

**Final Report – Maximum 2 pages**

**Project Name:** Inclusive campus—developing a “personalized accessibility plan (myAP)” to foster the participation of students with disabilities in health and human service professional programs

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**Submitted by:** Tal Jarus

**Year of Funding:** 2014/2015

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**Summary of Work Accomplished**

Four students with disabilities from the target programs participated in the development and evaluation of individualized Accessibility Plan (myAP). We developed the myAP from the information obtained from an earlier phase of this project. The goal of the myAP was to facilitate access by providing students with the resources and support needed to address their specific challenges. This involved equipping students with strategies to deal with challenges, developing education strategies, helping with system navigation, offering mentorship, and holding workshops. We implemented the myAP over a 6-month period that included monthly follow-ups as well as a mid-implementation interview to assess challenges and progress, and a final interview to get feedback about students’ experiences with myAP.

Based on the feedback, we designed and ran a full day workshop in January to discuss challenges faced by students with disabilities related to clinical practicums. The workshop was organized in collaboration with the College of Health Discipline and attracted **near 80** clinical educators from all 14 health programs. In addition, we designed and ran a workshop in April to discuss challenges related to transitioning from student to practitioners. The workshop included a guest speaker who had a disability. A total of 9 students attended the workshop.

**Evaluation of Project’s Success**  
(Include evidence of rigorous evaluation.)

The overarching goal of this project is to develop a better understanding of the barriers and facilitators to inclusion that students with disabilities experience in the health and human service programs at UBC. The knowledge we have gained last year has been integral in the implementation of several strategies, such as developing myAP, offering workshops, and creating a guidelines package to help students access accommodations. We have also developed a stronger partnership with Access and Diversity and the Equity Office, as well as the occupational therapy, physical therapy, nursing, medicine, social work, and teacher education departments. Through strengthening our connections with these different departments, we are better able to assist students as they navigate the multifarious demands of their academic work and practicum.

The information obtained from our interactions with the students participated in the myAP allowed us to increase our understanding of the barriers, challenges, and facilitators students with disabilities face in their academic work and practicum. The myAP is tailored to each individual student’s challenges. We evaluated the effectiveness of myAP through measuring changes in students’ perceptions of their performance, using the COPM

(Canadian Occupational Performance Measure) and evaluating the program overall using the Measure of Processes of Care (MPOC). The COPM measures participants' specific challenges (in our case, challenges related to academic life and practicum) and then asks them to rate their performance on these challenges as well as how satisfied they are with their performance. The MPOC measures the student's perspective of the assistance they received via the myAP team. Results indicated that students find the myAP to be useful, although a challenge with the myAP was maintaining student involvement. Students reported that the monthly contacts (typically through email) were difficult and that setting up times to meet face-to-face mid and end project were difficult because of the demands of school. This made implementing the myAP difficult and suggesting that looking at a blended support, including both online and face-to-face is needed.

Results of the evaluation of the clinical educator workshop indicated a significant change in the clinicians' knowledge, skills and attitudes on the topic of student with disabilities in the health professions. Clinicians were grateful in particular to gain particular skills in facilitating the learning of students with disabilities in the clinical placements.

Through analyzing the information obtained from the workshop on transitioning from student to practitioner, we gained insights into the priorities for skill learning that students are needed. This information will be used to develop a bigger workshop in the fall that will help equip students with the resources needed to overcome some of their challenges. Students reported that the workshop was useful, particularly having the opportunity to learn from a clinician with a disability who is working in their area. Students also gave ideas for topics to include in future workshops that focus on the transition between school and work.