Increasing the Inclusion of People with Disabilities in the Health and Human Service Workforce and Higher Education

Improving Quality of Life, Promoting Social Justice, and Developing Human Capital

my Accessibility Plan

Educational Strategies

Workshops

Mentorship

The UBC Inclusive Campus Team:
PI - Tal Jarus;
Co-I - Marlee Groening, Rachelle Hole, Michael Lee, Sue Murphy, Laura Nimmon, Bathseba Opini, Gurdeep Parhar, Anital Parhar, Earllene Roberts, Tim Stainton, and Ruth Warick.
Research Coordinator: Jennifer Gagnon

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/

Who are we?

The Inclusive Campus Project aims to create a more diverse future through empowering and supporting students and practitioners with disabilities in the health and human services (HHS) professions. In spite of changes in legislation and policy in different locations worldwide, and with the development of access and support programs for students with disabilities within higher education, research has shown that there remains a low enrolment and a high first-year drop-out rate for individuals with disabilities.[1-4] The HHS programs require particular inspection due to the multi-factorial and complex contexts which students with disabilities experience in their academic studies and fieldwork/practicum.[5-11] The UBC research team, which is part of an international, inter-professional consortium focusing on deconstructing the complex mechanisms that support inclusive professional education, includes members from the MD, Nursing, Occupational Therapy, Physical Therapy, Social Work, and Teacher Education programs, and the Access and Diversity and Equity and Inclusion offices.

Our objectives are:

1. Understanding the barriers and facilitators to the participation of students and practitioners with disabilities in HHS professions
2. Generating preliminary data that will provide the theoretical foundation for the development of programs to enhance inclusion of people with disabilities in the HHS professions.
3. Increase the inclusion of people with disabilities in the HHS workforce, thus improving their quality of life, promoting social justice, decreasing stigma, and developing human capital.

Services and Supports through the Inclusive Campus Project:

- **Consultation** to programs on how to enable the full participation of students with disabilities in the HHS programs through increasing awareness, knowledge, and accessibility.
- **My Accessibility Plan**: an individualized support strategy to help students with disabilities address key educational barriers. Through working with a member of the IC team, students will discuss their key educational issues or challenges as well as develop personalized approaches for addressing them.
- **Mentorship Program:** We bring students and clinicians with disabilities together through one-on-one mentorships. Mentorships allow clinicians the opportunity to share their experiences regarding the negotiation of barriers in the workplace, thus empowering students through helping them gain the skills needed to manage the challenges they may face as clinicians with disabilities. By having clinicians act as experienced and knowledgeable guides for students, we hope to build inclusive and supportive communities
- **Workshops and trainings:** we developed and ran workshops for students and educators:
  - *Students* have the opportunity to attend various workshops, which focus on Disclosure, Strategy Development, Transition to Work, and Advocacy, Rights and Responsibilities, and more. These workshops offer students a chance to develop skills as well as socialize with other students who are experiencing similar challenges.
  - *Educators* have the opportunity to attend workshops, which challenge our thinking on student inclusion and provide educators with tools to support students with disabilities within the HHS programs, including on campus and in clinical practicums.
- **DREAM project:** a blended learning module containing units on Disclosure, Rights and Responsibilities, Accommodations, and Advocacy. Currently in the development stage.
- **Research** opportunities through participation in Inclusive Campus projects.

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