



Social Sciences and
Humanities Research
Council of Canada

Canada

Conseil de recherches
en sciences humaines
du Canada



Accommodations in Work-Integrated Learning: Research materials from SSHRC funded research projects

AcTinSite (2020-2024)

Policy Brief: Recommendations for Improved Inclusion in Work- Integrated Learning and Higher Education Institutions

Created in 2023

Summary

As part of the AcTinSite project, researchers developed a Policy Brief. The researchers completed this work as part of a Working Group focused on the role that Professional Bodies play in Higher Education. This document provides the body of the policy brief, including recommendations and detailed appendices.

Document Details

Original Creator: Iris Epstein

Knowledge Product Creator: Melanie Baljko

Published on YorkSpace: Summer 2023

AcTinSite Partners



YORK
UNIVERSITY



UNIVERSITY OF
TORONTO



SickKids®
THE HOSPITAL FOR
SICK CHILDREN

Recommendations for Improved Inclusion in Work-Integrated Learning and Higher Education Institutions

The Issue

Disabled students (See Appendix I) encounter challenges in accessing educational programs with work-integrated learning (WIL). These challenges persist despite a wide array of measures that have been instituted to ensure accessibility such as legislation, higher education institution (HEI) policies, and practicum agreements with employers who offer placement opportunities (WIL institutions).

Background

A multi-year research project entitled “Accommodation to Include Students with Disabilities in Practice Site” (AcTinSite) (Appendix II) set to explore challenges, barriers and solutions to the WIL – HEI accessibility. An extensive review of documents entities: agreements, contracts, policy and process documents which structure WIL within and between HEI and WIL institutions were found to contain key information regarding accessibility and accommodation processes for disabled students (Appendix III). Using interviews and design charette methodologies we found the complex network of communication students and professionals need to navigate (Appendix IV). While there are emerging efforts to address accessibility in WIL and HEI, there appear to be challenges between these institutions governing arrangement (Appendix V). In Ontario, the many layers and institutional specific structures contribute to challenges in navigating and coordinating WIL for disabled students. The findings of the study report six key areas where challenges concern current governance of student accessibility and placements across HEI and WIL Institutions:

Inter HEI-WIL Gaps

Communication and relational gaps exist between HEI and WIL institutions. These gaps contribute to challenges in establishing a network of governance and standards across institutions. It was also noted that in most cases, students with disabilities were not included or consulted in these communication networks.

High Labour Required of WIL and HEI Professionals

A significant investment of HEI and WIL professionals is required to support WIL experiences. ActinSite findings suggest that disabled students perform tremendous amounts of invisible and intensive labour in disclosure and in accessing accommodations. This included maintaining student confidentiality and making judgements on reasonable accommodation in practice. (Appendix VI). Additional unpaid labor that WIL supervisors undertake to ensure accessibility for students is not supported and result in lack of consistency in students accommodation across institutions. The lack of knowledge among professionals on disability and accessible needs can create barriers for students' success in WIL experiences and limit students' employment opportunities upon graduations.

Difficulties Experienced by Students in Disclosure

Disabled students perform tremendous amounts of invisible and intensive labour in disclosure and in accessing accommodations [Appendix VII].

Stigma and Safety Concerns

Perceptions of and evaluations of students with accessibility needs in many cases leads to interpretations of lowered competency. Stigmatizing thinking often manifests as a misplaced concern for safety, including patient-safety concerns. There is a subtle but unjust pitting of patient safety against accessibility [Appendix VIII].

Recognition and Advocacy

Disabled students bring rich lived experiences to the WIL practice. These skills and knowledge enhancing care provision in many cases. WIL site professionals recognize these skills and knowledge. WIL site professionals feel there is a need to improve the current WIL arrangements and the current student accessibility and accommodations systems [Appendix IX]. By creating more inclusive and accessible WIL experiences for disabled students we can promote greater diversity.

Recommended solutions:

R1. Establish an inter-institutional alliance for the purpose of co-creating a governance structure and inclusive network focused on addressing the challenges in accessing WIL experiences by disabled students. The governance structure would have access to justice as key conversation and include representatives of all key-stakeholder groups including, but not limited to; administrative leaders and in HEI and WIL institutions, disability and accommodation specialists, WIL coordinators, academic faculty, instructors, preceptors, students, and clients. The alliance will oversee the development of sustainable structures and strategies to address the challenges identified in the ActInSite Study [Appendix: X- A. EV2- Inter HEI-WIL Gaps] . Call to action:

- Establish an inter-institutional alliance committee composed of representatives of all key-stakeholder groups from both HEI and WIL institutions that will meet regularly to oversee and support and evaluate the implementation of the ActInSite recommendations.
- Formalize the purpose and focus of the inter-institutional alliance through the development of appropriate agreements (e.g., Memorandum of Understanding, mandates, and terms of reference) that focus on access and justice.
- Co-create an environment that fosters WIL access to SWD. Established inter-institutional partnerships to promote a collaborative co-creation of an environment that fosters access and full participation for SWF in WIL experiences. Strategies that can be supported by the partnership may include the following activities:
 - Co-create a space where partner institutions can share knowledge, information, and participate in developing creative solutions to address WIL challenges experienced by students with disabilities.
 - Review, revise and map the WIL accommodation processes to enhance the dissemination of information required to facilitate access to WIL experiences.
 - Establish the funding and a fiscal compensation model required to support inter-institutional collaboration in the design and implementation of the structural, communication, educational and cultural changes for addressing challenges experienced by disabled students.

