

LEEP Guide

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Written and Designed
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May 2022 LEEP Engagement!

This document is a brief overview of important details related to possible solutions. To access the survey or directions, [please see our website](#).

AcTinSite Partners



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LEEP Engagement

Why is it important?

An expert panel gets input from specialized stakeholders. For example, in AcTinSite, we want to hear from students who use accommodations and engage in work-integrated learning (WIL).

Lived Experience

Lived experience describes the knowledge that a person gets from their everyday life. This knowledge is vital to research as it does the following.

- Help frame the research question,
- Make sure the question is helpful to stakeholders,
- Help identify barriers or issues,
- Challenge how research frames the analysis of data,

Your Role as Expert

As an expert, we ask for your feedback on parts of our research. Generally, we will bring different topics to a meeting. Based on recent feedback, we have changed the format of LEEP engagement to a survey to allow more members to participate.

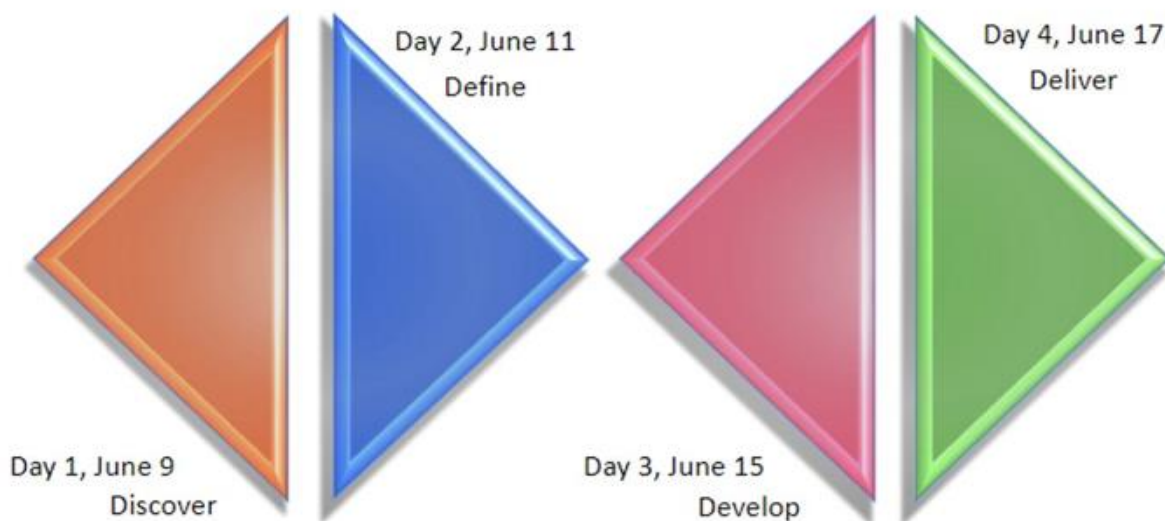
The topic of this LEEP Engagement

In June 2021, AcTinSite held a design charrette. We gathered various stakeholders together to identify opportunities and challenges with accessible WIL. These stakeholders also brainstormed solutions. Over the past 8 months, AcTinSite has analyzed the data to find common concerns and solutions. As a result, we now have a list of possible solutions we could design next year. We want your feedback on the possible solutions to make sure AcTinSite is on the right track and focuses on developing solutions you believe are helpful.

Design Charrette

A design charrette (DC) is a creative, collaborative process that brings diverse stakeholders together. A DC can develop innovative solutions to complex problems. Charrette uses activities like brainwriting to help various stakeholders work together. In an online DC, digital tools, like Miro, help to create spaces for stakeholders to collaborate on innovative solutions. We at AcTinSite felt that a DC was an ideal process to help us better understand the complexities associated with accessibility and accommodation in WIL and assist with developing innovation interventions.

Design methodologies and collaborative practices guided facilitators of the DC to create spaces where stakeholders could gain new perspectives on accessibility and accommodation in WIL. The core design methodology we used is called Double Dimond.



Double Diamond is a process that follows a process of learning and creating that combines divergent and convergent thinking. This methodology is structured to tackle challenges in four phases:

- Discover, find insight into the problem
- Define the area to focus upon
- Develop potential solutions
- Deliver the solution

Analysis of the Design Charrette



Power Relations

The power relation analysis provided details of opportunities and challenges that arose throughout the design charrette through a critical disability, intersectional, and anti-oppression lens. These lenses assist us in finding where and how relational power dynamics and specific forms of oppression, like ableism, might create opportunities or challenges to creating an effective intervention for accessible WIL.

Time and Labour

During our interviews, we noted the themes of time and labour as highly important to the accessibility of WIL. Hence, we explored these themes within the data of the design charrette. Furthermore, to better understand how time and labour affect possible solutions, we explored the following topics.

- recognized and unrecognized labour,
- [Crip time](#) and clock time.

Design Solutions

In this group, we reviewed the design charrette data to identify solutions that we could develop. Next, we explored the solutions to determine what opportunities or challenges they attempted to address. Finally, we analysed conversations about solutions to determine what worked or didn't work for students, college or university staff, and WIL site staff.



Possible Solutions

Below are tables with possible solutions divided into short-, medium-, and long-term actions. We did this to help you understand if we can complete the solutions next year. Note that some actions call for sharing recommendations. AcTinSite is creating recommendation documents.

