

YorkSpace Collection

Work-Integrated Learning, Accessibility, Accommodations (WILAA)

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



AcTinSite Research Project Material

PowerPoint for Whole Team Meeting – May
2021

Shared May 2021

Summary

Part of AcTinSite research aims is to ensure the work done is valuable to specific stakeholders. To have input from stakeholders, we created a partnership with institutions and departments that engage with the work-integrated learning process (WIL). For example, some of our partners are health care institutions that host WIL students. We also connected with instructors and staff from accessibility services at colleges and universities. When the AcTinSite research team meets with our partners, we call this a Whole Team meeting. Below is a PowerPoint for a Whole Team meeting held in May 2021.

Document Details

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AcTinSite Partners




YORK
UNIVERSITY



UNIVERSITY OF
TORONTO

 **Sunnybrook**
HEALTH SCIENCES CENTRE

SickKids
THE HOSPITAL FOR
SICK CHILDREN

PowerPoint for Whole Team Meeting – May 2021 © 2020 by [AcTinSite](#) is licensed under [CC BY-NC 4.0](#) 

Whole Team Meeting

Hosted by AcTinSite on May 11th, 2021



Welcome

❖ Land Acknowledgement

- ❖ Turtle Island (Toronto & Guelph)
- ❖ Share in the chat the land and relationships where you are joining us from
- ❖ To move to action, think about how what we share today can support indigenous communities and decolonisation.

❖ Accessibility Statement

- ❖ We support you engaging in a variety of ways
- ❖ Closed Captioning
- ❖ Movement
- ❖ Zoom fatigue

Agenda

- ❖ **Welcome & Agenda (10:00 – 10:05)**
- ❖ **Reconnecting (10:05 – 10:20)**
- ❖ **Interview & Analysis Activity (10:20 – 10:40)**
- ❖ **KMb within Institutions (10:40 – 10:50)**
- ❖ **Break (10:50 – 11.00)**
- ❖ **Design Charette Activity (11:00 – 11:20)**
- ❖ **Community of Practice and Connection Grant (11:20 – 11:40)**
- ❖ **Wrap Up (11:40 – 12:00)**

Reconnecting

- ❖ Work in breakout groups to connect.
- ❖ Explore how decolonisation and anti-ableism are part of your work and this project.

Interview & Analysis



Gathering Perspectives

Analysis summary from Interviews

Many Thanks to our 29 Participants

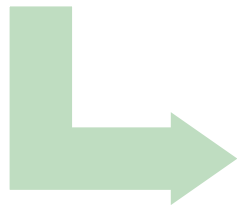
❖ Participants:

- ❖ Come from across all six sites
- ❖ Are affiliated with various professions, with the most representation from Nursing, Occupational Therapy, and Social Work
- ❖ Play various roles in the educational institutions and the placement sites

Analysis

Phase 1

- Analysis team reviews transcripts
- Forms 12-code framework (aka buckets)



Phase 2

- Coding team sorts 29 transcripts



Phase 3

- Analysis team reviews each 'bucket', forming themes

Code Framework

- ▶ Relationships
- ▶ Resources
- ▶ Responsibility Assigned
- ▶ Stories
- ▶ Solutions/strategies
- ▶ Time
- ▶ Challenges
- ▶ Emotion
- ▶ Master Narratives
- ▶ Motivations/Priorities
- ▶ Process
- ▶ Quotables

Access as a Function of Care and Silent Labour

One of the Big Ideas

Background

- ❖ The literature already tells us that there are challenges in providing equitable access to placements for students with disabilities.
- ❖ The following is based on our analysis of interviews we did, in combination with our knowledge of what is already known (in the literature, theory, experiential expertise)

Your role today

- ☒ learn from perspectives of other people in the context.
- ☒ share with us if the ways we are understanding the context makes sense to you.

We also hope you will be encouraged that AcTinSite is doing something about this!

Questions to Think About

- ❖ Keeping in mind that this is just one of the ‘big stories’ that we are drawing out of the interviews:
 - ❖ Are there aspects to *this story* that we may be missing?
 - ❖ What resonates with you most?
 - ❖ What surprises you?
 - ❖ How might any of this impact your practice?
 - ❖ What questions came to mind?

A Problematic Process

When clear institutional processes to collaboratively support access in placement are lacking,

Then there are requirements for unrecognized relational and care work and emotional **labour**.