R2. Institutionalized ableism is a pervasive issue that can have negative impacts on students with disabilities (SWD) in work-integrated learning (WIL) experiences. To address this issue, it is crucial to take concrete counteractive measures. The following actions can be taken to redress the costs associated with managing WIL experiences, reduce stigma and displaced safety concerns, and promote inclusivity for all SWD. Call to action:

- Better equip instructors to respond to students: Institutions should provide training and resources to instructors to enable them to respond to students with disabilities effectively. This can include training on accessible communication methods, how to create inclusive learning environments, and how to provide appropriate accommodations. By doing so, the time and labor dedicated to on-site support for students with accommodations could become less onerous.
- Compensate WIL professionals for participating in education sessions: Institutions should recognize the expertise and value of WIL professionals in supporting SWD and compensate them accordingly for participating in education sessions. This can help redress the current skills and experience gap in instruction and promote greater inclusivity.
- Create and facilitate workshops rooted in intersectional and anti-oppressive frameworks: Institutions should create and facilitate workshops that are rooted in intersectional and anti-oppressive frameworks to ensure the inclusivity of all SWD. These workshops can provide a safe space for students to discuss their experiences and enable them to learn about the experiences of others.
- Implement principles of Design Justice: Institutions should implement principles of Design Justice, especially those that center people who are normally marginalized by design and use collaborative, creative practices to address the deepest challenges our communities face. This can help ensure that WIL experiences are accessible and inclusive for all SWD.

R3. Improving pathways for student disclosure is essential to ensure that students with disabilities (SWD) can access the support they need in work-integrated learning (WIL) experiences. The following steps can be taken to address the difficulties experienced by students in disclosure and reduce the high labor required of WIL site professionals. Call to action:

- Engage in critical reflection to build better understandings of the current limitations practice and propose other pathways: HEI and WIL institutions should critically reflect on the traditional methods of disclosure and recognize that they may be based on restricted or non-intersectional understandings of disability. By doing so, they can identify the barriers; challenges and suggest other solutions.
- Ensure coordination between HEI and WIL institutions: Institutions should ensure that there is coordination between HEI and WIL institutions when developing and implementing disclosure pathways and piloting other paths. This can help to ensure that the pathways are consistent and aligned with the needs of both the academic and work environments.
- Ensure input and feedback from students: Institutions should seek input and feedback from SWD when developing and implementing disclosure pathways. By doing so, they can gain a better understanding of the challenges and barriers that students may face when disclosing their disabilities and work to create pathways that are more inclusive and accessible.
- Ensure input and feedback from accessibility professionals: Institutions should also seek input and feedback from accessibility professionals, such as counselors, who can provide valuable insight into the challenges that students may encounter in existing registration and disclosure routes. This can help institutions to identify areas for improvement and create more effective pathways for disclosure.