There are five possible solutions for you to review. Click on the possible solutions to navigate to the location.

- Improve Accommodation Process
- Create Spaces Where People Who Support WIL Can Build Skills,
- Improve Communication Between Higher Education Institution (HEI) and Work-Integrated Learning (WIL) Site,
- Address Systemic Ableism and Intersectional Oppression,
- Encourage Community-Based Advocacy.

Note about projects already underway, funded or applied for.

WILAA Community of Practice is an active project that aims to help professionals access knowledge, training, and support about accommodations, to reduce the work students do to access accommodations during WIL.

Two long-term actions below note the need for further research. We need your input if it is worth pursuing these long-term projects with AcTinSite's resources or if we should focus on other possible solutions.

Improve Accommodation Process

Students and professionals noted concerns before, during, and after the WIL accommodation process (as well as the general accommodation process).

Short-term Actions	Mid-term Actions	Long-term Actions
Create materials to make the accessible WIL process easier. <ul style="list-style-type: none"> • System Map for navigating the WIL process. • Create easy to use documents or other resources about the process for students who need accommodations. 	Gather feedback from LEEP and AcTinSite partners to make adjustments as needed.	Release to a wider audience (WILAA Community of Practice may take on this work)
HEI assess resources available to support students who use accommodations. <ul style="list-style-type: none"> • Mentorship with someone not evaluating the student. • Drop-in peer support group for students during WIL. • Clear and easy to access knowledge resources. 	Discuss with LEEP members what resources they would find helpful. Should consider how power relations may impact this solution.	Share suggested resources through Create and Share Accessible WIL Recommendations for HEI and WIL Site solutions.
Explore non-disclosure routes to accommodations during WIL and how they work.	Gather feedback from LEEP and AcTinSite partners about a non-disclosure route to accommodations during WIL.	Dr. Epstein is going to explore this topic through an AIF grant from York University.
Explore division of disclosure and accommodation. For example, students might provide proof of disability to the Ontario Universities Application Centre, which can confirm disclosure to the university the student attends or transfers.	Through research and knowledge, assess how plausible the division of disclosure and accommodations is.	Share suggested resources through Create and Share Accessible WIL Recommendations for HEI and WIL Site solutions.

Create Spaces Where People Who Support WIL Can Build Skills

During the analysis of the design charrette, it was clear that students do a lot of labour to access accommodations during WIL. Therefore, these solutions arose as a way for professionals that support WIL to reduce some of the labour students do.

Short-term Actions	Mid-term Actions	Long-term Actions
WILAA Community of Practice aims to increase knowledge and training about accessible WIL in professionals.	Discuss with WILAA board what actions, advocacy, or recommendations from AcTinSite they could promote or manage.	Hand over prepared materials to the WILAA board.
Assess current knowledge resources and training for WIL professionals.	Make recommendations to address any issues or draft a new form of knowledge resources or training for accessible WIL. It could include materials developed in the systematic ablism section below.	Discuss with AcTinSite Partners and the WILAA Community of Practice, who takes the lead in making these changes moving forward.

Improve Communication Between Higher Education Institution (HEI) and Work-Integrated Learning (WIL) Site

During the design charrette, communication issues between the HEI and the WIL site arose. We noted that these communication issues make it hard to ensure that accommodations are provided during WIL.

Short-term Actions	Mid-term Actions	Long-term Actions
Assess the barriers to clear communication about the accommodation process and accessible WIL at HEI.	Use research and knowledge about knowledge management to create document management best practices for accessible WIL.	Release to a wider audience (WILAA Community of Practice may take on this work)
Use tools from Improve Accommodation Process to create visuals for communication between HEI and WIL to happen.	Gather feedback from LEEP and AcTinSite partners to adjust as needed.	Release to a wider audience (WILAA Community of Practice may take on this work)

Address Systemic Ableism and Intersectional Oppression

We found that people can identify individual ableism but had difficulties with systematic ableism through the power relations analysis. Below are just two possible solutions for addressing systematic ableism and intersectional oppression.

Short-term Actions	Mid-term Actions	Long-term Actions
Create accessible WIL principles based on AcTinSite research and feedback from the Lived-Experience Expert Panel (LEEP)	Discuss with AcTinSite partners the impact of signing the accessible WIL principles.	Pilot signatory process with a broader audience (WILAA Community of Practice may take on this work)
Create a list of common ideas and actions that limit the accessibility of WIL	Assess what research and knowledge exist to address these topics or ideas.	Explore further research on how to intervene in these topics or ideas to create accessible WIL (Applying for SSHRC Partnership Grant)

Encourage Community-Based Advocacy

Accessible WIL is a vast, interconnected topic that a single research project is not capable of addressing. For sustainable long-term change to happen, interventions are needed in multiple systems. For example, there are required shifts in government policy and requirements outlined by field colleges (nursing colleges). By activating community-based advocacy, we hope to build awareness and interest in the topic of accessible WIL to help make some of these changes.

Short-term Actions	Mid-term Actions	Long-term Actions
Assess what AcTinSite found, with feedback from LEEP, that researchers, WIL professionals, and community-based organizations could advocate. Below is a list of areas where advocacy is beneficial. <ul style="list-style-type: none"> • Funding • Government • Colleges that outline work requirements • HEIs and WIL Sites. 	Create an 'Advocacy Pack' to help people and organizations decide what actions to take.	Evaluate the effectiveness of the 'Advocacy Pack'.

