

# YorkSpace Collection

Work-Integrated Learning, Accessibility, Accommodations (WILAA)

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



## AcTinSite Research Project Material

### Roles and Expectations for Whole Team

Shared November 2020

#### 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 document that outlines the roles and expectations for members of the Whole Team.

#### Document Details

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#### AcTinSite Partners



YORK  
UNIVERSITÉ  
UNIVERSITY



UNIVERSITY OF  
TORONTO



SickKids  
THE HOSPITAL FOR  
SICK CHILDREN



# ROLES AND EXPECTATIONS

AcTinSite Team Meetings

AcTinSite Fall 2020



## Roles and Expectations: AcTinSite Team Meetings

<b>Project Title:</b>	AcTinSite
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**The Collective Agreement details the expectations of people who attend Team Meetings for the AcTinSite research project.**

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### Language Used

The AcTinSite project is building on work done in the pilot project<sup>1</sup>, which focused on placements in the nursing field. As a result, the current language used in this document comes from the nursing field. However, AcTinSite aims to address accommodations in placements beyond nursing. We are aware that the language used will need to be updated to reflect a more diverse placement experience. We are in the process of building partnerships in other fields of study. As we create these partnerships, the language used around placements will change. We strive to keep the Key Term section updated as these changes happen.

### AcTinSite: What is this document for?

Lack of accommodation within placement sites can cause students to leave their programs or limit their employment. **This project aims to improve access to accommodation for students with disabilities during their placements.** The title of this project Accommodation to Include Students with Disability in Practicum Sites.

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<sup>1</sup> **Project Title:** Understanding Nursing Landscape of Clinical Placements for Students with Disabilities: A Participatory Design

**Publication:** Epstein, I; Stephens, L., Mora Severino, S., Khanlou, N., Mack, T. & Dadashi, N. Baker, D. (2020). "Ask Me What I Need": A call for shifting responsibility upwards and creating inclusive learning environments in clinical placements, *Nursing Education Today*, 92, 1-6,  
<https://www.sciencedirect.com/science/article/abs/pii/S0260691719313395?dgcid=author>  
 or



## Collective Agreement

Hereafter the project is called AcTinSite. This project is collaborative. People who may be part of the study are:

- researchers,
- research administrative support,
- students with disabilities,
- student's accessibility services staff,
- placement managers at education and placement institutions, and
- community organisations that support people with disabilities in placements

Each collaborator or partnered institution has an agreement with the researchers. This agreement outlines sharing information and expectations of the parties signing the contract. Collaborators with signed agreements may attend what is called Team Meetings. These meetings happen two times a year. At these meetings, you will have access to:

- updates about the project, and
- have an opportunity to make decisions about the project

This document is a guideline for people who attend the twice-yearly Team Meetings. It outlines expectations for all collaborators during Team Meetings, defines common words that used in these meetings, and provides a refresher on the project outline.

### Team Meetings Attendees

People who attend Team Meeting help to make decisions about the AcTinSite project. The group of collaborators meet twice a year. There are four different roles for people attending a Team Meeting. People may hold more that one of these roles. The roles are:

1. Administrative staff
2. Collaborators
  - a. Students or graduates with disabilities (with or without official diagnosis)
  - b. Community organisation that support people with disabilities in placement
3. Researchers
4. Representatives from partner institutions. Partner institutions are those listed on the SSHRC application form. The current partner institutions are:
  - York University
  - University of Toronto
  - George Brown College
  - The Hospital for Sick Children
  - Sunnybrook Health Science Centre

If your institution wants to become a partner institution speak with Iris Epstein (iepstein@yorku.ca) or Lindsay Stephens (lindsay.stephens@utoronto.ca)



# Collective Agreement

For Team Meetings to go forward, there must be

- one representative from each collaborator group,
- two researchers,
- one administrative staff, and
- one representative from each partner institutions.

If a Team Meeting does not have the representatives listed above a new meeting date must be made. The only time this does not hold is when the AcTinSite project is recruiting for the collaborator groups.