References

1. AcTinSite. (2023). *Accessibility in placements for students with Disabilities*. York University.
<https://actinsite.eecs.yorku.ca/>
2. Alise de Bie (2022) Respectfully distrusting ‘Students as Partners’ practice in higher education: applying a Mad politics of partnership, *Teaching in Higher Education*, 27(6), 717-737.
<https://doi.org/10.1080/13562517.2020.1736023>
3. Arscott, W. (2013). Students with Learning and Developmental Disabilities in PostSecondary Education. In M. Kompf & P. M. Denicolo (Eds.), *Critical Issues in Higher Education*, 115–125.
https://doi.org/10.1007/978-94-6209-046-0_9
4. Bulk, L. Y., Franks, A., Stephens, L., Dadashi, N., Balkjo, M., & Epstein, I. (2021). *The Entanglement of Invisible Work and Access in Work Integrated Learning*.
<https://yorkspace.library.yorku.ca/xmlui/handle/10315/3887>
5. Centre for Excellence in Universal Design. (n.d.). *The 7 Principles*. <https://universaldesign.ie/what-is-universal-design/the-7-principles/>
6. Fleet, C., & Kondrashov, O. (2019). Universal Design on University Campuses: A Literature Review. *Exceptionality Education International*, 29(1), Article 1.
7. Government of Ontario. (2005). *Ontario Human Rights Commission*. Ontario Human Rights Commission.
8. Epstein, I., Baljko, M., Magel, B., Stephens, L., Dadashi, N., Smith, H., & Bulk, L. Y. (2022). Document Landscape: Exploring What Shapes Disabled Students’ Experiences in Practice- Based Education. *Canadian Journal of Disability Studies*, 11(1), 53–90. <https://doi.org/10.15353/cjds.v11i1.851>
9. Fleet, C., & Kondrashov, O. (2019). Universal Design on University Campuses: A Literature Review. *Exceptionality Education International*, 29(1), Article 1.
10. Government of Ontario. (2022). *Development of proposed Postsecondary Education Standards- Recommendations 134-136*. Ontario.ca. <https://www.ontario.ca/page/development-proposed-postsecondary-education-standards-final-recommendaions-report-2022#section-10>
11. Hamraie, A. (2017). *Building access: Universal design and the politics of disability*. University of Minnesota Press.
12. Lindsay, S., Cagliostro, E., & Carafa, G. (n.d.). A Systematic Review of Barriers and Facilitators of Disability Disclosure and Accommodations for Youth in Post-Secondary Education. *International Journal of Disability, Development and Education*, 65(6), 526–556.
<https://doi.org/https://doi.org/10.1080/1034912X.2018.1430352>
13. Lyman, M., Beecher, M., Griner, D., Brooks, M., Call, J., & Jackson, A. (n.d.). What Keeps Students with Disabilities from Using Accommodations in Postsecondary Education? A Qualitative Review. *Journal of Postsecondary Education and Disability*, 29(2), 123–140.
14. Mingus, M. (2010). *How our communities can move beyond access to wholeness*. RESIST Newsletter.
15. *Summary, part 2 | Care Work | Study Guide*. (n.d.). Radical in Progress.
<https://www.radicalinprogress.org/piepzna-samarasinha-2018-summary-part-2>
16. Piepzna-Samarasinha, L. L. (2018). *Making Space Accessible is an Act of Love for Our Communities*. In *Care Work: Dreaming Disability Justice*. Arsenal Pulp Press.
17. Venville, A., Fossey, E., & Street, A. (n.d.). Student perspectives on disclosure of mental illness in post-compulsory education: Displacing doxa. *Disability & Society*, 29(5), 792–806.
<https://doi.org/https://doi.org/10.1080/09687599.2013.844101>
18. Waterfield, B., & Whelan, E. (n.d.). Learning disabled students and access to accommodations: Socioeconomic status, capital, and stigma. *Disability & Society*, 32(7), 986–1006.

19. *Work-Integrated Learning, Accessibility, Accommodation (WILAA)*. (n.d.). <https://yorkspace.library.yorku.ca/xmlui/handle/10315/38846>
20. York University. (n.d.). Work-integrated learning, accessibility, accommodation (WILAA). <https://yorkspace.library.yorku.ca/xmlui/handle/10315/38846>
21. York University. (n.d.). Academic accommodation for students with disabilities (guidelines and procedures). *Secretariat Policies*. <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>
22. York University. (n.d.). Student professional behaviour policy (BScN). *Secretariat Policies*. <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>
23. York University. (n.d.). Human rights policies and procedures. *Secretariat Policies*. <https://www.yorku.ca/secretariat/policies/policies/human-rights-policy-and-procedures/>
24. Accessibility for Ontarians With Disabilities Act, 2005, SO 2005, c 11. <https://canlii.ca/t/52pzh>
25. Human Rights Code, RSO 1990, c H.19. <https://canlii.ca/t/5574j>
26. Ontarians with Disabilities Act, 2001, SO 2001, c 32. <https://canlii.ca/t/53hlj>

Appendix I: Glossary - Source of Data: 10

Accommodation to Include SWD in Clinical Site (AcTinSite)	SSHRC insight grant (2020-2023).
Work-integrated Learning (WIL)	Delivery of education and instruction in a workplace or vocational-type setting.
Higher Education Institutions (HEI)	Post-secondary institution.
Student with disability SWD	Student with disability; disabled students; students seeking accommodations in practice setting for disability
Disability	Anyone, with or without an official diagnosis, who experiences difficulties in their daily life due to impairment, their built environment, or social norms as a result of physical, mental, and sensory differences.
Accommodation	Meeting the needs of SWD when a physical space or system cannot be made accessible to address their needs.
Intersectionality	Individuals who encounter oppression based on disability also face discrimination because of their gender, race, or class. Disabled people don't always have singular identities; instead, their overlapping identities induce interlocking realities that affect the experience in differing socio-political-historical contexts. At times one identifier may dominate an experience, and at other times converging, intersecting identities influence an experience.
Placement Coordinator	HEI administrative professionals are responsible for arranging WIL opportunities with partnering institutions.
Placement Supervisor	WIL representative who provides on-site instruction to students.
Access Counselor	HEI administrative professional who collaborates with students and faculties to recommend accommodations.
Education Leader	HEI faculty member who is usually a professor and/or professor in a leadership role (Chair, Dean, etc.).
Clinical Educator /Instructor	HEI faculty member who provides supervisory and instructional support to students.

