

# YorkSpace Collection

Work-Integrated Learning, Accessibility, Accommodations (WILAA)

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



## AcTinSite Research Project Material

### Conference Abstract & PowerPoint for ARIS & RIC 2021 Online Summit

Presented May 12, 2021

#### Summary

In May 2021, AcTinSite presented at the Research Impact & Public Engagement at the Intersection of the Future Workforce. This conference was hosted by Advancing Research Impact in Society and Research Impact Canada. This is the presentation summary and PowerPoint presentation for the conference workshop.

#### Citation

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#### Document Details

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#### AcTinSite Partners



Conference Abstract & PowerPoint for ARIS & RIC 2021 Online Summit © 2020 by  
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## Conference Preceding Summary

Students with disabilities need support to succeed in their education, including work intergraded learning opportunities. There are well-developed details for supporting students with disabilities in their course work. Yet, the knowledge and skills needed to accommodate students with disabilities during work-integrated learning are inconsistent. This situation leaves students with disabilities set up for failure, meaning they are more likely to leave their programs or be limited in their potential employment.

AcTinSite (Accommodation to include students with disabilities in placement sites) aims to improve access to accommodations for students with disabilities within work-integrated learning. We do so through a collaborative project between three education institutions and two institutions that host students for work-integrated learning. AcTinSite's research is a concurrent design and knowledge mobilization project. Our goals are to design an online platform where tools that support accommodations in work-integrated learning are easy to access and adapt. The project's concurrent nature means that both the design and knowledge mobilization components work and adjust together. Our work at AcTinSite focuses on improving workforce diversity using collaborative partnerships, design, and knowledge mobilization. This regular session's goals are for people to

- learn about the needs and benefits of accommodation in work intergrade learning,
- find out about AcTinSite, and
- how they can get discover more about our concurrent design and knowledge mobilization project.

# Accommodations in Work-Integrated Learning: Developing Research

ARIS Summit, May 2021

Presented by Hilda Smith, Nastaran Dadashi, Melanie Baljko and Ashley Franks



# 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

- ❖ **What is the AcTinSite Research Project?**
- ❖ **What have we learned so far?**
  - ❖ Interviews and Analysis
  - ❖ Breakout Room Activity (Ordering Exercise)
- ❖ **What is Design?**
- ❖ **Our KMb Plan.**
- ❖ **How to Design and KMb work together?**
  - ❖ Breakout Room Activity (Story Development Example)
- ❖ **Questions and Answers**
- ❖ **How to Stay Up To Date**

# Activity – Gaging the Room

- ❖ Answer the poll questions on your work and experience with placement and accommodations
- ❖ In the word cloud share what hobbies you have been begun / enjoying over the last year

# What is AcTinSite

- ❖ A government funded research project that aims to improve accessibility and accommodations in work-integrated learning.
- ❖ We reach these goals by using participatory action research methodologies
  - ❖ Steering committee of project partners
  - ❖ Expert panel of people with disabilities
  - ❖ Participatory design process
- ❖ Our Partner Institutions are



# Activity – Gauging the Room

Go to [www.menti.com](http://www.menti.com) and use the code 6896 1180

What hobby have you begun / got back into / have been enjoying in the past year?

Press S to show image







Why is the AcTinSite  
Project Important?

“

Among graduates aged 25 to 64, those with disabilities are less likely to be employed after graduation (49%) than those without disabilities (80%)

”

## Disability Stats

“

Between 2003 and 2011 there was a 69% increase of people registering with accessibility services within Ontario Canada

”

## Disability Stats 2



# Gathering Perspectives

Analysis summary from Interviews

# Many Thanks to our **29** Participants

Role	#
Placement Supervisor	8
Access Professional	6
Student	4
Leader - Education	4
Fieldwork Coordinator	4
Leader - Healthcare	3

Affiliated Profession	#
Nursing	12
Occupational Therapy	5
Social Work	3
Interdisciplinary	5
Other	4

Site	#
UofT	8
York	6
GBC	6
Sickkids	5
Sunnybrook	4

# 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)

# A Problematic Process

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

- ❖ 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

# A Problematic Process 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

# A Problematic Process 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**

# Breakout Room Activity – Bucket Exercise

In breakout rooms your facilitator (Ashley, Hilda, or Nastaran) will share a google forum. You can rank the – there.

Your facilitator will then share the results which you can then discuss.



# Concurrent Design and Knowledge Mobilisation

# Design Process

- ❖ Understanding the context
  - ❖ Exploring needs, priorities, obstacles and opportunities
  - ❖ Defining scopes and framing them
  - ❖ Stories, scenarios and personas
- ❖ Engaging with stakeholders
  - ❖ Design charrette (collaborative workshops)
- ❖ Co-design
  - ❖ Design jams, ongoing conversations with stakeholders
- ❖ Develop
  - ❖ Prototype and beyond
  - ❖ Evaluate
  - ❖ Iterate

# Knowledge Mobilisation

- ❖ **Supporting designed process**
  - ❖ Online Presence
  - ❖ Recruitment Video
  - ❖ Building interest (scale-up)
- ❖ **Community of Practice**
  - ❖ Shifting responsibility for accessibility & accommodation
  - ❖ Creating sustainability for designed product

# Concurrent Design & Knowledge Mobilisation

## Design Process

- ❖ Story Development
  - ❖ Focus on Interview Data
  - ❖ Present actors in accommodation process
  - ❖ Pressure Points

## Knowledge Mobilisation

- ❖ Story Development
  - ❖ Focus on Environmental Scan
  - ❖ Present knowledge products and mediators in accommodation process
  - ❖ Pressure Points

# Breakout Room Activity – Story Development Example

- ❖ Go to this Miro board.
- ❖ Once in breakout rooms your facilitator will guide you through the Miro board
- ❖ Each group member can choose a 'character' and begin to fill in your story development section
- ❖ Each 'character' has been given a colour. Please use that coloured sticky note to share your responses.



# Questions and Answers

- ❑ Please use the raise your hand function, in zoom, if you want to ask your question aloud
- ❑ Otherwise type your question in the chat.



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