



TLEF Project – Final Report

Report Completion Date: (2019/03/12)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Enabling Learning and Supporting Diverse Student Groups: Developing and Evaluating A Learning Series on Access in Health and Human Service Programs for Students with Disabilities		
Principal Investigator:	Dr. Tal Jarus		
Report Submitted By:	Dr. Tal Jarus		
Project Initiation Date:	May 2017	Project Completion Date:	August 2018
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



2. OUTPUTS AND/OR PRODUCTS

2.1. Please list project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
Learning module	UBC Canvas Website https://canvas.ubc.ca/courses/3049

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team teaching practice and satisfaction
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

3.2. What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.

We were hoping that it would teach students how to navigate through their coursework and placements while managing their disability.

3.3. Were these changes/impacts achieved? How do you know they occurred? – What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection



tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

We were able to create a learning module first on Connect, and then migrate it to Canvas successfully, with the great help of CTLT staff. Few students tested the modules and provided useful feedback on its impact. We currently collaborate with BCIT on adopting the DREAM for a program helping high school students who are deaf and prepare for transition to university.

3.4. Dissemination – *Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.*

Kay Chan, Mara Salter, Michael Lee, Ruth Warick, Susan Murphy, Brian Hahn, Parisa Ghanouni, Gurdeep Parhar, Julia Tikhonova, Tal Jarus. Supporting future professionals: Accessibility module for university students with disabilities. CAOT 2017, Charlottetown, 21-24.6.2017.

Tal Jarus, Chelsey Murdock, Kay Chan, Mara Salter, Michael Lee, Susan Murphy, Ruth Warick, Brian Hahn, Julia Tikhonova, Laura Yvonne Bulk, Jennifer Gagnon. Developing a Blended Learning Program to Support Students. CHES 2017. Sept 17-19. 2017.

Tal Jarus, Chelsey Murdock, Kay Chan, Mara Salter, Michael Lee, Susan Murphy, Ruth Warick, Brian Hahn, Julia Tikhonova, Laura Yvonne Bulk, Alfiya Battalova. Innovative blended learning program to support students with disabilities enrolled in health educational programs. CCME 2018. Halifax, 28.04 - 01.05. 2018.

Tal Jarus, Michael Lee, Laura Bulk, Sue Murphy, Gurdeep Parhar, Parisa Ghanouni, Marlee Groening, Adam Easterbrook, Jennifer Gagnon. Lessons learned – Evaluation of programs supporting the Inclusion of disabled people in health education and professions. WFOT 2018: Cape Town, SA, 21-26.5.2018.

Tal Jarus, Michael Lee, Laura Bulk, Sue Murphy, Yael Mayer, Alfiya Battalova. Strategies for the Inclusion of disabled people in health education and professions. 24th ENOTHE annual meeting, Portugal, 4-6 Oct, 2018.

4. TEACHING PRACTICES – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

The DREAM is currently active on Canvas and self registration is enabled. My team is monitoring the participation to make sure it is sustainable.