Appendix II: Description of “AcTinSite”

Source of Data: 1

Results:

What is AcTinSite?

The goal of this project is to enhance the learning experience of students with disabilities (SWD) in healthcare practice sites as a means to increase the diversity, equity and inclusivity of health-professional education and practice. We explored, designed and developed interventions to improve communication, connectivity and knowledge in order to consequently shift social and cultural ideas about disability in the practicum site.

The AcTinSite (Accommodation To include students with disability in practicum Sites) toolbox will consist of integrated multimedia resources and include both textual (e.g., workshop kits, best practices) and interactive digital resources (e.g., educational videos and interactive tools) made available through a web based platform. Our ultimate objective is to enable institutional actors (students, instructors and management) to better produce context-specific and student-specific accommodations for SWD.



Who was involved?

AcTinSite is a collaboration between three higher education institutions (George Brown College, University of Toronto, and York University) and two hospitals (The Hospital for Sick Children and Sunnybrook Health Science Centre). We have four multidiscipline leading investigators who are part of our research team. These investigators include Dr. Iris Epstein (Principal Investigator), Dr. Lindsay Stephens (Interview Investigator), Dr. Nastaran Dadashi (Design Investigator), Dr. Melanie Balkjo (Knowledge Mobilization Investigators).



How was the project funded?

The research project was funded by the Social Sciences and Humanities Research Council (SSHRC) Insight grant 2020-2024 which outlined objectives to build knowledge from disciplinary and interdisciplinary perspectives, provide high-quality research training for students and fund research expertise related to societal challenges and opportunities. Particularly, the AcTinSite research project responded to a key SSHRC objective to challenge existing structures of Canadian culture, identity and traditional privilege.

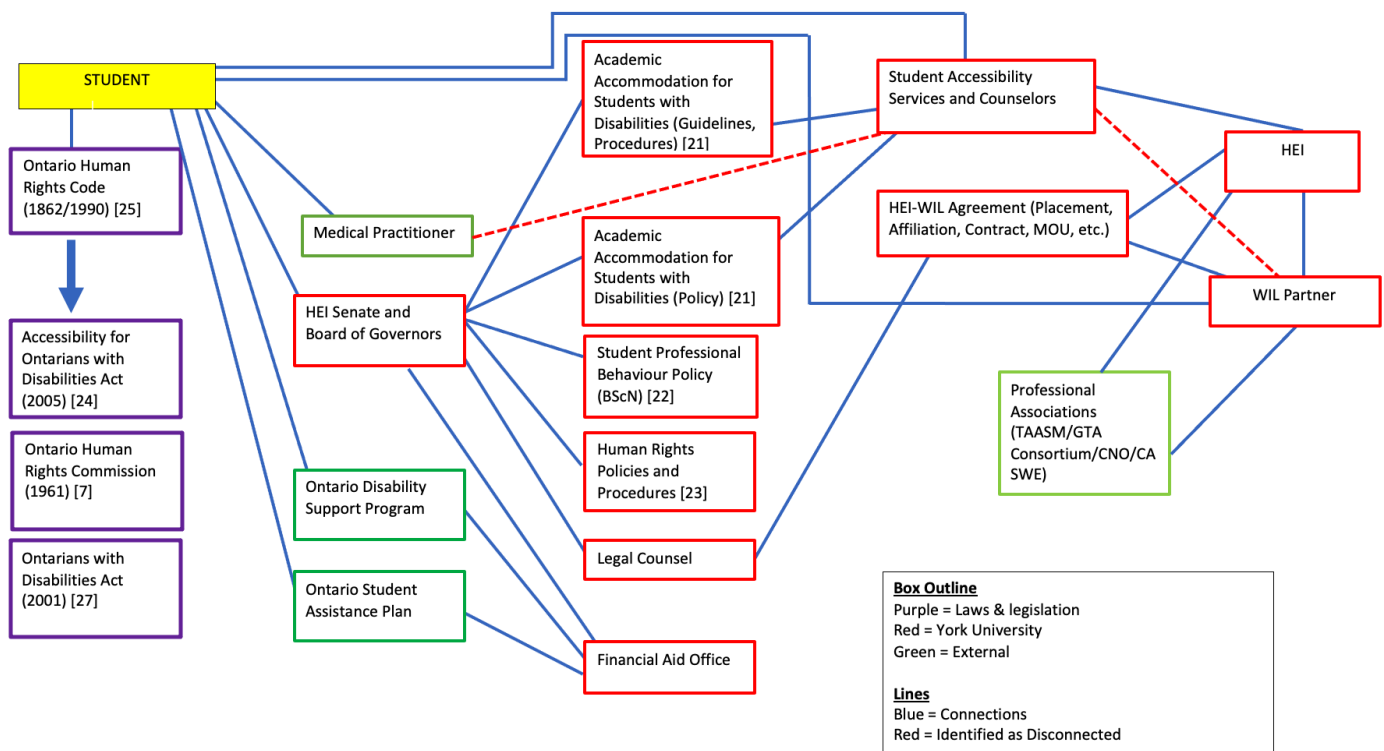
How was the project conducted? Our research design builds connections between educational and healthcare institutions across a range of participants and disciplines (e.g., nursing, psychology, social work) using meaningful co-design to produce effective interventions. This study applied mixed methods to co-design including three major data collections: document analysis, a design charrette (DC) and interviews. DCs are a creative and collaborative process that brings diverse stakeholders together to work through complex problems and develop innovative solutions. The DC gathered SWD and WIL professionals to identify opportunities and challenges within the accessible WIL process.

