



International Collaboration for
Inclusive Campus

Diversifying health and
human service professions



Inclusive Campus

Diversifying health and Human services
professions

Lessons learned – Evaluation of programs supporting the Inclusion of disabled people in health education and professions

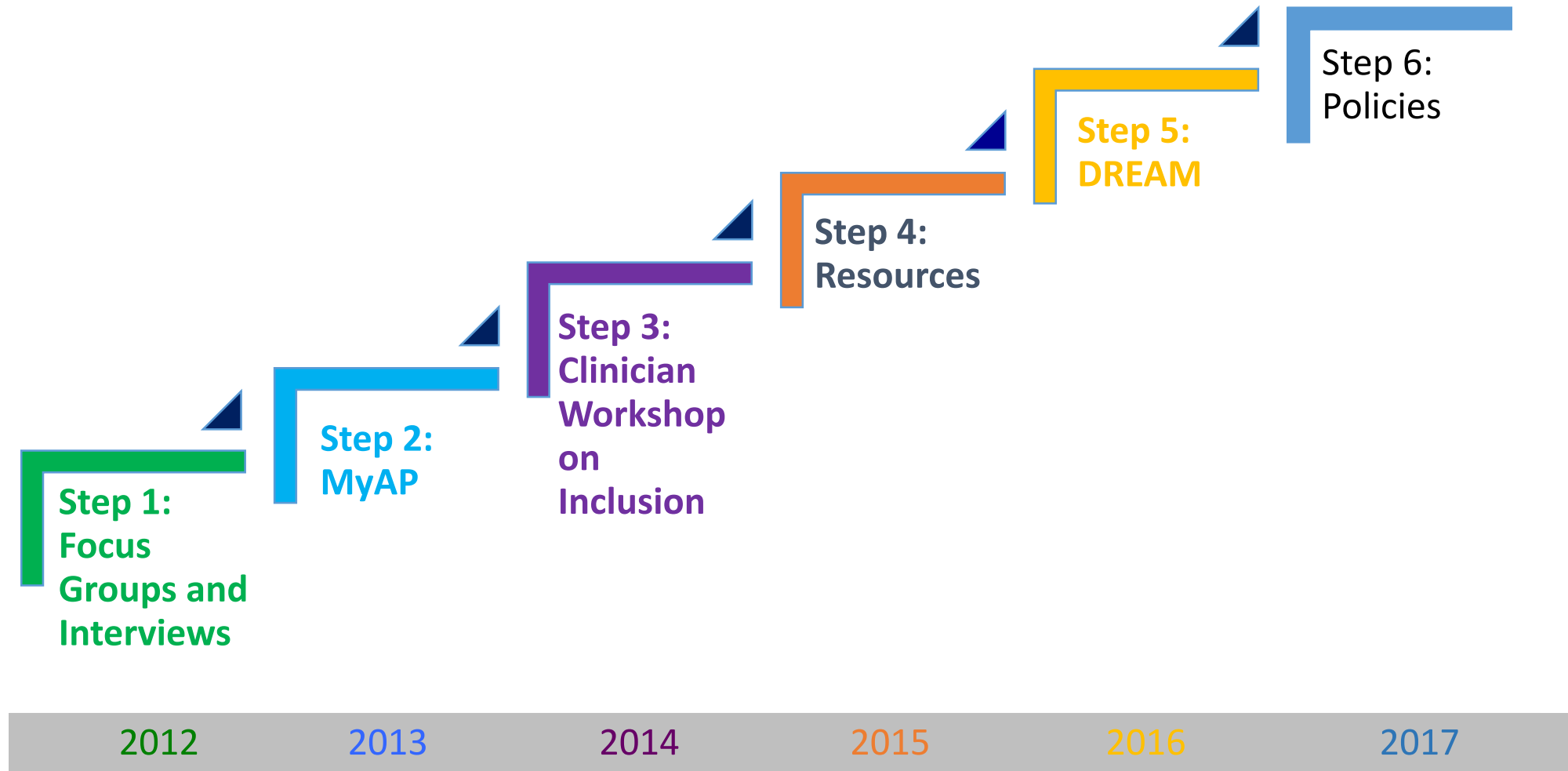
Tal Jarus, Michael Lee, Laura Yvonne Bulk, Sue Murphy, Gurdeep Parhar, Parisa Ghanouni, Marlee Groening, Adam Easterbrook, Alfiya Battalova