## Roles

People who attend the Team Meetings can have different roles. Below outlines what those roles are. Outlined is the expectation of people in preparing for, during, and after Team Meetings. Collaborators, researchers, representatives, and administrators may have other responsibilities to the AcTinSite project. We do not outline all possible responsibilities in this document. These expectations are specifically for Team Meetings.

### Leaving your Role:

This research project is taking place over three years, which means collaborators, representatives, and administrators may change. If you leave, we ask you to give 60 days' notice and help find a new person when possible.

### Follow-up Tasks

Follow-up tasks happen after Team Meetings. These tasks might not apply to everyone from a specific role. If you are from a partner institution, the follow-up task will not fall outside of outlined agreements between partner institutions and researchers. An example of a follow-up task is sharing recruitment material for interviews.

### Administrative Staff:

People hired to support the AcTinSite project.

For Team Meetings, administrative staff are likely to contact collaborators to set up the meeting, sharing meeting documents, take notes, support the meeting while it is happening, support accommodations, prepare minutes, and following up after the Team Meeting.

Administrative staff who may engage with the Team Meeting are:

1. Project Manager
2. Graduate Assistants, Research Assistants, or Post-Docs



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## Researchers:

Researchers are people who were named co-applicant on the funding application.

For the Team Meeting researchers will prepare updates, facilitate the meeting, answer questions, guide decision-making for the project, and be a point of contact for collaborators and representatives. The researchers for this project are:

- Iris Epstein (York University)
- Lindsay Stephens (University of Toronto)
- Melanie Baljko (York University)
- Nastaran Dadashi (George Brown College)
- Paula Mastrilli (George Brown College)
- Ana Rita Morasi (George Brown College)
- Bonnie Stevens (The Hospital for Sick Children)
- Nazilla Khanlou (York University)

## Collaborators:

Collaborators are people who are involved with student placements. This group includes students who have/had placements or community organisations who support students with disabilities during a placement.

During the Team Meeting collaborators are expected to review documents shared before the meeting, attend the meeting, share their views on updates, help make decisions, and do follow-up tasks.

Total time collaborators may need to prepare, attend, and follow-up for Teams Meeting is between 4-6 hours. The estimates breakdown of these hours are:

- No more than one hour of preparation,
- Two to four hours for the meeting, and
- No more than two hours for follow-up work.

## Representatives:

Representatives are people who attend Team Meetings on behalf of Partner Institutions. Representatives from partner institutions may be:

- people from student accommodation services at education institutions,
- managers for placements at education or placement institutions, or
- management from partner institutions.

During the Team Meeting representatives are expected to review documents shared before the meeting, attend the meeting, share their views on updates, help make decisions, and do follow-up tasks.

Total time collaborators may need to prepare, attend, and follow-up for Teams Meeting is between 4-6 hours. The estimates breakdown of these hours are:



## Collective Agreement

- No more than one hour of preparation,
- Two and four hours for the meeting, and
- No more than two hours for follow-up work.

### Expectations in Different Phases of AcTinSite

There are four phases of the AcTinSite project. Below is a summary of each the four phases, with possible asks of people who attend Team Meetings. These expectations may change as the project progress. This document will be updated before each meeting to show shifts that have happened.

#### **Phase 1: Exploration - M1-9 (September 2020 – June 2021)**

In this phase, we aim to find existing knowledge and understanding of social and technological interventions for accommodations to support inclusive practicum sites. We shall gather materials related to inclusive practicum sites by asking collaborators and representative to share resources they have/made/use and from a review on material online and in publications. As well, we will do interviews with a variety of stakeholders on inclusive placements. In this phase, we will establish an expert panel of students with disabilities, with or without an official diagnosis.

Phase 1 asks maybe to:

- Share resources about accommodations or inclusion in placement,
- Recommend students with disabilities who could be on the expert panel
- Share materials of recruitment for interviews
- Take part in interviews when appropriate

#### **Phase 2: Participatory design - M10-18 (July 2021 – February 2022)**

We will conduct a co-design process to inform the creation of the AcTinSite toolbox. This process includes the design of both specific toolbox resources and the web-based platform.