Appendix III: Network of Entities (and their Documents/policies)

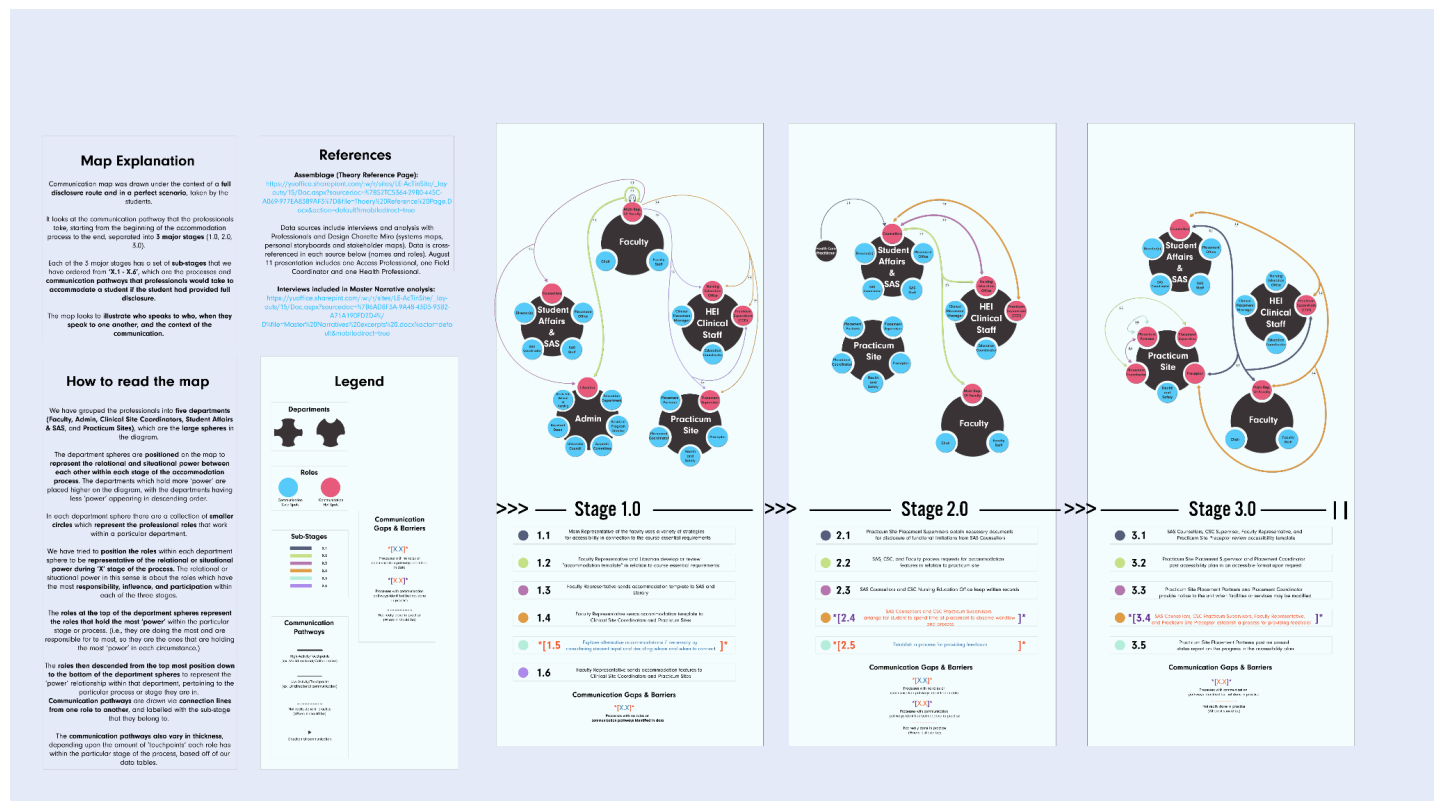
Sources of Data: 8, 14, 16, 21-26

Results:

The figure below illustrates the policies (university-wide and other scopes?), faculty-specific agreements with partnering institutions, and degree-program practices that compile the complex network (interconnected, with many touchpoints) with a collection of laws and policies that govern HEI conduct and obligations to SWDs. This network of entities is also supported by the literature [8, 14, 16, 21-26].