WFOT, 2018

Introduction

- Health professions have the lowest representation of employees with disabilities than any other sector
- Limited and faulty assumptions of disability
- Universities committed to supporting accessibility and diversity
- Students with disabilities report barriers to their participation in education
- Students in the health professions identified unique challenges:
 - rigid structures
 - fears of disclosing disabilities in programs of licensing professions
 - demonstrating competencies in both academic and clinical settings.

Project Timeline



Step 1: Getting to know the issues

- Focus Groups
 - 5 focus groups (2 with students and 3 with stakeholders) involving 2 – 5 participants per session
- Individual Interviews
 - 2 students and 3 stakeholders had individual interviews (requested due to confidentiality or scheduling)
- 6 professions (MD, Nursing, OT, PT, SW, Teacher Ed)
- N=26

What did we find?



The legitimization process of students with disabilities in Health and Human Service educational programs in Canada

Adam Easterbrook, Laura Bulk, Parisa Ghanouni, Michael Lee, Bathseba Opini, Earlene Roberts, Gurdeep Parhar & Tal Jarus

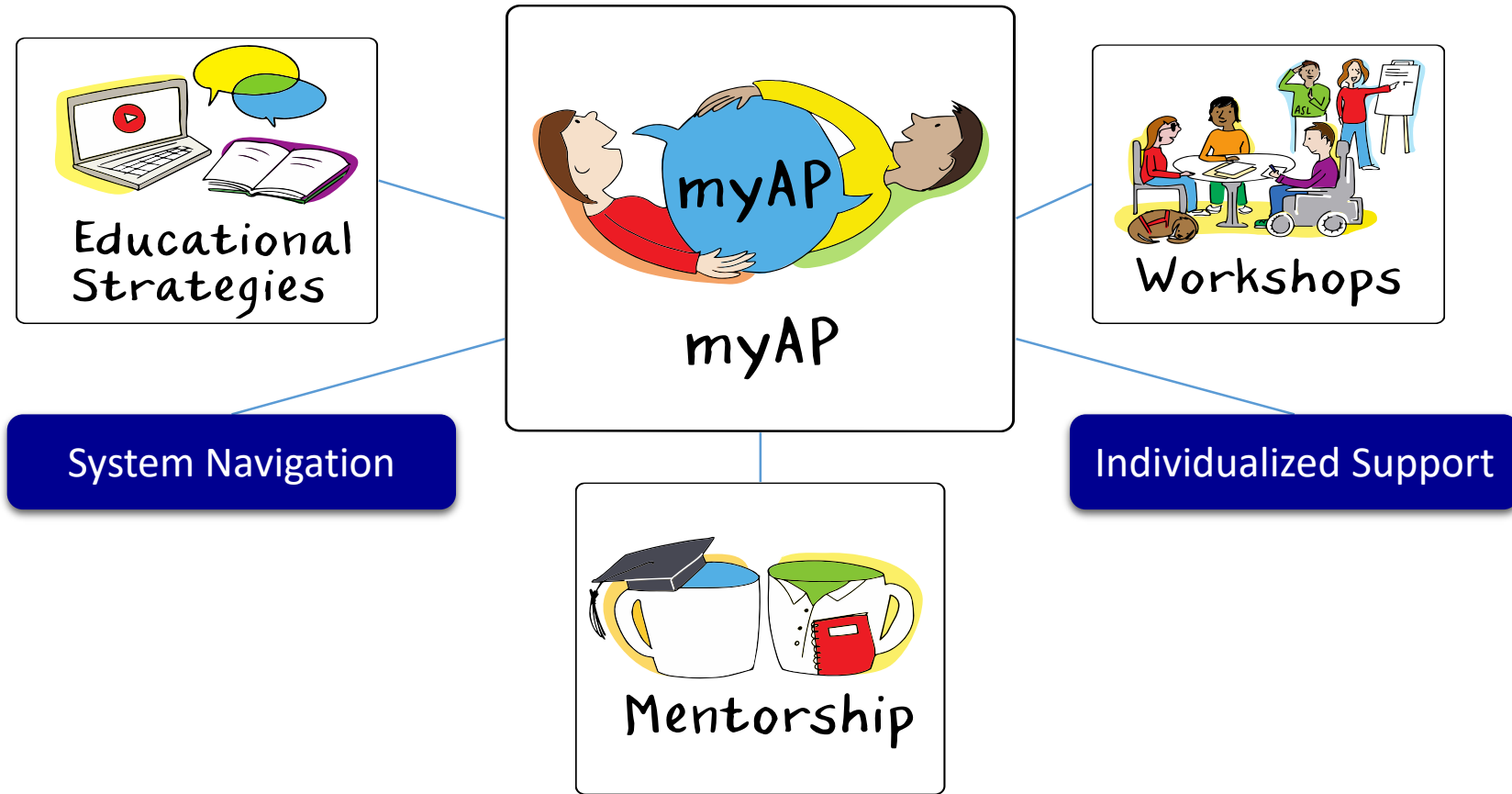


'We are not anything alike': marginalization of health professionals with disabilities

Laura Yvonne Bulk, Adam Easterbrook, Earlene Roberts, Marlee Groening, Susan Murphy, Michael Lee, Parisa Ghanouni, Jennifer Gagnon & Tal Jarus

1. Students had to **legitimate** their ability to perform (via **negotiation, selective disclosure, and advocacy**).
2. Disabled students and clinicians experience **marginalization** (via **dominant discourses, discriminatory design, and disempowering interactions**).
3. Stakeholders questioned their **citizenship** (challenging students' **rationality**, limiting **autonomy**, and questioning **productivity**).

Step 2 – Individualized Support Plan



Step 3: Do we walk the talk? A Clinician Workshop to Promote Inclusion of Students with Disabilities during Clinical Placements

Key Notes

- ICF model
- Legal aspects
- Disability as a social construct

Small Group Discussions

Applying new knowledge to scenarios

Expert Panel

- Student & clinician with disability
- A&D disability advisor
- Registrar

Conclusions and Future Directions

- Workshop surveys
 - Workshop effective!
 - Improved Knowledge, Skills, Attitudes
- Post workshop interviews