Because this work is not institutionally supported through clear processes, access is not equitably available, and people **slip through the cracks**.

A Problematic Process

1

Unclear or Nonexistent institutional processes to collaboratively support access in placement

Requirements for unrecognized relational and care work and emotional labour

Because this work is not institutionally supported through clear processes, access is not equitably available, and people slip through the cracks.

Lack of clarity and institutional support

- ❖ Hear from folks across roles, institutions, and professions
- ❖ Participants expressed not knowing where to go, who to talk with, or how to engage in processes that would facilitate access in placement education.
- ❖ We acknowledge some participants are aware of processes, some have even developed them! But for many of our participants gaps remain.

“

***Oh boy, I'm not sure I'm really not sure ...
I but I haven't actually had any sort of
official training or communication ... I
haven't actually seen any resources
specifically about coping or helping with
mental health or like accommodations,
like I haven't seen anything like that.***

”

(placement supervisor)

Lack of infrastructure and clarity

2

Unclear or Nonexistent institutional processes to collaboratively support access in placement

Requirements for unrecognized relational and care work and emotional labour

Because this work is not institutionally supported through clear processes, access is not equitably available, and people slip through the cracks

What is this labour?

Examples from the data (corroborating literature):

- ❖ Building relationships to facilitate access.
- ❖ Hiding disability.
- ❖ Managing the required procedures in an absence of clarity.

“ *I kind of would avoid standing out in any sort of way. Like again, I wouldn't ask her questions, even if I was confused. I would avoid speaking up during meetings and I would just keep my head down. Just try to get through it as best I could... I just decided to keep going at it. And while it was really difficult, I learned a lot in the end. I just knew what kind of [professional] I didn't want to be.* ”

(Student)

Hiding disability

3

Unclear or Nonexistent institutional processes to collaboratively support access in placement

Requirements for unrecognized relational and care work and emotional labour

Because this work is not institutionally supported through clear processes, access is not equitably available

How is Access Happening (when it does)?

- ❖ There is an expectation that people should want to do this unrecognized work.
- ❖ This work often gets done when individuals are motivated by personal commitment.
- ❖ When the work does not happen, access is sometimes thwarted.

“ *We struggle, sometimes and getting people to put their hands up to say I’ll take a student because [um] in our place you don’t get any benefit, you don’t get any recognition like financially for taking it on the responsibility of having a student.* ”