Multi-institutional cohesion tools exist, but are infrequently employed. (There are examples of multi-institutional cohesion tools, including designated staff or bodies, to manage communication. For example, the University of Toronto's Centre for Community Partnerships has a mandate to enhance partnerships and may therefore serve as a model. Committee where leaders meet regularly to discuss issues and possibly lead change TAHSN).

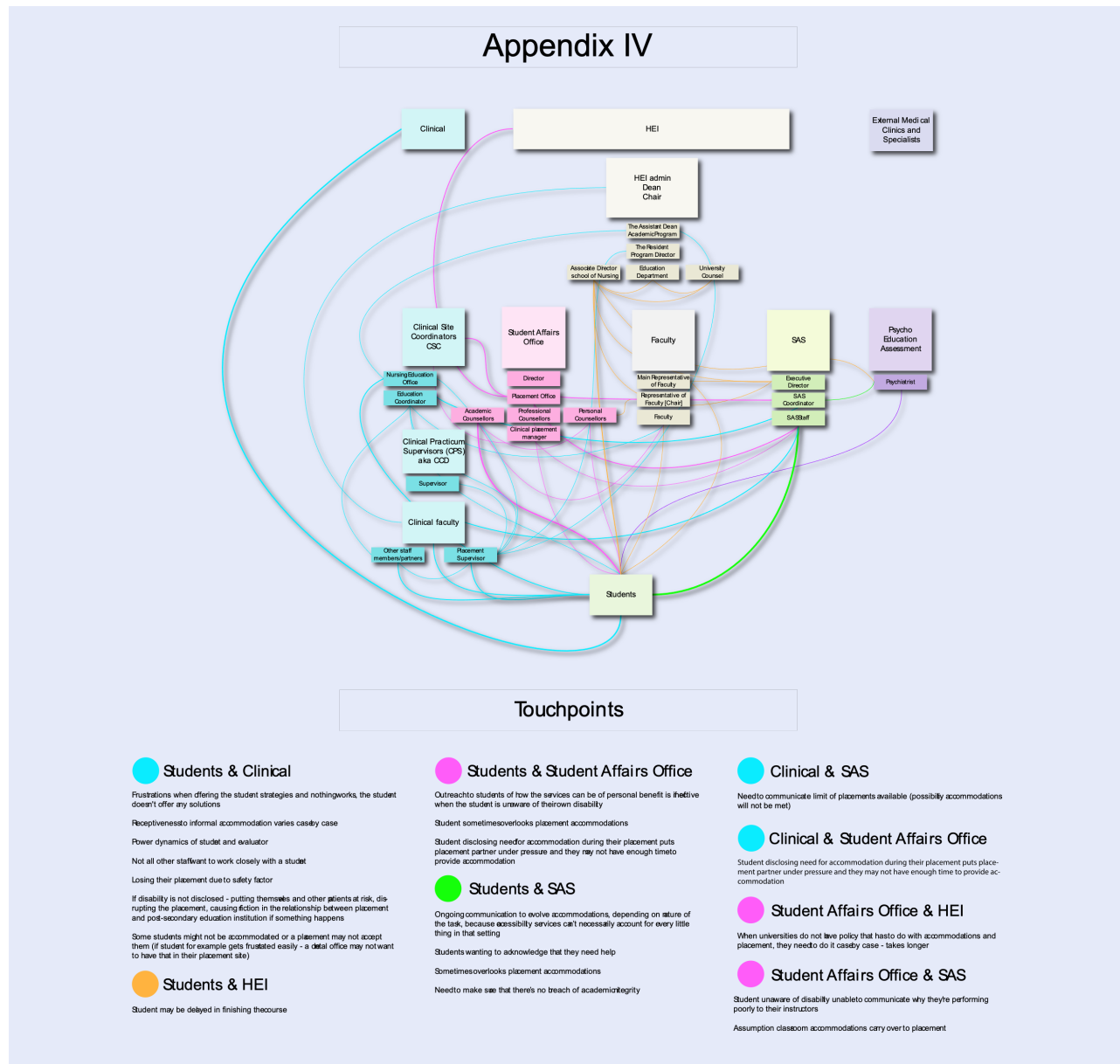


Appendix V: Map of Coordination Required

Source of data: 20

Results:

While there are emerging efforts to address accessibility in student placement education, students are faced with challenges related to coordinating in the governing arrangement. This map of coordination is supported by the literature [19]



Appendix VI: WIL Supervisors discuss the time and labor needed to create access

Sources of data: 2, 4, 12, 13, 17, 18

Results:

Research has demonstrated that HEI and WIL staff are faced with labour demands that go above and beyond their job descriptions. The following are excerpts from Bulk et al. 2023 [4]. breaking down some of the additional labour requirements for staff who support disabled students. Pseudonyms have been used to protect the names of the participants:

Physical labour/ logistics	
<i>Many of the challenges stakeholders are faced with are new, and they must reinvent the wheel to meet student needs</i>	"I often get requests from my colleague because they know that I'm going to take the time to walk around the building and piece together options (p.9) and talk to people and ask them like what's going on in your practice right now" -Aila, Leader in healthcare
Emotional labour	
<i>Securing accommodations entails caring for students who are made precarious due to institutionalized ableism. This work entails managing their emotions and the emotions of others</i>	"When it's not going well, I wonder what I'm doing wrong...It [is] hard in that sense that I [don't] know how to help...frustrating to not know what to do next, and not really have any kind of guidance"(p.17) -Sahara, Supervisor
Relational labour	
<i>Staff are faced with challenge of simultaneously maintaining confidentiality of students while securing accommodations</i>	"That's just a big thing. Are we allowed to disclose to the field placement that the student has accommodations or not, and if yes...how to represent that to the field placement sites so that we will not jeopardize our relationship?"(p.13) -Lauren, Coordinator
Expectation to train outside of work hours	
<i>Because of a lack of standardized procedures, stakeholders are expected to take on learning work that is not accounted for in their job descriptions.</i>	"Time always seems to be the big barrier. An eight hour-long module might not be the most effective. Half an hour or even upto one hour would be reasonable when it's like "okay, I've got this patient or student coming in, what are some things that I can do to help support them"(p.10) Marlowe, Supervisor
Crip time	
<i>Disabled students have the triple burden of seeking opportunities that will meet program needs,</i>	"There are limited placements right now...we had to inform the students what would happen if there was not enough....They

<i>securing accommodations, and potentially missing out where placement institutions cannot support them.</i>	have a right to have their limitations accommodated. But the reality...you have to balance that with what is reasonable for the university to provide because of circumstances out of our control”(p.15) Olive, Leader in Education
---	---

**It is noteworthy that while faculty/staff with disabilities may join to proactively engage with systems of ableism on campus, they are often infantilized(Csoli and Galagher, 2012)*

Appendix VII: Disclosure Time and Labor face by students

Source of data: 4

Results:

Disabled students perform invisible and intensive labour in disclosure and in accessing accommodations. Challenges related to navigating intricate webs of accessibility and disclosure processes came up in multiple interviews with placement supervisors. The following is supported by literature [4].

Lack of structural support	
<i>A 2015 study demonstrated that students with disabilities encountered significant barriers on campus, limiting their ability to advocate for themselves and seek resources to meet their needs (Hong et al, 2015).</i>	The fact that the accommodations process usually takes months, various different departments that the student has to communicate with, and the process is] extremely expensive in some cases. There is just a lot of bureaucracy and red tape wrapped around the whole process of just even getting a diagnosis and then getting your accommodations looked at. That turns a lot of students away and they are like, ok, like it's fine. This process is too costly. It's too long. I'll just bear it. And then they end up not succeeding as much." (excerpt from Action Brief- Power Relations)
Added work and emotional labour for disabled students	
<i>Crip time refers to the relational and emotional labour that people with disabilities must put in to meet normative requirements. (Katzman et al, 2018) Students in this study expressed that they had to put in additional crip time to stay on top of their academic responsibilities.</i>	Either they don't know about [accommodations], or when you do tell them about your accommodation needs, in my case, they said, you have too many accommodations, no one's going to take you, so it was kind of deflates your self esteem and puts you out in the limb. They say you have to go find your own preceptor and they kind of let you do that for yourself, because no one else will. The preceptor list that they have will not accept you so leave you kind of hanging, so that might also be a problem for students because of the stigma of how many disabilities you have that the preceptor can't handle." (excerpt from Action Brief- Power Relations)
Stigma faced by disabled students	
<i>Students experience stigma in WIL at multiple points of interaction with post-secondary institutions including faculty and non-disabled students (Shaw, 2021)</i>	A lot of staff and faculty don't necessarily see accommodations as conflictual to the nursing profession. Then you can see the group that understands what we're trying to achieve, to break down the barriers. And then you see another group who does not understand how a person who doesn't meet the requisite skills could be an effective health care provider. (excerpt from Assemblage and Actinsite)

Appendix VIII: Stigma and Safety

Source of data:

Safety paper; Lindsay paper speaks about ableism

Results:

Include here more on this:

Professionals (health care educators and education leaders) who had experience with provision of care evoked concerns that student accommodations could conflict with patient safety. This assessment raises important challenges with the current practice – that the limits to accommodations are unclear and often decided by WIL instructors.

