of their placement to register with their university and access their right to accommodation may encounter difficulties, as the registration process has several steps and takes time to complete.
- Some students may register with an accessibility services office but never use their accommodations.
 - This "wait and see" approach may be used by students who are in the process of determining their accommodation needs in the placement environment.
- Accommodations are not designed to give students an advantage. Academic accommodations aim to **provide a level playing field** by removing barriers to access, which can impede a student's ability to succeed.

Benefits for Students of Disclosing Disability

- Disclosing allows instructors to determine if their curriculum design should be altered to benefit all students and not just students with disabilities.
- Instructors may be able to provide additional support to students to enable them to complete certain tasks or training (e.g., extended timelines for completion of assignments, introduction to a mentor with lived experience who could offer students with disabilities guidance on navigating the professional context with their disability).
- Instructors and supervisors may modify portions of their teaching or lessons towards the different learning styles of students with disabilities (e.g., including more visual aids in lesson material, providing closed

captions for videos and audio lectures, providing more demonstrations, templates, or memory aids).

- Disclosing can help raise awareness of disability in placement, and sharing one's experience can help to reduce stigma.

Risks for Students of Disclosing Disability or Using Accommodations in Experiential Education/Placement

- Students may be uncomfortable discussing their disability. This may result in them feeling different from other students or being subjected to discrimination (Luckowski 2016).
- Students may feel that disclosing their disability or using accommodations may impact their future employment opportunities.
- Some instructors/supervisors may be unwilling to accommodate or may dismiss the legitimacy of their student's disability.
- Accommodations not outlined in a letter from an accessibility services office may not be granted by course directors/supervisors.
- If a student has a hidden disability, such as chronic illness or a learning disability, faculty may not be aware of the student's needs and be unable to properly support them (Luckowski 2016).
- Instructors and supervisors, even if well intentioned, may lack training. They may be uncertain about how to respond to the student's needs or identify appropriate inclusion strategies.

Additional Resource

[*Transition Resource Guide for Students with Disabilities*](#)

Source

Luckowski, A. (2016). The Lived Experience in the Clinical Setting of Nursing Students with Disabilities. *Nursing Education Perspectives* (Wolters Kluwer Health), 37(5), 256–261. <https://doi.org/10.1097/01.NEP.0000000000000063>

Communicating About Accommodations: Student Tip Sheet

Reading time: approximately 2 minutes.

Here are some tips to consider before beginning your placement:

[Student Tip Sheet Communicating About Accommodation \(PDF\)](#)

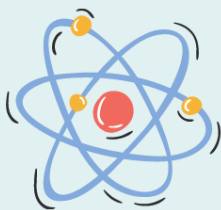
Tip Sheet: Communicating About Accommodation

These tips are based on Luckowski's (2016) research on experiences of nursing students with disability as well as evidence emerging from phase 1 of the ACTon project. The tips were also reviewed by disabled students at York University for accuracy and feasibility.

Your time to learn

Placement is an opportunity to experiment with communicating about your accommodation needs in a work/professional environment.

Be patient with yourself as you learn new skills



Come forward early

Bringing your needs to another's attention early will ensure accommodations are put into place for when you need them



You can organize accommodations and not need them or not use them



Connect with other disabled students for guidance

People with previous experience navigating the system can be a resource and a support



It is never too late to register for accommodations

But remember that the process takes time



Identify your strengths and weaknesses

Communicate with your accessibility counselor, instructor and placement supervisor.



Practice request conversations with friends or family

Feel comfortable using accommodation language and advocating for your own needs



Be patient & know your rights

It may take instructors and placements time to figure out their shared responsibilities in accommodating students



Source Luckowski, A. (2016). The Lived Experience in the Clinical Setting of Nursing Students with Disabilities. Nursing Education Perspectives (Wolters Kluwer Health), 37(5), 256–261.
<https://doi.org/10.1097/01.NEP.0000000000000063>

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Luckowski, A. (2016). The Lived Experience in the Clinical Setting of Nursing Students with Disabilities. *Nursing Education Perspectives* (Wolters Kluwer Health), 37(5), 256–261. <https://doi.org/10.1097/01.NEP.0000000000000063>

Reflection Worksheet: Communicating and Disclosing Accommodation Needs

Objective

Use these reflective prompts to help you consider the pros and cons of disclosure and whether you want to disclose your need for accommodations in your placement. Prompts can also help you identify what accommodations you might need and how to ask for them.

Reading time: approximately 2 minutes.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/acton/?p=238#h5p-7>

Additional Resource

[Making Your Business Accessible for People with Disabilities](#)

Cellphilm Guide: An Introduction

Create the change you want to see in the world.

- Cellphilms are short (1-4 min) videos made using a mobile device (e.g., cellphone or tablet) in response to a prompt. They are a great way to reflect on and present your ideas.
- You can make a cellphilm on your own or in a group.
- Showing your cellphilm to others can build awareness about disability rights, counter ableism and disability stigma, and support disabled students' successes in placements.

Globally, mobile technology, especially cellphones and tablets, have become everyday devices with which to consume and create media. This has had a significant impact on the types of voices and perspectives that are available to us. No longer are we reliant on large media houses to show us the world; we make our own! For better or worse, social media offers us extensive insights into people's lives. Cellphone videos have also become central to social-justice movements like BlackLivesMatters, #MeToo, and global climate crises activism. Mobile videos have sparked local and international social movements and disrupted systemic oppression.

The next chapter, *Creating Cellphilms: A Nine-Step Guide*, introduces the cellphilm method, a video-making process that celebrates the accessibility and global impact of "everyday media-making." The term *cellphilm*, which combines the words cellphone and film, was coined by Johnathan Dockney and Keyan Tomaselli (2010); it refers to videos made with a cellphone or other mobile technology (e.g., a tablet). The cellphilm method is an evidence-based approach that has been used in education and activist circles to create, represent, and disseminate new knowledge and create social change (MacEntee, Burkholder, Shwab-Cartas, 2016). The nine-step method, which utilizes locally accessible resources (whatever you have available to you), emphasizes using forethought and planning to make a short video that can make change.

The links provided below and in *Creating Cellphilms: A Nine-Step Guide* access cellphilms other people have created for ACTon or for other projects. This media is shared with the consent of the creators. We present these examples to inspire your own creation. Cellphilms are diverse; no two need look the same. Some are highly edited, but most have a do-it-yourself (DIY) quality about them. As you use the guide and watch videos, think about what you can do to make a video that represents your ideas and your unique contributions to the area of disability accommodations and placement accessibility.

Cellphilms Created by Student Participants

Here are cellphilms student participants created during phase 1 of the ACTon project on barriers and challenges of communicating about accommodation in placements:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/acton/?p=500#h5p-11>

Cellphilms Created by Instructor Participants

Here are cellphilms made by instructor participants during phase 1 of the ACTon project:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/acton/?p=500#h5p-13>

Sources

Dockney, J., Tomaselli, K. G., & Hart, T. B. (2010). Cellphilms, mobile platforms and prodsumers Hyper-individuality and film. In N. Hyde-Clark (Ed.), *The citizen in communication: Re-visiting traditional, new and community media practices in South Africa*. Claremont: Juta.

MacEntee, K., Burkholder, C., & Schwab-Cartas, J. (2016). What's a cellphilm? An introduction. In K. MacEntee, C. Burkholder, & J. Schwab-Cartas (Eds.), *What's a cellphilm? Integrating mobile technology into visual research and activism* (pp. 1-18). Rotterdam, NL: Sense.

Creating Cellphilms: A Nine-Step Guide

Objective

This guide was created to support students and instructors in making cellphilm videos (short videos made using mobile technology) about disability accommodation in academic placements.

This guide presents a nine-step mobile video-making process called the cellphilm method. It includes support for identifying a topic and figuring out how you want your cellphilm to look. The guide reviews filming techniques and visual ethics and presents some ideas of what you can do with your cellphilm once it is created.

You can adapt these steps to suit your needs:

- Think of a topic
- Brainstorm your topic
- Identify resources
- Video ethics
- Storyboard
- Film
- Edit (or not)
- Watch
- Mobilize

1) Think of a Topic

The topic of disability accommodation in placement is broad. Think about how you can narrow your cellphilm's topic to something more specific. There are overarching and intersecting themes—for example, inclusion, stigma, identity, accessibility, learning, professional development, and systemic barriers—that may be relevant to your experiences and your ideas about what needs to change.

To help you narrow down your topic, consider the following prompts:

- What is your experience of disability accommodation in placement (from the perspective of the student/instructor being accommodated or the instructor supporting student accommodation)?
- Do you feel supported/excluded from academic placement settings?
- What are the barriers to and facilitators of communicating about accommodation in placement?
- What is the first step in addressing barriers to disabled students' right to accommodation in placements?

These prompts are offered as inspiration; feel free to develop your own prompts, too. When you have decided on a topic for your cellphilm, you can move on to step two.

2) Brainstorm Your Topic

In this brainstorming activity, you will think more broadly about your cellphilm topic. You can write or draw your chosen topic in the centre of the blank page provided or use a system that works better for you. Around your topic, map out all the related perspectives, ideas, complexities, and nuances. You can draw lines connecting ideas and use colour to distinguish differences and common themes. Follow your train of thought and see where you end up. There are no wrong answers to this activity! If you are working in a group and people have opposing opinions, avoid arguing and include all ideas in the brainstorm. All contributions are welcome. This is a thought-generating activity; the point is to come up with as many ideas as possible.