 - Negative assumptions, blurred Student-Educator Relationship Boundaries, equity struggles due to contextual factors in clinical settings
- Next steps...
 - Specialized workshops, discussion forums, resource distribution...

Step 4: Resources



- The Inclusive Campus Project offers:
- Workshops** on disclosure and career planning for students with disabilities
 - Individualized student support** for addressing academic and practicum challenges
 - Mentorship** opportunities for students with disabilities by clinicians with disabilities
 - Training** for clinical educators and coordinators who work with individuals with disabilities
 - Research** opportunities through participation in Inclusive Campus **projects**

Disclosure Matrix

- The Disclosure Matrix helps students evaluate the benefits and detriments of disclosure
- The matrix can be used as a worksheet by students with disabilities to help them with the challenges of disclosure
- Article accompanying disclosure matrix table, originally developed by Terry Krupa:
Roberts, B. (2014). The Disclosure Question: A Matrix for Decision Making. *CACUSS Communiqué*, 14(3), 29.
- http://www.cacuss.ca/Library/Communique/Communique_Fall_2014_-_Web.pdf



Supporting Practicum Students with Disabilities

	Disclosure	Non-disclosure
Pros	<ul style="list-style-type: none"> Promotes openness and trust Facilitates accommodation Educates the employer about accommodation and disability Honest Pro-active Sets out an expectation of fair treatment Acting in good faith 	<ul style="list-style-type: none"> Protects against risk of discrimination Safer to request accommodation later, when needs become apparent and employment is secure Protects private information Retain control/release personal information when/if needed Protects dignity Take a chance and try tasks without accommodation Avoid assumptions made about you, stigma
Cons	<ul style="list-style-type: none"> Risky because of potential discrimination Might not be necessary (work might not require accommodations) Risk of stigma Loss of privacy Loss of control of personal information 	<ul style="list-style-type: none"> Seems untrusting Appears to be in bad faith No accommodation No knowledge or understanding of disability or needs Reactive rather than pro-active Seems like "pulling a rabbit out of a hat" when trouble or need arises Risks rupture in the employer/employee relationship when needs become known