Phase 2 asks maybe to:

- Help decide on what the toolbox is,
- Make decisions on the creation of the web-based platform,
- Make decisions on what resource to include in the toolbox, and
- Make decisions on what resources should be created.

#### **Phase 3: Development - M18-36 (February 2022 - August 2023)**

We will create and give feedback on the resources and the web-based platform outline in phase 2. Parts of these process are to create a wireframe, create resources, test useability, and pilot the toolbox.



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Phase 3 asks maybe to:

- Make decisions about the wireframe,
- Test useability of the web-based toolbox, and
- Make decisions on the how the web-based toolbox is piloted.

## **Phase 4: Demonstration/knowledge mobilization - M26-36 (August 2022 – August 2023)**

We will share the web-based platform with a select group to assess impact. Then we will evaluate the effect of the web-based platform. Once we have completed the evaluation, we will share what we learned from the AcTinSite project. We plan to share results with anyone involved in the project, stakeholders, the scholarly community, and the general public.

Phase 4 asks maybe to:

- Make decisions about how the web-based toolbox is piloted,
- Make decisions on how the pilot is evaluated,
- Help assess the evaluation outcomes, and
- Make decisions on how to share what was learned.

## Communication

We strive to share details about the project in a way that meets your needs. We can use different means of communication during the project. Please let the Program Manager<sup>2</sup> know about your preferred mode of communicating, and if you have any communication accommodation.

When thinking about communication please think about:

- Use of websites,
- E-mails,
- Phone Calls, and
- Online meetings.

## Transparency

To remain transparent, the researchers will share the following documents:

- A summary of the AcTinSite Research Project,
- Roles and Expectation Documents,
- Meeting minutes and task lists,
- Sample documents (like questionnaire)
- Evaluation Conclusions,

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<sup>2</sup> As of November 2020 the Program Manager is -





## Collective Agreement

- Other documents that need to be shared.

### Key Terms Defined

**Accommodation:** Meeting the needs of a person with the disability when a physical space or system cannot be made accessible to their needs.

**Accessibility:** Adjustments made to the physical space or social settings (like a the social environment where practicums take place) to allow more people to access, engage, and use social institutions, work environments, and community spaces.

**Clinical Instructor (Clinical course director):** An educator hired by the educational institution that teaches/supervise students while they do a placement or practicum rotation

**Inclusion:** Creating spaces that address the different ways that people engage, function, and participate differently so that people have the same opportunities to participate.

**Identity first language:** Language usage that puts identity before personhood. For example, disabled person or autistic person. Some disabled people prefer identity first language because their differences cannot be separated from their personhood. When deciding is identity first language should be used, when you are not part of this group, assess what is used by the community.

**Knowledge mobilization:** The process of researchers and communities working together to create and share knowledge.

**Medical model:** Considers disability to be an individual limitation of physical, mental, or sensory abilities.

**Partner Institutions:** Organisations that are listed on with SSHRC as being a partner.

**People with disability:** Anyone, with or without an official diagnosis, who experiences difficulties in their daily life due to impairment, the built environment, or social norms as a result of physical, mental and sensory differences.

**Person first language:** Language useage that puts the focus on people not their disability. For example, people with disabilities. When deciding if identity first language should be used, when you are not part of this group, assess what is used by the community.

**Placement or Practicum:** A part of certain educational programs where students get on-site learning experience.

**Placement preceptor or Practicum Supervisor:** A person at the clinical institution (paid/hired by clinical site) that monitors and supports students while they do a placement or practicum (fieldwork) rotation.

**Practicum (Fieldwork) site:** Where a placement or practicum take place (e.g. hospital or community environment)



## Collective Agreement

**Reasonable Accommodation:** A legal term used by the Convention on the Rights of Persons with Disabilities which says that accommodations should be provided to people with disabilities as long as they do not impose “a disproportionate or undue burden” on the person or organisation providing the accommodation.

**Rights model:** Explores how disability is created by social policy and laws.

**Social model:** Is a model of disability that focuses on the barriers found in the built environment and in social beliefs.