Try these probes and prompts to support your brainstorming:

1. Reflect on your positionality: What motivated you to choose this topic? How does your motivation impact your perspectives and ideas?
2. Identify alternative perspectives: How might other stakeholders understand your topic? What alternative perspectives on this topic exist?
3. Think micro and macro: What are the systemic and/or social factors that influence your video topic?
4. Identify influencers: Who are the different institutions, stakeholder groups, or individuals that influence your topic? What do you want them to do after seeing your video?
5. Identify your audience: Who should see your cellphilm and listen to your message?

Use the brainstorm activity to reflect on and expand your thinking—to see the unexpected and to think outside the box. This activity affords an opportunity to push your cellphilm topic critically and bring it to the next level. Once you have exhausted your brainstorm and can think of nothing more to add, move on to the next step of refining your cellphilm topic.

You can use this space to brainstorm your topic:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/acton/?p=242#h5p-1>

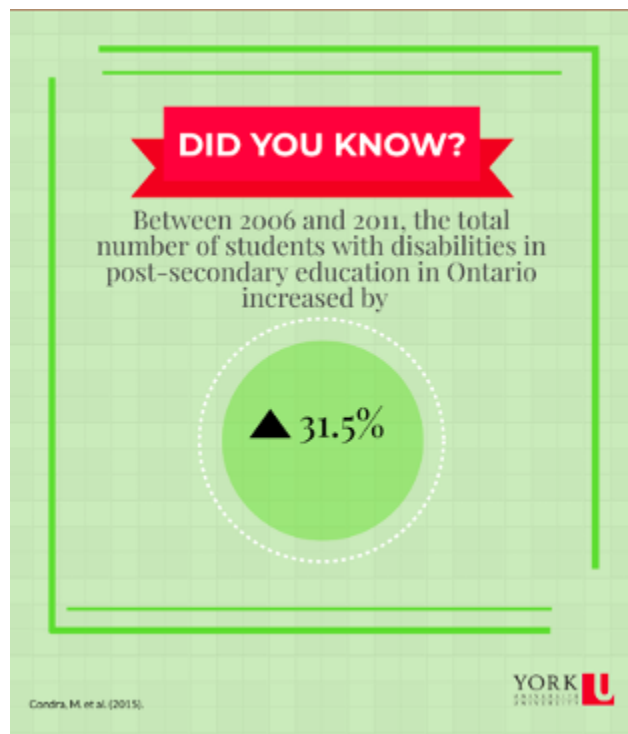
3) Identify Possible Resources

Different audiences are persuaded by different types of arguments. For example, a group of peers may be moved to action when they watch a cellphilm that shares a common, personal experience they can relate to. Other audiences, like government or policy- and decision-makers, may be persuaded by statistics and evidence. A group of community members may be influenced by a portrayal of the realities and lived experience of a particularly marginalized group or area that they have previously overlooked. Think about the intended audience(s) for your cellphilm and the types of story/evidence/perspectives that might influence them the most. Take some time now to collect any resources (e.g., statistics, quotations, images, soundtrack, soundscape) that you think will make your cellphilm more persuasive to a specific audience group.

The following three figures are examples of infographics on accommodation, students with disabilities, and placements in higher education. You may want to use some of this information in your cellphilm. Or, maybe it will make you think of other data that you want to find. Try doing an image search on your browser to provide

some quick background information on your specific topic. You can always create your own infographics, images, music, or other media to help communicate your message. Whatever you use, do not forget to reference the original source!





According to a report by the National Educational Association of Disabled Students (NEADS)

"University graduates with disabilities have a higher unemployment rate compared to graduates without disabilities.."

Why?

- Professional skills development opportunities (for example, research labs, field/clinical placements or study abroad) during post-secondary education are not adequately accessible.
- Extra-curricular experiences that have become increasingly expected of students including part-time employment and volunteering.

NEADS, p. 88. (2010)

YORK U
UNIVERSITY

This infographic has a light beige background with a dark red scalloped border at the bottom. At the top, a dark red circle is followed by the title 'According to a report by the National Educational Association of Disabled Students (NEADS)' in bold black text. Below this, a quote in bold black text reads: 'University graduates with disabilities have a higher unemployment rate compared to graduates without disabilities..'. A horizontal line separates the quote from the 'Why?' section. The word 'Why?' is written in white inside a dark red circle. To the right of this circle are two bullet points in black text. At the bottom right, small text reads 'NEADS, p. 88. (2010)'. At the bottom right is the York University logo, which includes the text 'YORK U' and 'UNIVERSITY'.

4) Visual Ethics

Take a few minutes to think about the risks and benefits of sharing your cellphilm with different audiences. Be mindful; once something has been shared online it is very difficult to take it back and know for sure that it has been deleted. People can rip, record, and otherwise copy online content without permission. But sharing your cellphilm can also be a highly rewarding experience! You set the terms of sharing. You can share your cellphilm privately with friends and family. You can store your cellphilm online, unlisted, and share the link only with specific audiences (be aware that they could then share the link with others, so this is not 100% secure). Or, you can post your cellphilm publicly for the world to potentially see.

Before you start filming, consider your safety. You may want to avoid filming personal information or identifying characteristics (e.g., home address, telephone number, faces). Here are some strategies that you can use to make a cellphilm that maintains your anonymity while also presenting your ideas and experiences in a thought-provoking manner.

Only you can decide if you want to identify yourself in your cellphilm.

How comfortable are you with being identified in your cellphilm?

- What good things might happen if your cellphilm identifies you and is screened to your intended audience?
- What bad things might happen if you are identifiable in your cellphilm and your intended audience watches it?
- What bad/good things might happen if someone you are not expecting sees your cellphilm?
- Based on your reflections above, to what degree are you comfortable identifying yourself in your cellphilm?

People may be able to identify you in your video if

1. you include your name, email or other contact information;
2. you show your face;
3. you show other identifying characteristics (e.g., tattoos, jewelry, clothing);
4. you include a recording of your voice; or
5. your cellphilm portrays a real experience and includes details such as who was involved or where and when it happened. If someone watching the video is aware of the situation, they may be able to tell it is you who made the video.

The following strategies may help you to make a cellphilm that keeps your identity private:

1. Avoid filming your face or other identifiable characteristics.
2. Avoid using a voice-over.
3. Use drawings, text, screenshots, and public-access footage to avoid filming any identifying characteristics at all.
4. Avoid filming locations that people associate you with (e.g., your home, your favourite hangout).
5. Avoid using your name. Choose a pseudonym or pen name.

The following examples of cellphone videos use different anonymizing strategies. They are each 60-90 seconds.





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/acton/?p=242#oembed-1>



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/acton/?p=242#oembed-2>

Third Party Consent

Everyone has the right to decide if they want to be in a video. It is not appropriate to film someone without their informed consent. In order for someone else (a 3rd party) to provide their informed consent to be in your cellphilm, they will first need to know

1. what the cellphilm is about;
2. what is expected of them (what they are being asked to do);
3. how the cellphilm will be used;
4. where the cellphilm and related files will be stored;
5. who has access to the cellphilm and other video files; and
6. that they have the right to consent or not consent to be recorded.

Make sure you let people ask questions about what they are consenting, and do your best to answer their questions honestly and in a timely fashion prior to filming.

The [SmART Toolbox](#) provides an easy-to-use quiz to help determine if you require a media release when making a cellphone video. You do not have to include other people in your video, but if you do make sure to obtain informed consent.

5) Storyboard

The storyboard is a visual plan for your cellphilm. On the template on the next page, imagine one box = one scene in your cellphilm. Start by planning your cellphilm in six scenes. The first scene includes the title of your cellphilm. The second scene presents the issue/topic under investigation. Two additional scenes in the middle of your cellphilm can provide further insight, perspective, or ideas about the topic. The penultimate (second-to-last) scene emphasizes the message you want audiences to take home from your video. The final scene lists the credits (using real or fake names) and any acknowledgements that you feel are necessary. The title and credit scenes are helpful beginning and end points to your video. Feel free to adapt this storyboard to meet your needs. You do not have to use every box, but using a title and credits is strongly encouraged because it helps signal the beginning and end of your cellphilm to your audience.

Try to keep your cellphilm under 2 minutes long. The longer your cellphilm is, the more likely people will become distracted or lose interest. Staying within the six-box storyboard (or less) structure will help to keep your cellphilm precise and impactful.

When completing the storyboard step for the first time, some people do not know where to start, while others feel the step is unnecessary or elementary. Experience has shown that storyboarding helps in planning the filming process and makes for a more cohesive and understandable final product.

A storyboard template is available below. Use text and/or drawings to complete your storyboard. You can refer back to it while filming to help you stay on track.

Storyboard Template

[ACTon Storyboard Template](#) (PDF)

USE TEXT AND/OR DRAWINGS TO COMPLETE YOUR STORYBOARD. THINK OF IT AS A PLAN FOR HOW YOU CELLPHILM. YOU CAN REFER BACK TO YOUR STORYBOARD WHILE FILMING TO HELP YOU STAY ON TRACK.

Title	Topic/Issue
Take home message	Credits

6) Filming

Aim to film a first draft of your cellphilm all at once. If something needs to be changed, you can go back and fix it later. You never have to share a cellphilm that you feel is incomplete. The one-shot-shoot and

no-editing-required strategies are two ways to film your first draft efficiently. You may be surprised; experience has shown that the first draft can be closer to the finished product than you first think!