UBC Inclusive Campus Project

For questions, or to find out how you can participate, contact: 604.822.7412 or inclusive.campus@ubc.ca
<http://inclusive.campus.osot.ubc.ca/>

Occupational Science & Occupational Therapy
Faculty of Medicine
2211 Wesbrook Mall
Vancouver, BC, Canada V6T 2B5

Resources for
Preceptors, Practicum
Coordinators &
Students



Ksenia Jogova, Sarah Chow, Tal Jarus, Michael Lee



UBC Campus Resources

Access and Diversity

Works with students, faculty, and staff to remove barriers for students with disabilities. The office's disability advisors help set up formal academic accommodations, including placement-specific accommodations, for students with documented disabilities.

For more information, please visit:
<http://students.ubc.ca/about/access>

For questions or to book an appointment, students can contact
 604.822.5844
access.diversity@ubc.ca



UBC Counselling Services

<http://students.ubc.ca/livewell/services/counselling-services>

Accommodation Resources

Universities and employers are legally obligated to accommodate persons with disabilities, including students, as per the BC Human Rights Code.

Accommodation Decision Tree

Which situations are clinicians required to accommodate?
 This diagram helps preceptors quickly decide when accommodation is necessary and a requirement.



The 4 Test Questions

1. Is the requirement established in good faith?
2. Is the requirement rationally connected to the job or purpose it is intended for?
3. Is there evidence that it is demonstrably relevant/necessary? (Meiorin, 1999)
4. Is the requirement socially constructed such that it excludes members of a specific group for a reason that is irrelevant, based on assumptions about function or the group? (Granovsky, 2000)

*Instructors should ask the 4 test questions to help determine discriminatory requirements and whether the requirements of the task are essential, or bona fide academic requirements. If any of the first 3 questions are answered "No," accommodation should probably be provided. If all 3 are answered "Yes," then accommodation should be explored, but may or may not be feasible. Question 4 promotes in-depth thinking about Questions 1-3, and if answered "Yes," accommodation may be appropriate (Roberts, 2013) – available at: <http://hdl.handle.net/1974/7806>

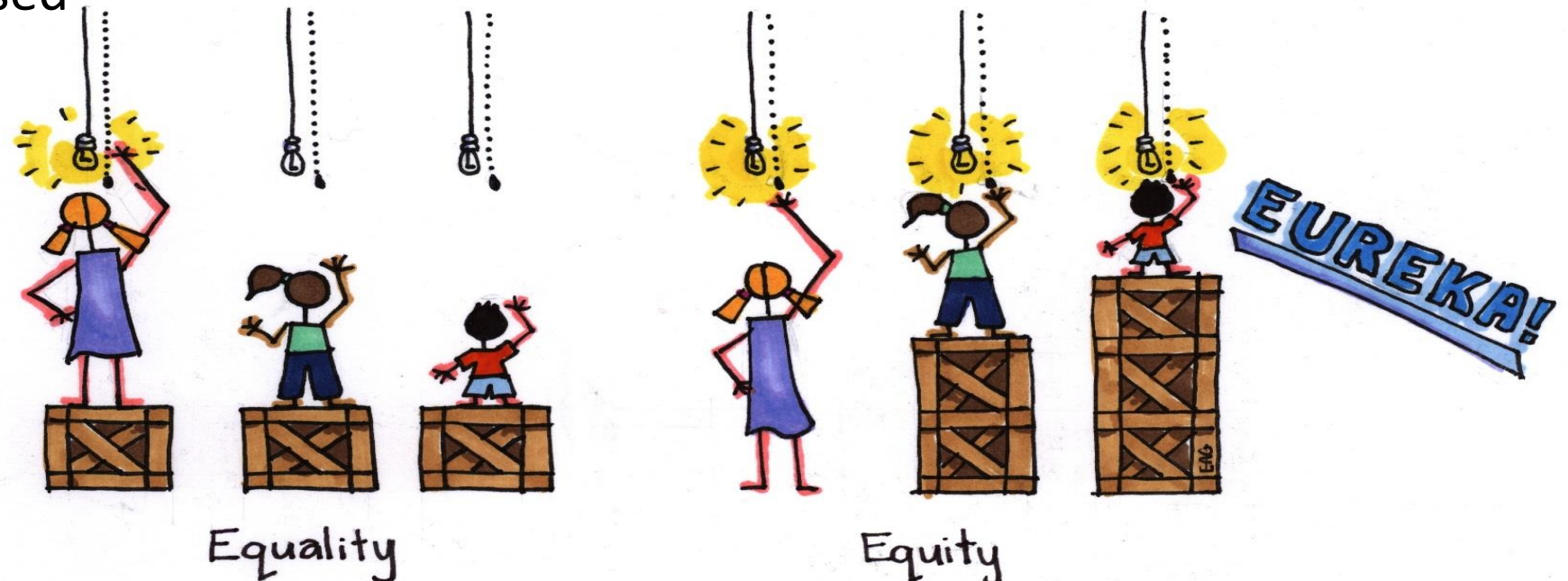
Job Accommodation Network (JAN)