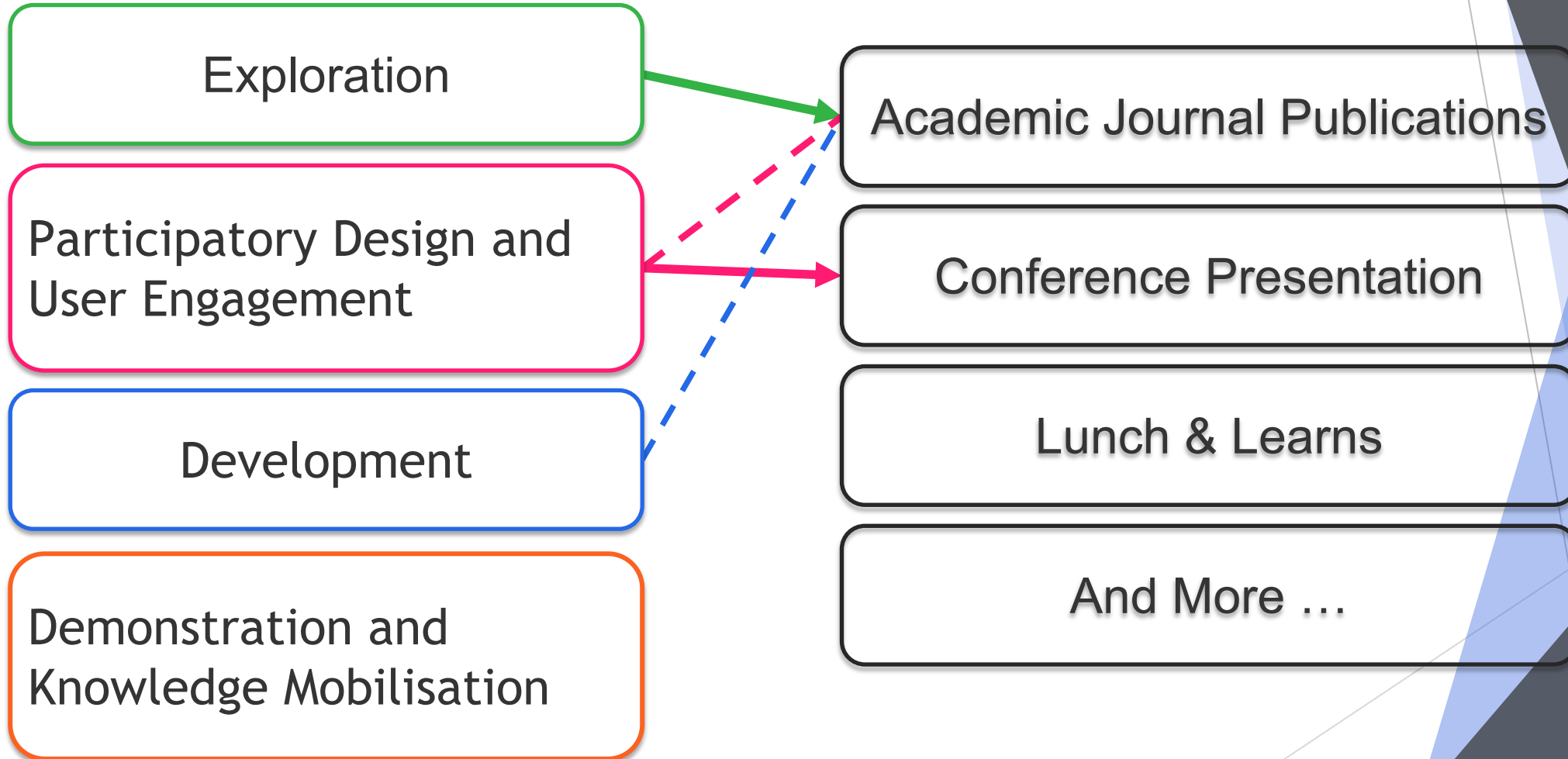
(Access Professional)

Work that is **Not Institutionally Supported**

Questions to keep in mind

- ❖ Keeping in mind that this is just one of the ‘big stories’ that we are drawing out of the interviews:
 - ❖ Are there aspects to *this story* that we may be missing?
 - ❖ What resonates with you most?
 - ❖ What surprises you?
- ❖ Please visit the google document linked the chat and respond to these questions

Knowledge Mobilisation Planning



Knowledge Mobilisation

- ❖ We are working on creating guidelines to help us figure out authorship.
- ❖ We are starting from these four guidelines
 - ❖ Substantial contribution to the work **AND**
 - ❖ Drafting the work **or** revising it critically for important intellectual content; **AND**
 - ❖ Final editing and approval of the version to be published/ produced; **AND**
 - ❖ Be accountable to ensure accuracy or integrity to all aspects of the work.
- ❖ We are exploring how to ensure equity within the knowledge mobilisation process.

KMb In Your Institutions & Fields

- ☒ We want to make sure KMb is useful to you!
 - ☒ Your institutions, through sharing opportunities within the institutions.
 - ☒ Your career, presenting or sharing through your networks.
- ☒ If we have time we can talk about it here ... if not please share your thoughts and idea on this google document → [LINK](#) ←

PICK UP

***10 Min
Break***



What is a Design Charette?

- ❖ A collaborative and creative process that brings together diverse stakeholders to develop innovative solutions to complex problems.
- ❖ Over an intensive period of brainstorming and discussion, multidisciplinary teams use digital tools to realize concepts and deliverables that align with a central theme or challenge.

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

The co-design team (participants and organizers) should aim for strategies that consider:

- Access as something that is more than just accommodation.
- Accommodation may adapt a specific situation; it is more limited than an accessible environment.
- Immediate actionable change, as well as long term systemic change.
- Intersectional inclusion (culture change) not just presence of difference.
- The work required by different people to produce access, and the resources provided to support this.

”

The Aim of Our Charrette

Community of Practice

- ❖ We found knowledge mobilisation related issues
 - ❖ How will toolbox sustain itself
 - ❖ How to expand outside of healthcare
- ❖ Based on needs a Community of Practice was the best fit.
- ❖ Need to balance meeting needs of project and being useful to partners and participants.