One-Shot-Shoot

The one-shot-shoot technique is a quick and easy way to film a cellphilm and requires no editing. With a good storyboard in place, you can press record and film your video from start to finish in one go. If something unexpected happens, or if you mess up or are unhappy with the result, don't worry. The cellphilm is only 1 or 2 minutes long. It's quick to go back to the beginning and film it all again.

No-Editing-Required

The no-editing-required (NER) approach requires that you use a cellphone video app with a "pause" function. All Android phones have this function in their video app. iPhone users can download a free video app with a pause function here: <https://apps.apple.com/us/app/pausecam-video-recorder-camera/id923045172>

To use the NER approach, it is best to have your cellphilm planned on your storyboard from start to finish. You will film each scene in order. Start with your title scene. Film it in one shot; then press pause (do not press stop!) and set up your second scene. When you are ready to film your second scene, press pause again to continue filming. Continue pressing pause between each scene until you complete filming your final scene/credits. When you have finished filming your credits, you can press stop. When you go back to view your cellphilm, it will look like a series of scenes stitched together but no editing is required. Keep in mind, if you make a mistake in one of your scenes, you will have to start filming again at the first scene. Luckily, your cellphilm is only 1 or 2 minutes in length, so it's not such a big deal!

Filming Tips

Sound

Mics on cellphones are generally terrible! Pay attention and avoid background noise (e.g., wind, traffic, people speaking in the background or next door). Locate the mic on your cellphone (usually on the bottom centre) and make sure you are not covering it with your finger. Alternatively, you can use your headphones like a mic or source a lapel mic.

If you want to record a voice-over, make sure the person talking stands as close to the phone as possible. A great way to record voice-over and film at the same time is to stand behind the camera and narrate while you film.

Lighting

Find a well-lit area to film. Avoid back light, unless you are planning to create a silhouette.

Close ups

Avoid using the zoom button, as it may pixelate your image (unless this is the effect you are going for). If you want a closer look, physically move your phone closer to what you are filming.

Holding the Cellphone

Generally, it is best to hold your cellphone in landscape mode (horizontally) while cellphilm. It is important that you do not switch the orientation of your phone in the middle of filming. This will turn your recording sideways and additional time will be required to edit the orientation after filming.

Safety

Keep yourself and others safe while filming. Don't put yourself in harm's way to get the perfect shot. People's safety is the first priority.

7) Watching

Don't miss this step! Review and celebrate what you have created! Making a first draft of a cellphilm is an accomplishment!

Think about what you have learnt through this process and how your thinking on the topic of disabled students' access to accommodations in placement has changed, advanced, or shifted since you started this project.

Here are a few more reflective prompts to consider:

- How does it feel to watch what you produced?
- What surprises you most about the cellphilm process?
- What part of your cellphilm are you most proud of?
- Does the cellphilm feel ready to share?
- If revisions are required, what is a realistic timeline for finishing these revisions?

8) Editing

Not all cellphilms need editing. Editing can add to the professional look of your cellphilm, but it can also take a lot of time. If you want to edit your cellphilm, focus on a few key changes or additions and try and avoid getting bogged down in endless changes to insignificant details. You may want to cut some lines or add text, subtitles, or other accessibility features. You may have access to video-editing software on your phone or computer. If not, the editing apps listed below are relatively easy to use. (Be aware that free video apps often add watermarks, have limited features, or collect personal information and/or claim ownership of your media.)

- [WeVideo](#)
- iMovie
- Viva Cut

9) Screening

Congratulations you have made a cellphilm! Now is the time to consider next steps. The process of cellphilm making can, in its own right, be personally meaningful. You may feel that you have achieved your goal and want to stop here. However, you may also see your cellphilm as a resource that can be used to make change. Throughout this guide, you have been prompted to consider audiences for your cellphilm. Now is the time to develop a plan to ensure that your video is seen by the right people.

Consider the following questions to help you plan your screening:

- Who would be the ideal audience(s) for your cellphilm?
- What do you want people to do after watching your cellphilm? What is the intended change that you want your cellphilm to precipitate?
- How will you get your cellphilm to your intended audience (e.g., post online, email a link, organize a meeting, host a screening)?
- What materials (e.g., introductory remarks, handouts, interactive activities) could you organize to promote audience engagement with and discussion about your cellphilm?

The time to act is now! Get the word out, connect, and start the conversation.

This Concludes the Student PowerHour.

If you have not done so already, please take a moment to respond to an [anonymous survey](#) to tell us about your experience with the Student PowerHour (and other ACTon resources you may have looked at). The survey will take approximately 15 to 20 minutes to complete.

Interested in organizing a workshop and using the ACTon resources? Check out the [ACTon Facilitation Guide](#)!

The *Cellphilm Guide* was prepared by Kate MacEntee for the ACTon Project.

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STUDENT TIDBIT

Student TidBit Selected Stories

Objectives

- 1) Describe issues of access and barriers faced by disabled students in placements.
- 2) Recognize instances of stigma against disabled students in placements.
- 3) Suggest appropriate and constructive responses to challenges faced by disabled students in placements.

Watch Part of the Story Through a Student Lens



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<https://ecampusontario.pressbooks.pub/acton/?p=232#h5p-9>

Now watch a video from the instructor's perspective

This video tells a story of Cindi, a clinical nursing instructor. Choose whether or not Cindi should make an announcement to her class on the first day inviting students to meet with her to discuss their accommodation needs and watch the outcome of this choice for Cindi.



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<https://ecampusontario.pressbooks.pub/acton/?p=232#h5p-8>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/acton/?p=232#h5p-5>

You have just completed a pilot of the ACTon TidBit video resources. Please take a moment to respond to an [anonymous survey](#) to tell us about your experience. The survey will take approximately 15 – 20 minutes to complete.

Go to the next page to see student Frequently Asked Questions (FAQs) and communication tips on communicating about disability accommodation in placement.

To watch the whole [Choose Your Own Adventure Student Video](#) check out the Student PowerHour!

Student FAQs

Reading time: approximately 10 minutes.

ACTon Interactive Videos

- How were the interactive videos made? Who came up with the stories?

The ACTon interactive videos were scripted based on research with disabled students and placement instructors. The stories and characters represented in the videos are fictional, but they draw on real-life experiences from the project's student and instructor participants. You can watch videos that the research participants created, which illustrate some of their experiences and thoughts about accommodation in placement. The ACTon research team used the research findings to inform their script writing. The scripts were reviewed by an advisory board made up of disabled students and disability scholars. Their feedback guided story content and confirmed the accuracy of information presented and the "believability" of the storylines.

- Why don't the videos have clear endings with solutions?

Sometimes accommodation access is straightforward and effective, but sometimes it is really hard. And sometimes, accommodations are only moderately helpful. ACTon wanted the videos to be true to all of these different experiences.

There are multiple pathways that disabled students may navigate to access their accommodation needs in placement. This often depends on their disability and other intersecting social identities, their relationship with the placement instructor and placement supervisor, and their evolving familiarity and comfort level with the demands of the placement. The goal of the videos is to encourage viewers to consider what they would do in a given context and to assess the options and resources available to them and, thus, to ensure that disability accommodation and inclusion are realized.

Accommodations 101

- What are accommodations?

Disability accommodations in placement and experiential-education (EE) contexts are adjustments and modifications to the original design of activities or tasks; these accommodations support disabled students as they fulfill the requirements of the placement and meet the essential learning outcomes of the course.

- What does it mean that accommodations are a human right?

Disability accommodations are a human right; this means that all disabled people have a right to accommodations that respect their human dignity. The duty to provide accommodation is outlined in provincial human-rights codes across Canada (e.g., [Ontario Human Rights Commission](#)). Universities and colleges also have a duty to accommodate students with disabilities; the university and its employees have to listen to your request for accommodation and work cooperatively with you to find a solution that meets your needs.

Learning Objectives

- What are learning objectives?

Learning objectives are the required activities or understandings that a student is supposed to develop as a result of engaging with a course. Typically, a student must demonstrate that they meet all the learning objectives of a course in order to pass.

- What are my placement learning objectives?

To identify the learning objectives to your placement course, consult the course information (e.g., syllabus, course outline). You may also want to email or set up a meeting with your placement instructor to ask them for support in identifying and understanding the learning objectives.

- Why is it important for me to understand the placement learning objectives when thinking about my accommodation needs?

Understanding your placement learning objectives—that is, identifying the essential requirements you need to demonstrate to pass/complete the placement—supports both you and your placement instructor. If you can clearly understand these objectives, you are better situated to identify how to adapt and accommodate tasks so that you can meet those objectives.

Communicating About Accommodations

- Do I have to disclose my use of accommodations to take a placement program?

You never have to disclose your right to accommodation or your disability. You have the right to keep that information confidential. However, the ACTon research suggests students make their right to accommodations known to their placement/EE instructor as early as possible. This supports disabled students to access appropriate and reasonable accommodations should they require them during their placement/EE course. If you decide to keep your right to accommodation private, you cannot expect your accommodation needs will be met. If you require accommodations to meet the objectives of your placement/EE course, you will need to talk to your placement instructor, and likely your placement supervisor, to discuss your needs and identify the specific modifications required to support your success.

- Can I ask for a new/refined accommodation mid-placement?

Yes! Your right to accommodation can be accessed at any time. However, it may be difficult to efficiently and effectively find appropriate accommodations to meet your needs later in placement. Thus, we encourage you to start the conversations about accommodations as early as possible. If you feel your current accommodations are not working, try setting up a meeting with your instructor or your accessibility counsellor to discuss your needs in your placement/EE environment. Hopefully you will be able to work together to identify adjustments or new accommodations to put in place so you feel better able to meet the learning objectives.