Online resource listing accommodation ideas by specific disabilities OR by functional limitations

<https://askjan.org/links/atoz.htm>

Step 5: The DREAM

- **DREAM: Disclosure, Rights and Responsibilities, Advocacy and Accommodation Module**
- **A skill based blended learning module that combines:**
 - **Online modules** with accessibility features, flexibility in pace, time, and learning style
 - **Workshops** promote acquiring skills, interaction and community
 - Evidence based



Step 5: The DREAM - the Online Module

Each unit includes multiple ways of interacting with the information including:

- written content
- Activities
- Reflective questions
- case scenarios
- Videos



Videos - If willing, you may also choose to video yourself (or audio yourself if that works better for you) to receive feedback from your peers.



Workshops

Workshops developed:

1. Disclosure
2. Rights and responsibilities
3. Advocacy
4. Accommodations

Each workshop includes multiple ways of interacting with the information including:

- Practicing skills
- Discussions
- Activities
- Case scenarios
- Socializing



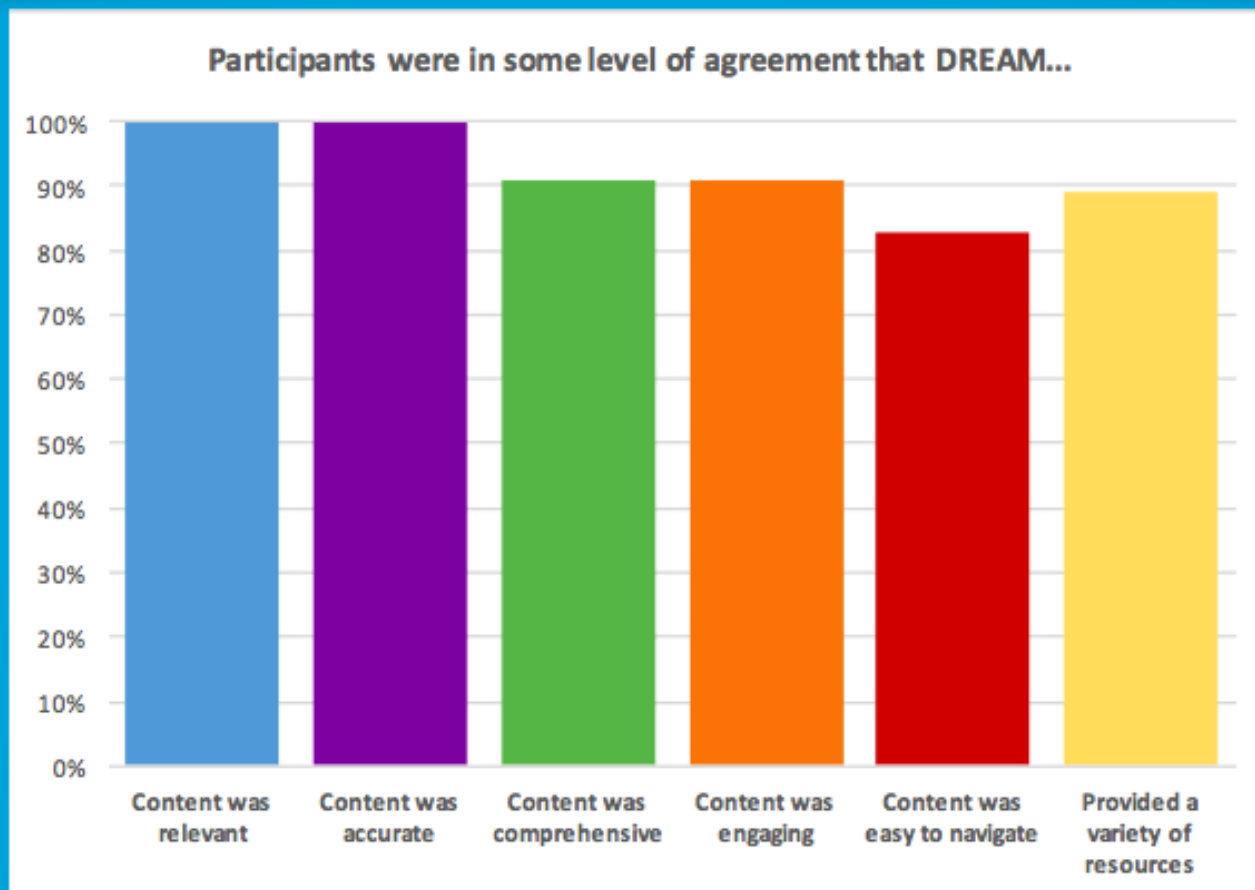
DREAM FEEDBACK



A recent evaluation of DREAM has provided support for the relevance and comprehensiveness of the module content.

“Many people, not just those with disabilities, could benefit from the information found in these modules.”

“I have received immediate benefit as a consequence of the learning I've acquired.”



“I liked that there were opportunities for reflection and multiple modes of instruction.”

“Excellent content and learning tool.”

Participate in DREAM

Disclosure, Rights & rEsponsibilities, Accommodations Module

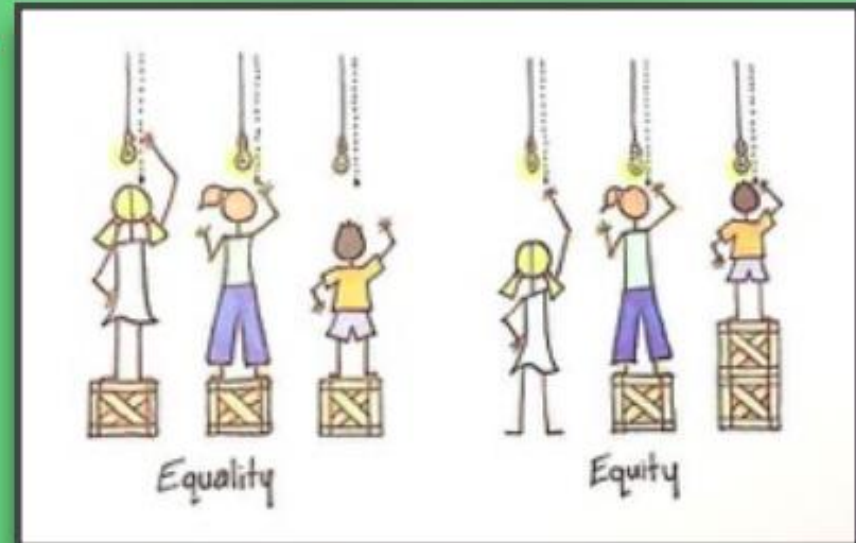
EQUITY is giving everyone what they need to be **SUCCESSFUL**.

