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:	☐ Large Transformation				
	✓ Small Innovation				
	☐ Flexible Learning				
	☐ 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)	 ⊠ Student experience outside the classroom (e.g. wellbeing, social inclusion) □ Experiential and work-integrated learning (e.g. co-op, community service learning) 	
☐ Pedagogies for student learning and/or engagement (e.g. active learning)	$\hfill \square$ Indigenous-focused curricula and ways of knowing	
☐ Innovative assessments (e.g. two-stage exams, student peer-assessment)	□ Diversity and inclusion in teaching and learning contexts	
\square Teaching roles and training (e.g. teaching	☑ Open educational resources	
practice development, TA roles)	☐ Other: [please specify]	
☐ Curriculum (e.g. program		
development/implementation, learning communities)		

1.3. Project Summary

DREAM is a module developed as part of the Inclusive Campus Study. It is a blended learning module, created for students with disabilities, that explores the following content areas: Advocacy, Disclosure, Rights & Responsibilities, and Accommodations. It gives students a practical "tool box" that will help them make the most of their university experience, both on campus and in placements.

1.4. Team Members – Please fill in the following table and include **students**, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles Administration of project	
Ally Malinowski	Research Assistant/Technician		
Yael Mayer	Post-Doctoral Fellow	Overall supervision of the project	

Advisory committee:

- Michael Lee, Senior Instructor, Department of Occupational Science & Occupational Therapy, michael.lee@ubc.ca
- Sue Murphy, Senior Instructor, Department of Physical Therapy, sue.murphy@ubc.ca
- Bathseba Opini, Lecturer, Department of Educational Studies, Faculty of Education, Bathseba.opini@ubc.ca
- Gurdeep Parhar, Executive Associate Dean, Clinical Partnerships and Professionalism, Faculty of Medicine, Gurdeep.Parhar@ubc.ca
- Earllene Roberts, PhD Candidate, School of Social Work, Okanagan Campus, Earllene.roberts@ubc.ca
- Ruth Warick, Senior Diversity Advisor -Access and Diversity, ruth.warick@ubc.ca

Student Collaborators: Laura Bulk, PhD student, laurabulk@alumni.ubc.ca; Kay Chan, Graduate student, kaychan05@gmail.com; Parisa Ghanouni, PhD Candidate, parisa.ghanouni@ubc.ca; Brian Hahn, undergraduate student, hahn-93@hotmail.com; Mara Salter, Graduate student, m.slater@alumni.ubc.ca; Julia Tikhonova, undergraduate student, juliatikhonova@live.com

1.5. Courses Reached – Please fill in the following table with <u>past</u>, <u>current</u>, and <u>future</u> courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)

2. OUTPUTS AND/OR PRODUCTS

2.1. Please <u>list</u> 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

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3 1	Project Impact	Δτρας — Ρίραςρ ς	select all the	areas where	VALIR DRAIPCT	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 <u>past</u> and <u>upcoming</u> 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 <u>your</u> teaching practices or those of <u>others</u> 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.