- Do I have to disclose my disability during placement?

No. You never have to disclose your disability. Even if you are requesting accommodations, you have the right

to keep your diagnosis to yourself. Your placement instructor/supervisor/placement coordinator is permitted to know information about your disability-related needs in order to accommodate you. For example, you may need to let them know that you need an accommodation for taking notes, but you can explain this without disclosing your diagnosis.

There are pros and cons to disclosing your disability. If you are uncertain if you want to disclose your disability, or if you want to access your right to accommodation, check out our Video Reflection Worksheet for support in deciding what will be best for you.

- How do I know which accommodations I will need in placement?

This is a great question! All placements are different and it may not be immediately obvious what accommodations you require to meet your needs. There are several strategies that you may use (together or alone) to figure out your placement accommodation needs.

You might set up a meeting with your placement instructor or your accessibility counsellor. We recommend setting up this meeting as early as possible once you have decided to enroll in a placement program. You may also want to meet with your placement supervisor, who should be able to answer specific questions about the placement environment and tasks. At the meeting, discuss the learning objectives of the program, the specific tasks or jobs that you will be required to complete, and the environment/context in which you are expected to complete them.

Consider the accommodations that you have used in the past and how they might work in the placement environment. You may be able to use accommodations you are familiar with, or you may have to develop new ones. Try to formulate a plan that you feel good about. After you have had a good amount of time to implement the plan in the placement environment, you may want to check in again with your instructor/supervisor/counsellor to see if any adjustments or changes are required. In this way, figuring out placement programs accommodation may feel like a process.

Everyone in the placement is learning. For disabled students, placements should provide a safe environment in which they can test out different accommodation strategies and prepare for a smooth integration to their profession/workforce after graduation.

Lack of Accommodation or Refusal to Accommodate

- What if my placement instructor/supervisor refuses to accommodate me?

You may have requested accommodations and your instructor or placement supervisor said no, or you may feel that the placement or EE environment is implicitly unwelcoming to discussions about accommodation. Either way, this can be upsetting and isolating. You may also feel angry at the sense of injustice. These reactions are understandable. When deciding what to do about the situation, acknowledge your feelings and then consider what is best for you moving forward.

Identify the resources available to you and consider what kind of support(s) you need in this situation. Do you want an empathetic ear? Or do you want to take more formal action to address the situation? Sometimes, challenges can be resolved relatively quickly with a meeting where miscommunications can be addressed and/or alternative accommodations can be put in place. Other times, the situation may take considerable time to resolve. This is especially the case when refusal to accommodate is implicit or systemic. Making sure that you feel supported along the way is important for your well-being.

If you are looking for a sympathetic ear, consider telling a trusted friend or loved one about what is happening. Seek mental-health support as needed. It is usually helpful to talk the situation through with someone who is a good listener and whose opinion you trust.

If you want to take action, there are several pathways you can consider. If your accommodation was refused by your placement supervisor, consider discussing the issue with your placement instructor. If it was your placement instructor who refused the accommodation, consider talking to the placement coordinator and program director. Another resource might be your accessibility counsellor or the centre for inclusion, access, and/or social justice at your institution. It is a good idea—should the situation become difficult or should you decide to take more formal complaint measures at your institution—to keep a copy of all communications you make about this subject. Higher education institutions have resources available for students to help address human-rights complaints or social-justice issues. These might be another resource for you, especially if you decide you want to document a formal complaint with your institution.

- My placement instructor/supervisor has told me they will not provide me with my requested accommodation.

Your placement instructor/supervisor has to listen to your request for accommodation and work cooperatively with you to find a solution that meets your needs. However, not all accommodations are suitable in every placement environment, and one accommodation may compete or come in conflict with someone else's right to accommodation (e.g., Aaleyah's challenge with being unable to use her cellphone to record client meetings because of privacy concerns). In these more complex situations, an alternative accommodation may need to be developed.

Institutional Accommodation Process

- I have a disability but am not registered with Student Access Services. Can I still be accommodated in placement?

If you have a diagnosed disability your right to accommodation is a human right. This is not reliant on having registered your disability with your institution. However, most higher education institutions have a policy that requests students to document their disability with the institution in order to have their right to accommodation recognized. Registering your disability facilitates the institution's timely response to your request for accommodation. Requesting accommodations may trigger a process that requires you to follow institutional protocol and register your disability with the institution. This is a confidential process. If you do not want to register your disability with your institution, consider talking with your placement instructor about adapting the course program to your learning needs. While some instructors need to follow instructional protocol, course directors and faculty typically have discretion over course implementation.

- What do I do if my accommodation letter does not list accommodations in placement?

To adjust any information in your letter of accommodation, you will need to set up a meeting with your accessible counsellor.

Disability Stigma

- My placement supervisor is not letting me perform the tasks required to meet my placement learning objectives. What do I do?

It is possible that this may be part of the placement process. The process may be incremental, and it may be

that you need to meet some learning objectives before you progress to meet others. You may want to ask your placement supervisor for specific, actionable tasks that you can prepare for and demonstrate to show you are ready to progress. However, if you feel your opportunities for advancement are being barred because your placement supervisor harbours conscious or unconscious stigma towards you, you may want to reach out for support. If your relationship with your placement supervisor is strong, you may want to address your concerns with them directly. You could also contact your placement instructor or placement coordinator to inform them of the situation and seek guidance.

- What do I do if other students treat me poorly because I require accommodations?

If your peers or other students in the placement program are treating you poorly, consider talking to them directly about your concerns. You may also want to inform your placement instructor about the situation. If a dialogue is necessary but meeting independently with the student feels unsafe, consider who might act as a moderator or ally in a meeting where you can express your concerns. Hopefully, the group can come to an agreement on how to treat each other with respect moving forward. Making information about the accommodations (e.g., ACTon Resource Hub) available may also help.

- What do I do if colleagues at my placement treat me poorly because I require accommodations?

If the colleagues are employees of your placement institution (i.e., not your higher education institution,) consider talking to them directly about your concerns. If your relationship with your placement supervisor is supportive and feels safe, it may be helpful to talk to them about the situation. Including or informing your placement instructor is also a good idea. Placement programs often rely on the long-term partnerships they foster with partner institutions. If a placement setting is not inclusive or does not provide a safe environment for students, the placement program may consider whether it is worth continuing the partnership.

Communicating About Accommodations: Student Tip Sheet

Reading time: approximately 2 minutes.

Here are some tips to consider before beginning your placement:

[Student Tip Sheet Communicating About Accommodation \(PDF\)](#)

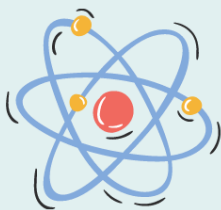
Tip Sheet: Communicating About Accommodation

These tips are based on Luckowski's (2016) research on experiences of nursing students with disability as well as evidence emerging from phase 1 of the ACTon project. The tips were also reviewed by disabled students at York University for accuracy and feasibility.

Your time to learn

Placement is an opportunity to experiment with communicating about your accommodation needs in a work/professional environment.

Be patient with yourself as you learn new skills



Come forward early

Bringing your needs to another's attention early will ensure accommodations are put into place for when you need them



You can organize accommodations and not need them or not use them



Connect with other disabled students for guidance

People with previous experience navigating the system can be a resource and a support



It is never too late to register for accommodations

But remember that the process takes time



Identify your strengths and weaknesses

Communicate with your accessibility counselor, instructor and placement supervisor.



Practice request conversations with friends or family

Feel comfortable using accommodation language and advocating for your own needs



Be patient & know your rights

It may take instructors and placements time to figure out their shared responsibilities in accommodating students



Source Luckowski, A. (2016). The Lived Experience in the Clinical Setting of Nursing Students with Disabilities. Nursing Education Perspectives (Wolters Kluwer Health), 37(5), 256–261.
<https://doi.org/10.1097/01.NEP.0000000000000063>

These tips are based on Luckowski's (2016) research on experiences of nursing students with disability as well as evidence emerging from phase 1 of the ACTon project. The tips were also reviewed by disabled students at York University for accuracy and feasibility.

This concludes the Student TidBit.

If you have not done so already, please take a moment to respond to an [anonymous survey](#) to tell us about your experience with the TidBit. The survey will take approximately 15 – 20 minutes to complete.

To access the full Choose Your Own Adventure Student Stories video check out the [Student PowerHour](#).

Source

Luckowski, A. (2016). The Lived Experience in the Clinical Setting of Nursing Students with Disabilities. *Nursing Education Perspectives* (Wolters Kluwer Health), 37(5), 256–261. <https://doi.org/10.1097/01.NEP.0000000000000063>

INSTRUCTOR POWERHOUR

Choose Your Own Adventure (Instructor Stories)

Instructor Videos

Choose your own adventure by [engaging in the interactive media](#).

Feedback on Your Adventure Experience

We hope you enjoyed the adventure! Click here for a copy of the video's [Decision Tree \(PDF\)](#). There are five unique endings to this 'choose your own adventure' video. Did you see them all? You can return and explore alternate endings at any time.

Please take a moment to respond to an [anonymous survey](#) to tell us about your experience watching the Instructor PowerHour video (and other ACTon resources you may have used). The survey will take approximately 15 to 20 minutes to complete.

Go to the next page to check out supplementary resources for instructors in relation to accommodating disabled students in placements.