WHO? Students with disabilities in Occupational Therapy, Nursing, Social Work, Physiotherapy, Medicine or any other Health and Human Service program at UBC.

WHAT? A blended learning module that focuses on self-advocacy, disclosure, rights & responsibilities and accommodations.

WHERE? Online (through Connect) with occasional face-to-face meet-ups and workshops

WHY? To equip students with the knowledge and skills to support them through their classroom and practicum experiences.



If you are interested in participating, contact the UBC Inclusive Campus Study at inclusive.campus@ubc.ca

Step 6: review of policies

Scanned policies of all EN speaking MD Canadian programs

- All universities provide extensive and varied **in-class didactic** accommodations for their students
- No clear description of the process for providing accommodations for **clinical learning contexts** (lab, clinical, OSCE and clerkship)
- Of the 14 schools researched, only 4 have a **specific accommodations office** within their Faculty of Medicine
- Schools mostly deal with students in a **case-by-case manner**.

Lessons Learned

- Students would benefit from:
 - an individualized approach to accommodation,
 - empowerment and education on their right to receive support
 - gaining knowledge and skills on topics included in the DREAM
- Lack of awareness among faculty, clinical supervisors, fieldwork coordinators and administrators resulting in a lack of support
- Current structure of health education program is a barrier for students with disabilities
- Discover new ways to help combat stigma in order to create more inclusivity in HHS programs and society

Where do we go from here?

To increase the participation of students with disabilities in education programs in the health professions we must:

- Address systemic institutional barriers
 - Promote the culture of inclusivity that goes beyond a cookie-cutter approach
- Provide individualized/tailored support for students with disabilities
 - Trial all 4 units of DREAM with corresponding workshops and evaluate their effectiveness
- Educate stakeholders to support inclusion in professional programs
 - Consider developing a DREAM for faculty and staff

Questions?

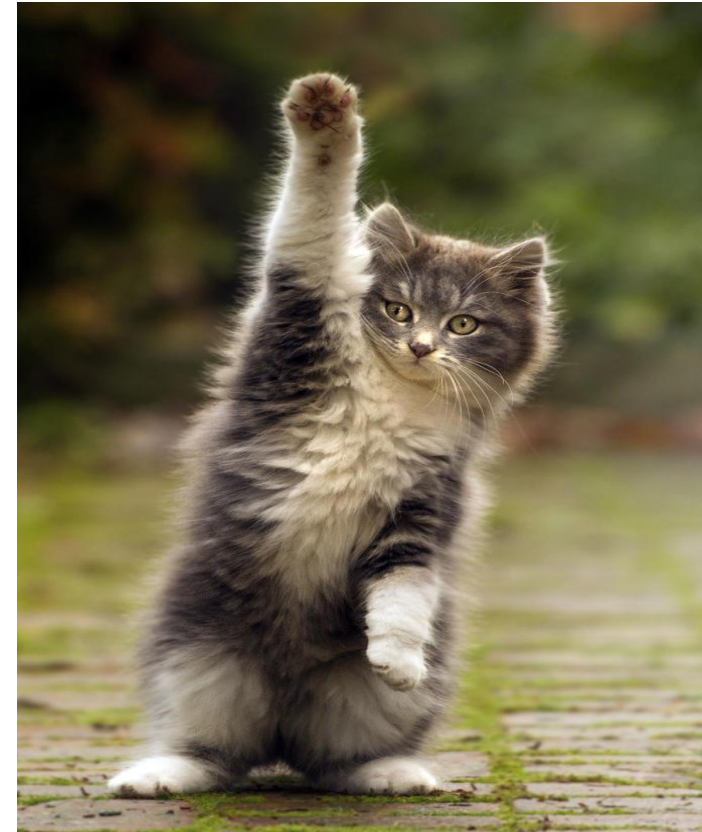
We gratefully acknowledge

The UBC Teaching and Learning Enhancement
Fund (TLEF)

The UBC Equity Enhancement Fund (EEF) &
Canadian Institute for Health Research (CIHR)

For their financial support

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CIHR IRSC



Canadian Institutes of Health Research
Institut de recherche en santé du Canada