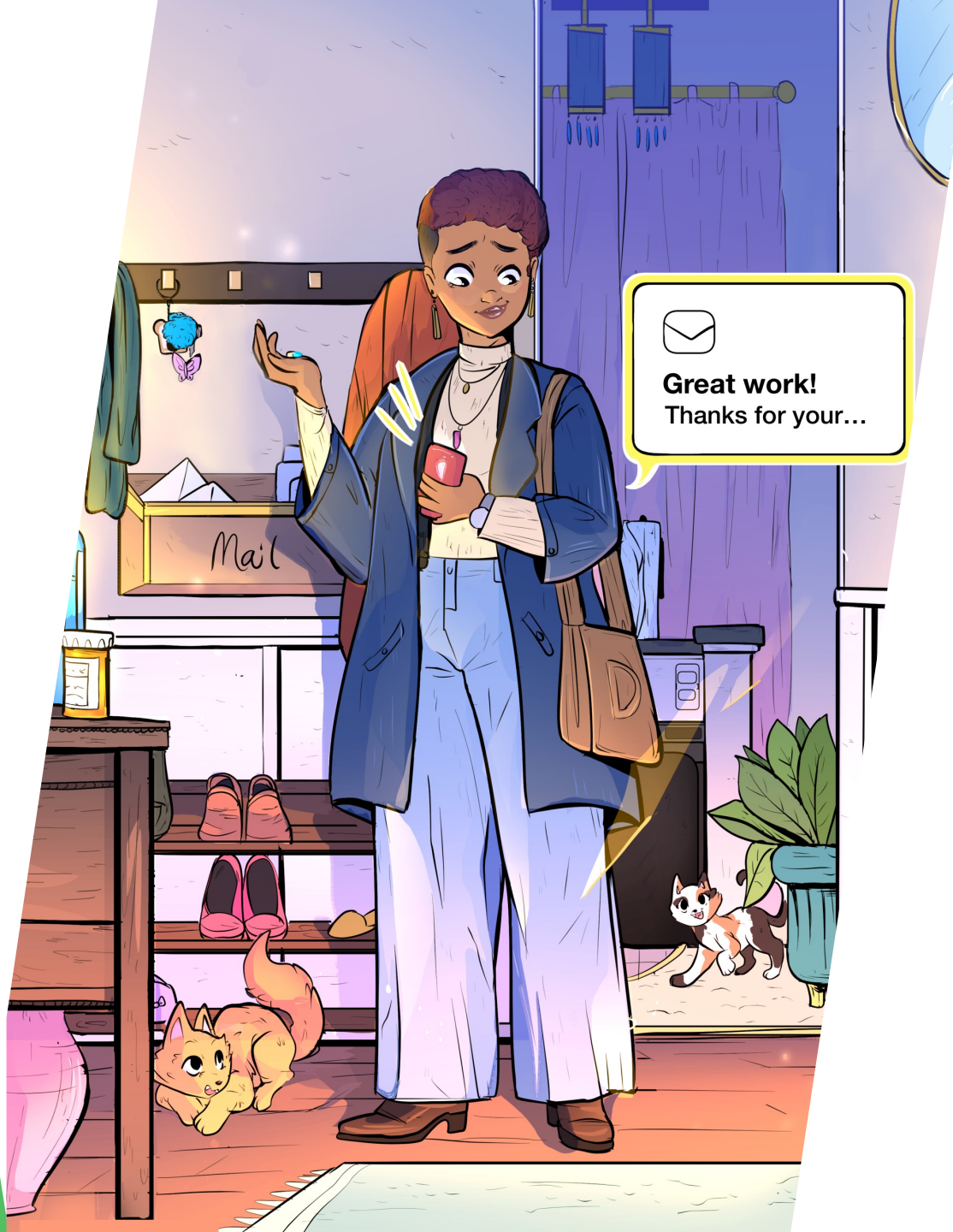
- ❖ A Community of Practice is a group of people working together to learn, adapt, and implement new knowledge within their workspaces.

- SSHRC Funding for knowledge mobilisation projects
- One year grant for up to \$50,000
- Must have \$25,000 in funding from other sources.
- Benefits
- If partners support Connection grant
- Letter of support that outline amount partner will provide in-kind funds

Connection Grant

Wrap Up!

- Project Reflection (Breakout Rooms)



Thank You for Joining Us!

Coming Up:

- Design Charrette in June
- Mailing List Update in July
- Whole Team Meeting in the Fall