Myth Busters

Objective

Discuss and dispel some prevalent myths regarding disability accommodation

Reading time: approximately 2 minutes.

I already work with disabled students. I don't need this training.

Instructors often want to accommodate, but don't always have the right knowledge to support students effectively (Lombardi et al., 2011). In the health professions particularly, faculty members and placement supervisors can have difficulty separating their medicalized knowledge of disabled clients from their perception of the disabled student they are supporting (Stergiopoulos et al., 2018). It is helpful for all of us to keep our knowledge up to date.

Students should already know what they need.

Students' needs can change over time, and they may not have had access to what they needed in high school.

Accommodations set up students for unrealistic workplace expectations.

Students who can feel comfortable about their accommodation needs and are included by their instructors have better placement and employment experiences.

This is going to create extra work.

There may be some extra work, but the student is doing additional work as well. The student will do their part to figure out what they need in placement.

I don't want to be a gatekeeper for accommodations.

By the time a student enters placement, they already have a need for accommodations. Your role is to support the student in facilitating that process.

How will I know the student is not cheating?

Accommodations are tools to help the student do their work; an accommodation does not do the work for the student.

Accommodations will spread. This will cause other students to ask for accommodations.

Accommodations are a tool put in place to support the needs of a particular student. It's usually not something that would benefit all students. If an accommodation would benefit everyone, perhaps it could be a benefit to the workplace.

Sources

Lombardi, A. R., Murray, C., and Gerdes, H., 2011. College Faculty and Inclusive Instruction: Self-Reported Attitudes and Actions Pertaining to Universal Design. *Journal of Diversity in Higher Education*, 4(4): 250–261. <https://doi.org/10.1037/a0024961>

Stergiopoulos, E., Fernando, O., and Martimianakis, M. A., 2018. "Being on Both Sides": Canadian Medical Students' Experiences With Disability, the Hidden Curriculum, and Professional Identity Construction, *Academic Medicine*, 93(10): 1550-1559. doi: 10.1097/ACM.0000000000002300

Communicating with Students About Accommodation: Tip Sheet

[Instructor Tip Sheet Communicating About Accommodation \(PDF\)](#)

Tip Sheet: Communicating with Students About Accommodation

These tips are based on Luckowski's (2016) research on experiences of nursing students with disability as well as evidence emerging from phase 1 of the ACTon project. The tips were also reviewed by disabled students at York University for accuracy and feasibility.

Start the conversation early

Speak explicitly and as early as possible with all your students about setting up accommodations. Make announcements to your class and reach out confidentially to students when appropriate.



Stigma towards disabled people is real

Students may feel hesitant to come forward to discuss their needs. Create a safe space for your students to discuss their accommodations with you.



Students can organize accommodations and not use them



Support students' accommodation learning

Students may not know what accommodations they will require in a new placement environment. Review with them the placement set up, environment or contextual issues that might impact student access, and learning objectives.



Connect with colleagues for guidance

Sharing successes of disability accommodation will build a culture of inclusion. Seek out training and identify resources.



Identify disabled students' strengths and weaknesses

Communicate both with your student and, when appropriate, the placement supervisor.



Be respectful of students who approach you later in the term about accommodations

There are lots of reasons why students may not request accommodations early. A student can request adjustments or new accommodations at any point during their program.



Advocate for your disabled students

Diversity builds a profession. Disabled students have a right to education and a right to accommodation.



Source Luckowski, A. (2016). The Lived Experience in the Clinical Setting of Nursing Students with Disabilities. Nursing Education Perspectives (Wolters Kluwer Health), 37(5), 256–261.
<https://doi.org/10.1097/01.NEP.0000000000000063>

Instructor FAQs

Objective

List some common questions and answers that might come up for students engaging with the ACTon Instructor PowerHour and related resources.

Reading time: approximately 5 minutes.

ACTon Interactive Videos

How were the interactive videos made? Who came up with the stories?

The ACTon interactive videos were scripted based on research with disabled students and placement instructors. The stories and characters represented in the videos are fictional, but they draw on real-life experiences from the project's student and instructor participants. You can watch videos created by the research participants that illustrate some of their experiences and thoughts about accommodation in placement. The ACTon research team used the research findings to inform their script writing. The scripts were reviewed by an advisory board made up of disabled students and disability scholars. Their feedback guided story content and confirmed the accuracy of information presented and the "believability" of the storylines.

Why don't the videos have clear endings with solutions?

Sometimes accommodation access is straightforward and effective, but sometimes it is really hard. And sometimes, accommodations are only moderately helpful. ACTon wanted the videos to be true to all of these different experiences.

There are multiple pathways that disabled students may navigate to access their accommodation needs in placement. This often depends on their disability and other intersecting social identities, their relationship with the placement instructor and placement supervisor, and their evolving familiarity and comfort level with the demands of the placement. The goal of the videos is to encourage viewers to consider what they would do in context and to assess the options and resources available to them in order to better ensure that disability accommodation and inclusion are realized.

Accommodations 101

What are accommodations?

Disability accommodations in placement and experiential education (EE) context are adjustments and modifications to the original design of activities or tasks; these accommodations support disabled students as they fulfill the requirements of the placement and meet the essential learning outcomes of the course.

What does it mean that accommodations are a human right?

It means that all disabled people have a right to accommodations that respect their human dignity. The duty to accommodation is outlined in provincial human rights codes across Canada (e.g., [Ontario Human](#)

[Rights Commission](#)). Universities and colleges have a duty to accommodate students with disabilities. The duty to accommodate means that the university and its employees have to listen to students' requests for accommodation and work cooperatively with students to find a solution that meets their needs.

Communicating about accommodations

Do students have to disclose their use of accommodations to take a placement program?

Students never have to disclose their right to accommodation or their disability. They have the right to keep that information confidential. However, the ACTon research suggests students make their right to accommodations known to their placement/EE instructor as early as possible. This supports disabled students to access appropriate and reasonable accommodations should they require them during their placement/EE course.

Can students ask for a new/refined accommodation mid-placement?

Yes, their right to accommodation can be accessed at any time. However, it may be difficult for your students to efficiently and effectively find appropriate accommodations to meet their needs later in placement. Thus, we encourage you to be open with your students and start the conversations about accommodations as early as possible. This conversation can be difficult for students to initiate. It is important to approach the conversation in an approachable, non-stigmatizing way.

Institutional Accommodation Process

My student has a disability but is not registered with Student Access Services. Can they still be accommodated in placement?

If your student has a diagnosed disability, their right to accommodation is a human right. This is not reliant on having registered their disability with the institution. However, most higher education institutions have a policy that requests students document their disability with the institutions in order to have their right to accommodation recognized. Registering the disability facilitates the institution's timely response to their request for accommodation. While some instructors need to follow instructional protocol, course directors and faculty typically have discretion over course implementation.

What do I do if the accommodation letter does not list accommodations in placement?

To adjust any information in the letter of accommodation, your student will need to set up a meeting with their accessibility counsellor.

How will I know which accommodations my students will need in placement?

All placements and students are different, and the accommodations students will require to meet their needs may not be immediately apparent. Figuring out placement program accommodations may be a process. A student may also set up a meeting between you and their placement supervisor to discuss strategies. If a placement supervisor is reluctant to provide accommodations to your student, you may need to meet with the placement supervisor on your own to help them come up with some strategies that will support the student's learning objectives while promoting an inclusive environment that meets the accommodation needs of your student.

Everyone in the placement is learning. For disabled students, placement experiences should provide a safe environment in which to test out different accommodation strategies and prepare for smooth integrations to their profession/workforce after graduation.

This concludes the Instructor PowerHour

If you have not done so already, please take a moment to respond to an [anonymous survey](#) to tell us about your experience with Instructor PowerHour (and other ACTon resources you may have used). The survey will take approximately 15 to 20 minutes to complete.

If you are interested in organizing a workshop with the ACTon resources check out the [ACTon Facilitation Guide](#).

ACTON FACILITATION GUIDE

How Do I Use This Guide?

Reading time: approximately 4 minutes.

Who Is This For?

This guide is intended for instructors as well as students and anyone interested in facilitating the ACTon Student PowerHour and the ACTon interactive videos with a group of higher education students. The guide was developed for use by all departments and disciplines. These resources are provided with the understanding that we are all at different places in learning; therefore, the activities presented can be adapted to meet different learning levels and strengths. Some parts of this guide, such as the optional assessment activities, may not fit your needs, and that's okay. We refrained from offering concrete lesson plans and suggest multiple discussion prompts as well as activities. We encourage facilitators to choose which sections are appropriate for their group and build their own lesson plans accordingly.

What If I Am Completely New to Disability and Accommodations?

Welcome, we're glad you found this resource!

This guide should be of use to you, but you may want to focus on some of the written content of the ACTon Hub before progressing to the videos. We encourage you to explore additional resources outside of this project as well.

How Do I Use This Guide?

Read through the guide and familiarize yourself with its different sections. Think about the group you intend to work with and identify the learning objectives that you want this group to meet. The activities can be adapted for individual reflection or group-based discussion. Identify which sections you want your group to engage with (you can go through all of them, or select one or two). We have attempted to provide you with all the information you might need to plan, implement and assess a PowerHour workshop. Still, there may be areas or topics that you are unclear about. Highlight areas that may require further research or resource development. You can also design your own activities around the video content as well.

Where Do I Start?

The materials are intended to be used in the order laid out in the Facilitation Guide, but you can also use the materials in the way that works best for your group.

You may also choose to watch the videos before interacting with the rest of the content. You can watch the videos together as a group, or separately.