EXCERPT SAFETY PAPER (Iris/Lindsay)

Appendix IX: Recognition and Advocacy

Source of data:

Results:

The current WIL arrangement and systems require change to effectively respond to student accessibility and accommodations. An interview theme among professionals was that SWDs bring lived experiences to the provision of care. This conveys willingness to respond to some of the challenges SWDs encounter and foster a more inclusive WIL environment.

Educational Lead:

"I think a student with an experienced disability can relate to clients who may have to live with a disability after the trauma they've experienced, or for clients who live with disabilities, so if you come in and and it's it's it's it's representational right. If you come in and you think your world is over, because you're in a wheelchair, and all of a sudden, you see the nurse practitioner coming down the hall in a wheelchair you think, wait the world's not over right"

Accessibility Counselor:

"I think, especially given that we're healthcare professionals and we're, we're I mean this is what we do every day, like, I think that encouraging people with disabilities to pursue careers in healthcare is hugely important, and I think that they have such an interesting perception of the healthcare system and how the system works, I think it's very, I think they're very needed voice in, in the healthcare provider population, and so I really think that it's important to Encourage that and facilitate it as much as possible."

WIL Instructor:

"...because of a recent experience brought up with our professional education counselors that we're going to have more and more students with accommodation needs. [um] and I think that's that's empowering because, certainly as an organization that has lots of our clients or patients who are going to be people, who are people who require special needs and we are more successful in terms of their, they're having positive outcomes, so they are, there're more kids who are surviving with different needs [um] obviously, we as a healthcare institution want to foster the potential opportunities for that."

Appendix X: Institutional Self-Assessment

Disability Justice Report Card

Diagnostic Self-assessment Tool for universities and colleges

Please rate your institution's response using the following criteria:



Red – inadequate response



Yellow – needs work



Green – good response

Current Governance of Student Accessibility and Placements Across HEI 1. Can staff (accessibility counsellors and staff) access existing policy documents related to HEI with regard to: a. Faculty specific agreements with partnering institutions b. Degree program practices 2. Can students easily find information about HEI?	
Inter HEI-WIL gaps 1. Are disabled students represented in governance? 2. Do HEI and WIL institutions have clear systems of governance that support student access to placements? 3. Do strategies exist to replenish partnerships that are waning?	
High Labour required of WIL Site Professionals a. Are WIL supervisors, accessibility counselors and healthcare educated provided with training? b. Do systems exist to ensure that site professionals are remunerated for work-related labour and emotional labour beyond the scope of their job descriptions? c. Are HEIs developing broader strategies to ensure that WIL site professionals are not being overworked?	

Difficulties experienced by students in disclosure a. Are there systems in place to ensure that students feel safe and protected when disclosing their disabilities? b. Does programming exist across campus to ensure that disabilities are destigmatized?	  
Stigma and Displaced Safety Concerns a. Are there measures in place to ensure that students with accessibility needs who require lower competency roles are being protected from stigmas related to patient safety?	  
Recognition and advocacy i. Are there programs in place to assess the effectiveness of accommodations and to improve them where needs are not being met? ii. Are there programs in place to celebrate the specific lived-experience contributions that disabled people bring to the work sites?	  
Total score	

Appendix XI: Alternate Methods of Disclosure – Universal Design (in Learning)

Sources of Data: 3, 5, 6, 10

Result:

Universal Design (UD) refers to the adaptation of physical and social environments to enhance accessibility for all users. UD interventions remove barriers to accessibility without requiring users to adapt to their surroundings according to their particular experiences, including persons with disabilities. The [Centre for Excellence in Universal Design](#) (CEUD) includes 7 principles:

- 1) Equitable Use
- 2) Flexibility in Use
- 3) Simple and Intuitive Use
- 4) Perceptible Information
- 5) Tolerance for Error
- 6) Low Physical Effort
- 7) Site and Space for Approach and Use

UD's focus has historically been in relation to physical accessibility. More recent and higher enrolment of SWDs in post-secondary education has extended UD to include accommodation for students with learning and developmental disabilities, commonly known as Universal Design in Learning (UDL) (Fleet and Kondrashov, 2019). While UDL has become increasingly practiced in Ontario's primary and secondary education systems, it has largely not been as widely adopted in post-secondary education (Arscott, 2013).

Aimi Hamraie's book *Building Access* (2017) outlines the development of UD and offers cautionary insight. In addition to UD's narrow focus on physical accessibility, some of UD's roots can be traced to an historical effort to increase productivity and imagining a disability-free future. UD interventions in cities have consequently benefitted mainly white users, while communities of colour have encountered displacement. For Hamraie, this has been the access-knowledge of UD. Instead, they suggest an inclusive and accountable access-knowledge development that, "*lets us imagine futures in which the legacies of racial segregation, mass incarceration, homelessness, immigration systems, and environmental, alongside aging, disability and gender, are issues that shape who counts as 'everyone' and how designers can know*" (p. 261).