The following chart provides you with a summary of key points, activities, and a time frame for the ACTon Preparatory Resources and the Student PowerHour sections to help you plan your facilitation activities.

ACTon Preparatory Resources

Chapter	Key Points	Time
Intro to ACTon Project/ Choosing the Resource That Is Right for You	Explains the importance of this project. Describes the resources available in the ACTon Hub, as well as how the project and videos were developed.	Reading: 5-6 min Discussion: 10 min
Character Bios	Provides biographies of the characters in the videos. Each of the characters is based on experiences that came out of the research.	Reading: 3 min Discussion: 20 min
Definition of Disability Accommodations	Reviews what the Ontario Human Rights Code defines as the duty to accommodate. There are links to videos that explain the duty to accommodate and the Accessibility for Ontarians with Disabilities Act (AODA). Each video has its own time count.	Reading: 2.5 min, not including the video resources Discussion: 20 min
Disabled Students or Students with Disabilities	Explains our terminology choice.	Reading: 1 min Discussion: 10 min
Intersectionality and Disability Tip Sheet	Discusses intersectionality, ableism, microaggressions, and what to consider in placement.	Reading: 4 min Discussion: 20 min Activity: week-long journalling

Student PowerHour

Chapter	Key Points	Time
Choose Your Own Adventure (Student Stories)	Contains a link to the student video. Design elements include interactive decision points and reflection questions.	Choose your own adventure: 30 – 45 min Worksheet time: 30-60 min
Communicating About Accommodations: Benefits and Risks	Discusses disclosure and its benefits and risks to students.	Reading: 3 min Discussion: 5 min Activity: 20 min
Communicating About Accommodations: Student Tip Sheet	Lists tips for communicating about accommodation needs.	Reading: 1 min Discussion: 5 min
Reflection Worksheet: Communicating and Disclosing Accommodation Needs	Fosters reflection on upcoming or current placement experiences in a specific space or organization. This sheet is useful if you or your group has been assigned placements.	Reading: 2 min Discussion: 5 min Activity Prep: 10 min Activity: 30 min

Student FAQs	Provides answers to student questions about interactive videos, accommodations, learning objectives, disclosure, and stigma.	Reading: 10 min Discussion: 15 min Optional activity: 20 min
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Cellphilm Guide	Provides a step-by-step guide to cellphilm-making steps, which individuals or groups can follow to create their own cellphilms.	Reading: 15 min Prep time: 30 mins – 1hr Activity: 3 hrs
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Becoming a Reflexive Facilitator

Reading time: approximately 1 minute.

The ACTon topic, the stories in the videos, and the resulting reflections and discussions that come from engaging with this resource may be difficult for some. Disability is highly stigmatized in most communities and cultures. The ACTon team did not want to shy away from this reality. Indeed, it drove the ACTon resource creation. The team believes that the only way to transform things is to create spaces for people to reflect, dialogue about this reality, and explore possibilities to spark change.

Prior to acting as a facilitator of the Student PowerHour it will be helpful to reflect on how your own positionality, assumptions, and lived experiences may shape your expectations of a group's engagement with the resource. Facilitators have a lot of power in a workshop context to shape, include, marginalize, and silence different viewpoints and ideas. Think carefully about how you can create brave spaces that support workshop participants to share their ideas in a productive fashion. Consider setting up a workshop code of conduct that clearly outlines the expected behaviour and language to be used while working together. Do not force or put people in situations where they feel they are required to share confidential or personal information. If participants choose to share sensitive information, consider following up with them after the session to discuss their feelings about the experience. Offer appropriate support when needed. The practice of becoming a reflexive facilitator is ongoing.

The ACTon interactive videos were created in consultation with educators and disabled students to promote individual reflection and group discussion about the challenges and facilitators to disability accommodations in placement. Every time we screened the videos people responded to the stories. Sometimes they reflected on the veracity of the experiences and empathized with the characters. Sometimes people noted aspects of the issues that were missing or left unaddressed in the stories. Other people had strong opinions about the characters' identities. Be prepared for different and possibly contradictory responses to the video content. We encourage you to engage with these responses in a productive manner. Ask: Where does this reaction come from? What would you do differently? How might a similar instance be avoided or resolved in your program? What type of action might come of these reflections? The multiple interpretations of the video content are considered a central strength of these learning resources. Listen to all the different reflections and think about what they mean in light of *your placement program*.

Facilitating the Use of Preparatory Resources

Reading time: approximately 4 minutes.

The first section of the ACTon resource is intended to provide some background on the ACTon project and explain how the instructor and student videos were created. For example, when reflecting on interactive video content, it may be of interest for your group to know that the videos are fictional but based on the lived experiences of placement instructors and disabled students with placement experience.

Examples of discussion and optional assessment activities that can be used in conjunction with these resources are listed below.

Introduction to ACTon Project and Choosing the Resource That Is Right for You

- Review the introduction individually or together as a group.
- Discuss what experiences or questions have brought group members to this training.
- Discuss which resources you intend to use.

Optional assessment activity: What are three things that each group member looks forward to from this training?

Character Bios

The character bios are provided as background information. The videos present minimal background information on the characters, their relationships, and social identities; some of these details are revealed in the scenarios, while others (e.g., a main character's specific disability diagnosis) were purposefully left undefined so as to invite viewers to either see opportunities or to reflect on and challenge their assumptions. Consider why members of your group might want to know the medical diagnosis of the different characters. How does this impact their interpretations with the characters' behaviour? How might leaving the diagnosis undefined challenge the [medical model of disability](#)? The character bios may also be helpful for individuals who have difficulty with facial recognition and/or names. Further, it may be useful should you choose to integrate any suggested activities that involve re-imagining and creating alternative endings for the videos.

- Review the character bios individually or together as a group.
- Where do your participants see themselves in relation to the characters?
- What characters represent someone they may come into contact with?
- What are the intersectional qualities of the characters' identities and why might recognizing intersectional oppressions be important when considering student accommodation in placement?

Optional assessment activity: Discuss the different characters and how they might relate to group members' positionality, based on what they know so far.

Definition of Disability Accommodations

This section provides an introduction to disability accommodation in relation to international and national human-rights codes. Students who know their rights are in a better position to advocate for themselves. Students that do not have a disability and lack lived experience with disability may be unfamiliar with accommodations.

- Review the definition individually or together as a group.
- Was the group aware of this responsibility prior to training?
- Have they come across a situation where accommodations have been needed in the past?

Optional assessment activity: Discuss or write a blog post about why confidentiality is essential to the accommodations process.

Disabled Students or Students with Disabilities

Disability is a contested and sometimes highly stigmatized term. This information is provided to explain ACTon's choice in using the term *disabled student*.

- Review the definition individually or together as a group.
- Have your participants come across identity-first language before?
- What are the significant differences between the different terms and what do these differences emphasize about the person and disability?
- Which terminology do they prefer and why?

Optional assessment activity: Discuss what disability terms group members may have used in the past and where the terms come from.

Additional Resource: *Identity-First Language* Autistic Self Advocacy Network <https://autisticadvocacy.org/about-asan/identity-first-language/>

Tip Sheet: York University Accommodation Process

- Discuss the York University Procedures for Accommodation and Student Responsibilities, one at a time.
- Discuss how group members might have these conversations.
- Are there any questions or concerns that come up for the group?
- You may want to consider looking at the additional resources together as a group.

Optional assessment activity: In pairs, work through some student-and-instructor scenarios to practice having this conversation.

Intersectionality and Disability Tip Sheet

- Review the section together as a group.
- Discuss how intersectionality relates to the group members' practice.

- How might this change their perspective on accommodations?
- You may want to consider having a discussion about how you would respond to ableism, individually or collectively.

Optional assessment activity: Have individuals write a reflective journal for a week on their shifting positionality in different spaces. Have them consider what intersectional identities they identify with and how their identity impacts their privilege(s) and access in different spaces?

Additional Resources

- Five types of ableism and how to respond to them: <https://invisibleproject.org/5-types-of-ableist/>
- Role-play scripts that explore allyship and disability stigma: <https://www.oeo.wa.gov/sites/default/files/public/Lesson-5-Allyship-Role-Plays.pdf>

Facilitating the Use of Student PowerHour Resources

Reading time: approximately 10 minutes.

The Student PowerHour was created to support higher education students to engage with the ACTon video content—specifically the interactive videos and the participant videos. The resource was designed to support independent engagement for one hour or more, depending on the individual’s motivation to learn about the content as well as their individual learning pace.

ACTon Choose Your Own Adventure

The Student PowerHour and Instructor PowerHour contain links, respectively, to the student video and the instructor video. Both have design elements that include built-in reflection questions and interactive decision points. You will need to choose if you want your group to engage with both the videos, or choose just one (if you are thinking of working with particular sections of one video, we recommend you consult the Student TidBit). Engaging with both videos is helpful because it introduces the perspectives of both the student and the placement instructor and the distinct (but related) institutional systems that limit and facilitate their ability to navigate disability accommodations. When choosing if you want to use both or just one video, consider the amount of time you want your group to spend engaging with the topic of disability accommodation in placement, as well as the time you have to dedicate to synchronous versus asynchronous engagement with the resource. You can arrange to screen the video(s) as a group, in person or online, or you might want individuals to watch the video on their own time. Group engagement can be rich because you will hear participants’ immediate reflections on and questions about the themes raised in the videos. However, individual viewing may support more self-reflection and consideration of an individual’s role in supporting disability accommodations and access in their professional and personal lives.

Video Title	Screen time (minutes)*
ACTon Student Video: Navigating a placement student's placement experience	36
ACTon Instructor Video: Navigating disability accommodations for placement instructors	26

**The screen times do not include time for answering reflection questions.*

Reflection Questions

Viewers are presented with reflection questions at different points throughout the video(s). They can write their response to the question in the space provided; this information is collated and can be downloaded for submission or review by the facilitator, an instructor, or the viewer at the end of the video. The questions are presented to prompt consideration of the key themes and areas of contention. They are also meant to support viewers as they consider how these themes might apply to their own experiences and placement contexts. These reflection questions are also written in the [Instructor Video Reflection Worksheet](#) and [Student Video Reflection Worksheet](#). You may wish to facilitate a discussion as a group using these worksheets. They will help guide you and your group through your thinking process regarding accommodations. These can also be helpful if your participants want to think more in-depth about their accommodation needs.

Decision Points

Both videos have three decision points: one early in the placement program and two at mid-placement. Viewers are given two to three options as to what the main character might do. These options highlight the different resources that may be available to people navigating disability accommodations in placement (e.g., peer/colleague support, institutional response, no resources available). The goal of these “interruptions” in the storylines is to invite viewers to explore and consider what they might do in the same position. Importantly, recognize that the decision points are not instructive, in that they do not present specifically “right” or “wrong” responses; oftentimes, the context of accommodating students in placement is too complex to suggest a fast, easy solution. Sometimes, even the most well-meaning response can produce frustrating results. The decision points are a key feature of the interactive nature of the resource.

Activity: ACTon Video Screening

Prep time: 10 mins

Activity: 1 – 2 hours (plus additional time for participants to complete optional independent assignments)

Materials: access to Student PowerHour (and/or Instructor PowerHour) content, projector, screen

- Decide if you want students to watch just the student video (36 mins total, if all storylines are explored) and/or the instructor video (26 mins total, if all storylines are explored)
- For group screenings: Arrange the space like a movie theatre in preparation for a group screening. You could even make popcorn!
 - Discuss questions in small groups and invite groups to share their ideas with the larger group. Take notes of the shared discussion in the space provided to answer the discussion question so that everyone can see.
 - Poll the audience to see which decision-point options they want to explore first.
 - Return to decision points to explore alternative options.
- For individual screenings: ensure that everyone has access to a laptop/desktop and monitor/cellphone/tablet with internet access to screen the ACTon videos. You may also want to suggest headphones for a more private, less distracted viewing experience.
 - Have viewers write their responses to the discussion questions directly in the space provided in the resource.
- By entering a unique username, groups and individuals can take breaks and watch a video over several sittings.
- Some suggested overarching Questions to consider in preparation for watching the video(s):
 - If you are/were a disabled student, when would you choose to disclose your right to accommodation?
 - What is the process at your institution for disabled students to access accommodations in placement? How might this process be improved to the benefit of placement programming?
 - What does a disabled student at your institution do if their right to accommodation are not being met in placement?
 - How is the main character (Aaleyah – student video; Cindi, instructor video) different in the different scenarios? Which depiction of the main character did you find most intriguing to watch?
 - Which character in the video do you identify with the most? And how would you react in the different scenarios, if you were them?
 - How can you translate the themes and issues raised in the student video so they apply in the experiential education program you are involved in?

Optional assessment activity: Individuals can download and share their responses to the reflection questions

and the decision points. This record can be shared directly with the facilitator/instructor for assessment. Alternatively, individual or group responses can be posted on a group forum for peer-assessment or response.

Communicating About Accommodations: Benefits and Risks

This section describes the benefits and risks to students who communicate their accommodation needs to placement instructors and placement supervisors. Many of these challenges are also represented in the student interactive video and the participant videos. The theme of communication and self-advocacy emerged, as did related questions: When is the right time to inform someone about accommodations? Who do you inform? What accommodations do you ask for when you are about to start in a new placement environment?

Additional Resource: [Let's Talk About Invisible Disabilities](#)

- Discuss what the group understands about invisible disabilities.
- Discuss why a student might not choose to disclose.

Activity: Brainstorming Solutions

Prep Time: 5 minutes

Activity Time: 15 minutes

Materials: A whiteboard or chart paper and some markers.

- Using examples from the videos (e.g., Student video in which Aaleyah asks for a template for report writing) or from students' placement experiences, brainstorm some ideas to accommodate an invisibly disabled student in the workplace.
- How might this make the workplace more accessible for everyone?

Optional assessment activity: Work through some scenarios in pairs to practice a conversation between student and placement supervisor about how these needs might be accommodated.

Communicating About Accommodations: Student Tip Sheet

In order for students to be formally accommodated in the higher education system, they generally need to communicate their accommodation needs. There are a number of challenges associated with this: students may be uncertain what specific accommodations to ask for; they may not know who to approach to make the request; or they may worry that asking for accommodations will negatively impact their placement experience and future employment opportunities. The Student Tip Sheet's design is based on the results of the ACTon study and draws on Critical Disability Studies. It suggests eight tips for students who are considering communicating about their accommodation needs.

- Discuss the tips listed in the worksheet.
- Go through examples of each of the listed tips.

Optional assessment activity: Work in pairs or groups of three to role play or write a short script about how using these tips might look like in real life? Are the outcomes of the interactions hopeful or worrying, and why?

Follow the review of this information with the Reflection Worksheet: Communicating and Disclosing Accommodation Needs.

Additional Resource: [Why Canada Needs Accessibility Legislation](#)

Reflection Worksheet: Communicating and Disclosing Accommodation Needs

This worksheet contains questions that are most relevant for disabled students (reflect inward questions), but they are also relevant to students without diagnosed disabilities (especially the reflect outward questions). You may want your group to answer all or just some of the questions listed in the worksheet. Feel free to download and adapt the worksheet to meet the needs of your specific group.

- This sheet is useful if your group has been assigned placements and can reflect on their upcoming or current placement experience in a specific space or organization.
- You may want to consider the [seven principles of universal design](#).

Optional assessment activity: Have the group work individually to reflect and answer the worksheet questions. Assess based on completion and/or the creativity and applicability of accommodation ideas.

Activity: Accessibility Audit

Prep Time: 10 minutes

Activity Time: 30 minutes

Materials: This activity works best if you have a physical organization to audit. You could use your placement, another organization, or another community space.

- Work through the [accessibility audit worksheet](#) as a group.
- How might this make the workplace more accessible for everyone?
- Is there anything you would add to the audit?

Optional assessment activity: Write a short report or prepare a 5-minute presentation that communicates the results of your audit and makes viable recommendations for improved accessibility and inclusion.

Student FAQs

Students have questions, lots of them, and they deserve answers. The Student FAQs respond to some of the more common questions students may have after engaging with the ACTon videos and other materials. This list is not exhaustive; facilitators and participants are encouraged to use these as a starting point for a question-and-answer session that addresses the specific context in which you and the individuals in the room are working.

- Discuss the questions listed in the worksheet.
- Go through examples of each of the listed questions.
- What additional questions do participants have? Where might they source reliable answers?

Optional assessment activity: Working in pairs, identify areas of confusion in the questions/answers and additional resources that may help clarify this confusion (e.g., in response to the question “what is the exact accommodation process at your institution?” participants might identify the disability student resources on campus). Ask participants to develop two additional questions not already answered in the FAQ and to craft responses to these questions (e.g., I do not identify as a disabled student, how do I support my disabled peers in their placement?)

Cellphilm Guide

The Cellphilm Guide was created to support individuals and groups to “speak back” to the issues raised in the ACTon videos; the participant videos presented in the resource were created following a very similar method. Cellphilms are short videos made on a mobile device, like a cellphone or a tablet, that respond to a particular theme or prompt and are meant to promote social change. The Cellphilm Guide lays out cellphilm-making steps that individuals or groups can follow to create their own cellphilm. Making cellphilms is a process of inquiry and reflection. Participants reflect and represent their understandings of an issue. Once created, cellphilms become an excellent engagement resource that can spark further discussion among groups. They can also be screened to specific audiences to promote dialogue and change.

Activity: Cellphilm-Making and Screening

Prep time: 30 mins–1 hr (review the guide, develop a prompt and try making your own cellphilm so you are familiar with the creative process)

Activity time: 3 hours

Materials: cellphones or tablets, 8.5 X 11 paper, pens and/or markers. Optional: poster paper for group-based brainstorming and/or storyboards.

- Review the introductory material with your group. You may want to screen the participant cellphilms to build an understanding of what they are about to create.
 - Note that cellphilms can look very different. There is no one genre or aesthetic that they follow. Encourage participants to create a cellphilm that represents their own creativity and knowledge. But try and keep the cellphilms short (e.g., 1 – 2 mins) so they are easier to share.
- Present the prompt or theme. Keep it broad to invite multiple and diverse interpretations. Answer any questions or concerns about terminology or interpretation.
- Support participants in completing the cellphilm-making steps presented in the guide.
- Screen the cellphilms, celebrate accomplishments, and discuss lessons learned.
- Discuss opportunities to screen your cellphilms more broadly, screening intentions, possible audiences, curating screenings to optimize discussion, etc.
- Next steps: hold additional screenings, archive cellphilms.

Optional assessment activity: Have participants write a 2-page reflexive paper on their cellphilm-making process and outcome. You can also assess the cellphilms for content presented and its effectiveness to present a particular perspective or idea.

ADDITIONAL RESOURCES

Student Video Reflection Questions

The complete list of the reflection questions embedded in the 'Choose Your Own Adventure' student videos is provided below:

Video 1

- What is Aaleyah worried about when she is considering arranging her accommodation needs in placement?
- What do you think about Max and Sam's response to Aaleyah's predicament? How do we support friends with disabilities to access their rights to accommodation?
- What advice do disabled students receive from the institution about accommodation access and how does it compare real life?
- Why might disabled students disregard their advice of accessibility counselling?

Video 2

- Reflect on how Pat and Aaleyah discuss her accommodation needs. What did you like about how they communicated? What would you have done differently and why?
- It's a week before the placement starts for Aaleyah is uncertain about what to expect. Would a student in your program be feeling as unprepared? Why or why not? Share some strategies or ideas that departments could use to support students and instructors navigate the accommodation process.
- Given the outcome of Pat and Aaleyah's discussion, what are some challenges or barriers that Aaleyah might encounter as she proceeds in her placement?

Video 3

- What are the challenges and possible pitfalls of emphasizing self-advocacy for students in Aaleyah's position?
- At your institution, what is the process for a disabled student who requires a new or modified accommodation later in the placement process?
- Does it matter whether Aaleyah wants to use a memory aid because of her disability or because of the stress in her life?

Video 4

- Reflect on Aaleyah and Pat's interaction. How do you think you would react in this situation? How might Aaleyah and Pat have responded differently?
- Can you think of an accommodation that might work for Aaleyah in this scenario that would not put the clients' right to confidentiality at risk?

- How might student accommodation needs be in conflict with the placement needs and rights in your context?

Video 5

- Reflect on the interaction between Aaleyah, Pat and Joan. What did you notice?
- If you were Aaleyah, how would you feel after this interaction?
- Whose responsibility is it to resolve this challenge of conflicting rights in the placement context?

Video 6

- What is going on for Aaleyah in this scenario? (e.g. Why do you think Aaleyah did not accept Joan's offer of a reduced client load? Why does she want to leave the program?)
- What are your student's options, when they feel they have no options left? Or do they feel that they are at a breaking point in the program?
- What do you think about how Joan interacted with Aaleyah in this scenario?
- How might Sam respond to Aaleyah to support her in this situation?

Video 7

- Reflect of Joan's response to Aaleyah work. What did you find productive about her response? What would you have done differently?
- What assumptions does Joan make in this scenario? (e.g. Joan suggests that Aaleyah is struggling with documentation because she is ESL. What might lead Joan to think this?) What might be problematic about these assumptions?
- If you were Aaleyah in this scenario, how might you respond to Joan? What steps might she take next to address any ongoing concerns?
- If you were a Placement Instructor and heard about this interaction between Aaleyah and Joan, what might be your response?

Video 8

- What other resources exist for disabled students who are struggling with accessing their rights to accommodations?
- What is the outcome of Aaleyah's placement? How does Aaleyah succeed in her placement without disclosing?

Supplementary Reflection Questions (Student Videos)

Reading time: approximately 2 minutes.

The following reflection questions were created to be used in conjunction with the videos in Choose Your Own Adventure (Student Stories) to support students as they think about challenges and resources to accessing their right to accommodation in placement.

Opening Scene: Aaleyah meets with her friends and they discuss accommodation in placements

- What are your fears about asking for supports?
- What skills do you think people need to self-advocate?
- Has there been a time when you've self-advocated before?
- Do you know who to ask if you need supports?

Decision point 1, option 1: Aaleyah meets with her placement instructor to explore accommodation needs.

- What are some of the benefits to asking for supports?
- What are some of the concerns with asking for supports?
- Would having supports allow you to do a better job at placement?
- Why might someone wait to ask for supports?

Decision point 1, option 2: note criticism and micro-aggression in ESL comment

- Why might Aaleyah be uncomfortable discussing their support needs?
- How do you think the supervisor would respond if Aaleyah asked for supports?
- What could go wrong if Aaleyah asked for supports?
- What might improve at placement if Aaleyah asked for supports?

Decision point 2, option 1: Aaleyah requests an adjustment to her accommodation and her placement instructor is unsupportive

- Can you think of some questions you might ask about accommodations?
- Are there other people Aaleyah might ask for help?

Decision point 2, option 1: Aaleyah requests an adjustment to her accommodation and her instructor and supervisor exclude her from the conversation

- What did you like about this discussion?
- What did you dislike about this discussion?

Decision point 2, option 3

- What might help keep Aaleyah from being discouraged?
- In this video, the field supervisor was in a hurry. Is there a different way to have this discussion?

Decision point 3, option 1

- How do you think Aaleyah handled this conversation?
- Can you think of examples of how you might ask for supports based on this scenario?
- Was there anything about this scenario that made you uncomfortable?
- If you had a conversation like this and still felt unsure, what might you do next?

Decision point 3, option 2

- What might make it challenging for you to discuss your support needs with a supervisor?
- What might be a good support system for you?

Instructor Video Discussion Questions

The complete list of the reflection questions embedded in the 'Choose Your Own Adventure' instructor videos is provided below:

Video 1

- What is Cindi worried about when she is considering her course preparation for accommodating students in placement?
- How might the lived experiences of instructors shape their approach to inclusive teaching?
- What do you think about George and Tyra's response to Cindi's concerns? How do we support colleagues in designing and delivering inclusive and accessible placement courses?
- What training is available for tenure/contract instructors at your institution on inclusion, accessibility and/or universal design learning? What new or alternative resources would you like to see put in place?
- What social and systemic barriers are instructors navigating when seeking to teach more inclusively?

Video 2

- Reflect on how Cindi and Gemma discuss their accommodation needs. What did you like about how the process they used? What would you have done differently and why?
- Recognizing that placement environments are diverse as are disabilities, identify some of the more prevalent accommodation needs for disabled students in your program? What resources and supports might be needed to support other disabilities?

Video 3

- Reflect on Cindi and June's interaction. How do you think you would react in this situation? How might Cindi and June have responded differently?
- What are the intersecting oppressions that students navigate in the placement environments offered in your program? What is the instructor's role in supporting students navigating these oppressions?
- How does the placement institution's commitment to their clients interact with the student's accommodation needs in the placement contexts where you work?

Video 4

- Reflect on Cindi and Gemma's interaction in this scenario. What made the interaction productive and what impediments were making their working together more challenging?
- How can you organize your placement to better support disabled students?
- Describe any limits that an instructor might encounter when seeking to support a disabled student in placement in your context.

Video 5

- If you teach in a professional program, what implicit assumptions and barriers are in place that shape our perceptions of practitioners required physical and mental abilities?
- Do the learning objectives of your placement program reflect these assumptions? Is this necessary or not?
- At your institution, what is the process for a disabled student who requires a new or modified accommodation later in the placement process?
- Reflect on Cindi and June's interaction. How do you think you would react in this situation? How might Cindi and June have responded differently?
- Whose responsibility is it to resolve this challenge of conflicting rights in the placement?

Video 6

- At your institution, what is the process for a disabled student who requires a new or modified accommodation later in the placement process?
- Reflect on the interaction between Cindi and Claire. What did you like about it? And what would you have done differently?

Video 7

- At your institution, what are the possibilities and limitations of an instructor making adaptations to respond to an individual student's learning needs?
- If you were Cindi, how would you feel after this interaction?
- How common is it to see professional practitioners with physical and/or mental disabilities in your context? How might increasing representations amongst instructors and supervisors benefit disabled (and non-disabled) students?

Video 8

- What other resources exist for instructors who are struggling to accommodate students with disabilities?
- What is the outcome of Claire's placement?
- How might a disabled student succeed in placement without registered accommodations in place?

Supplementary Reflection Questions (Instructor Video)

Reading time: approximately 2 minutes.

The following reflection questions were created to be used in conjunction with the videos in Choose Your Own Adventure (Instructor Stories) to support students as they think about challenges and resources to accessing their right to accommodation in placement

Opening Scene: Cindy meets with colleagues to discuss accommodating students

- What might make it difficult for an instructor to understand accommodations?
- Would you feel prepared to explain your needs to an instructor who didn't have experience with accommodations?
- Why do you think accommodations are important?

Decision point 1, option 1: first day of placement

- What is the student doing well in this video?
- How could the instructor respond better?
- Why might it be difficult for the instructor to know what to do in this situation?

Decision point 2, option 1: instructor meets with the placement supervisor

- What did you like about this discussion?
- What did you dislike about this discussion?
- What other information could be helpful to the instructor?

Decision point 2, option 2: Cindy meets with the student again

- What did the student do well here?
- What did you like about the instructor's response?
- What did you dislike about the instructor's response?

Decision point 2, option 3: Cindy meets with a colleague to discuss the student's situation

- Why might it be difficult for a placement to understand a student's accommodation needs?
- What might be the benefit of working with an accessibility counsellor?
- In these videos the student Jemma is skilled at communicating their needs, and this helped the instructor. What information do you think an instructor might need to be able to support you and advocate for you?

Decision point 1, option 2: on the first day of placement, Cindy does not mention accommodations

- Why might the student be uncomfortable discussing their support needs?
- What did the student do well in this scenario?
- What might you do differently?

Decision point 3, option 1: meeting at the placement

- Why might the student be feeling frustrated here?
- How do you think the instructor handled this conversation?
- Based on this scenario, how might you ask for supports?

Decision point 3, option 2: meeting at placement, not accommodating

- Based on this video, what challenges might you face when discussing your support needs with a supervisor ?
- What might the instructor do differently here?

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