Design 4 Diversity: Collaborating for learning outcomes and social inclusion.

New spaces for a disability worker

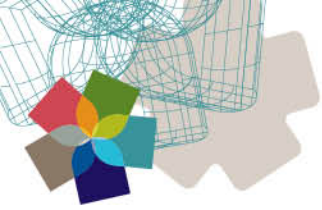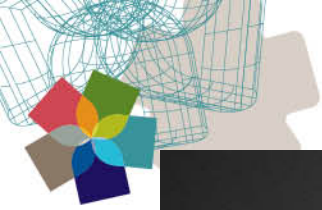**Pathways 10**

2nd December 2010
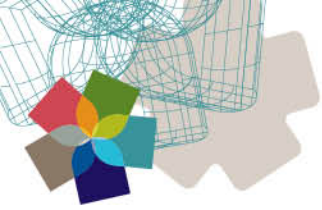
Overview of presentation

- Background to project

- Aims of project

- Key aspects of project

- Project outcomes

- Future plans & opportunities
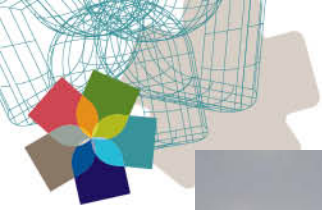
- My learnings and contributions

Design 4 Diversity: The team

Helen Larkin, School of Health and Social Development

Merrin McCracken, Equity and Diversity Unit

Susan Ang, School of Architecture and Building

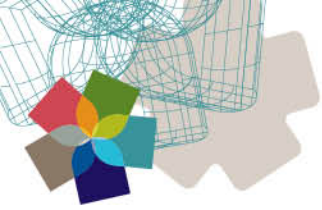**Valerie Watchorn,** School of Health & Social Development

Stephen Segrave, Institute of Teaching and Learning

Danielle Hitch, School of Health and Social Development

Hisham Elkadi, School of Architecture and Building

Dale Holt, Institute of Teaching and Learning

Special acknowledgement to **Terry Osborn**, Architect / Access Consultant, Facilities Management Services Division

My experience - Connections

- Meeting people from across the University
- Learning more about the way things work
- Tapping into the skills
- Contacts for the future
- Common agendas

The Design 4 Diversity Project

- Funded by a 2010 STALGS grant

- A focus on inter-professional education for architecture and occupational therapy students

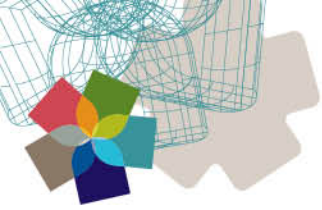- Universal and inclusive design practice

Source: Clarkson, P., Coleman, R., Keates, S., & Lebbon, C. (2003). *Inclusive design: Design for the whole population.* London: Springer-Verlag

Why now: Why NOT now?

- Increasing emphasis on equity / diversity / access in social & political agendas
  - United Nations Convention on the Rights of Persons with Disabilities (2008)
  - Review of Australian Standards for Access and Mobility: AS 1428 (2009)
  - Disability (Access to Premises) Standard
  - Build for Life campaign (2010)
  - Liveable Housing Design standards (State and Federal)
  - National Disability Strategy
  - Other initiatives such as placemaking / healthy cities
- Increasing focus on student experience and graduate attributes

Relevant graduate attributes

Knowledge and Understanding

- Understanding of the professional, social, economic and cultural contexts of the discipline area

- Awareness of ethics, social responsibility and diversity

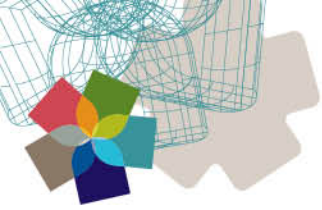Skills

- Collaboration and team working

Project Aims

1. Develop and trial flexible, blended T & L resources, designed to provide rich experiences re inclusive design practice;

2. Explore and identify sustainable opportunities for architecture and occupational therapy students to learn about inclusive design practice within a framework of inter-professional education;

3. Explore and identify sustainable partnerships with key stakeholders that will support ongoing research and work integrated learning opportunities in the area of inclusive design practice.

Project Stages

- Literature review

- Consultation with key stakeholders

- Development of shared student learning outcomes

- Design of online teaching resources

- Face to face teaching

- Workshop activities

- Formal evaluation

My experience - Research skills

- By being part of a project from the start
- Learning techniques and strategies
- Heightened awareness of potential in other areas
- Further research partnerships planned by E&D Unit in the future

Consultation with key stakeholders

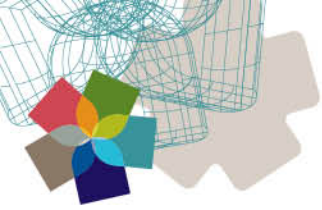- 3 x focus groups (Geelong and Melbourne)

- 17 focus group participants

- 12 x telephone interviews

- Range of affiliations / professions / roles

Consultation with key stakeholders

- 29 participants (7 male / 21 female)

- Self identified disability / health condition (4 participants)

- Average years experience re accessibility issues (over 22 years)

- Range of professional roles and affiliations

Key themes of stakeholder consultation

- "A shared understanding (or not)"

- "What's holding us back?"

- "Making it happen"

- "Inter-professional practice"

- "The bureaucracy"

A shared understanding (or not):

My initial response was they are mutually inclusive but with universal design people can actually get stuck on the seven principles and forget a lot of the inclusivity as well. (Geelong Focus Group)

I like universal because it's more egalitarian. Universal to me implies everybody can do it. Inclusive implies someone's doing me a favour.
(Geelong Focus Group)

I prefer this inclusive idea where there is some way of designing it that will include great diversity but not boil down to one thing for everybody. (Melb Focus Group 1)

I don't think inclusive design is as well known or spoken about versus universal design but I think overall both concepts are not well known in the general community. (Melb Focus Group 2)
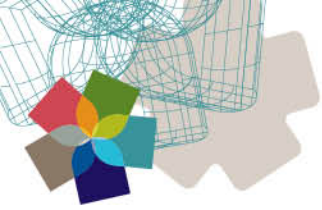
What's holding us back?

- A focus on a 'disability' paradigm
- Assumptions and attitudes
- Lack of action / understanding / awareness
- Competition for space in the discourse
- Pragmatics and a 'compliance' approach
- Gender issues

Environmental sustainability is almost now getting ingrained. Financial sustainability has always been there … it's the first question that gets asked. Now the second question that gets asked is have you used recycled materials, what's its energy use. Accessibility hasn't reached that level of understanding … it's still an afterthought. It needs to be fundamental from day one. (Telephone Interview Five)

Making it happen:

- Life experience

- Consultation

- Champions

- Starting at the beginning

Inter-professional education / practice:

The thing architects don't get is the needs of people with a disability … and the thing that OT's don't get is architectural designing for the broadest number of people. (Telephone Interview One)

I don't think much is to be gained by the occupational therapist trying to become an amateur architect or the architect trying to become an amateur health practitioner.
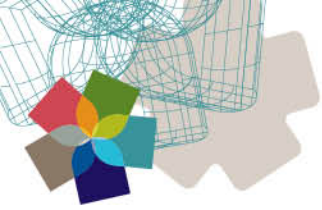(Telephone Interview Two)

The bureaucracy:

- Limitations of the standards
- Lack of research
- Public vs private spaces
- Risk management
- Look to international examples of 'better' practice
- Transfer Commonwealth responsibility from Disability to Infrastructure
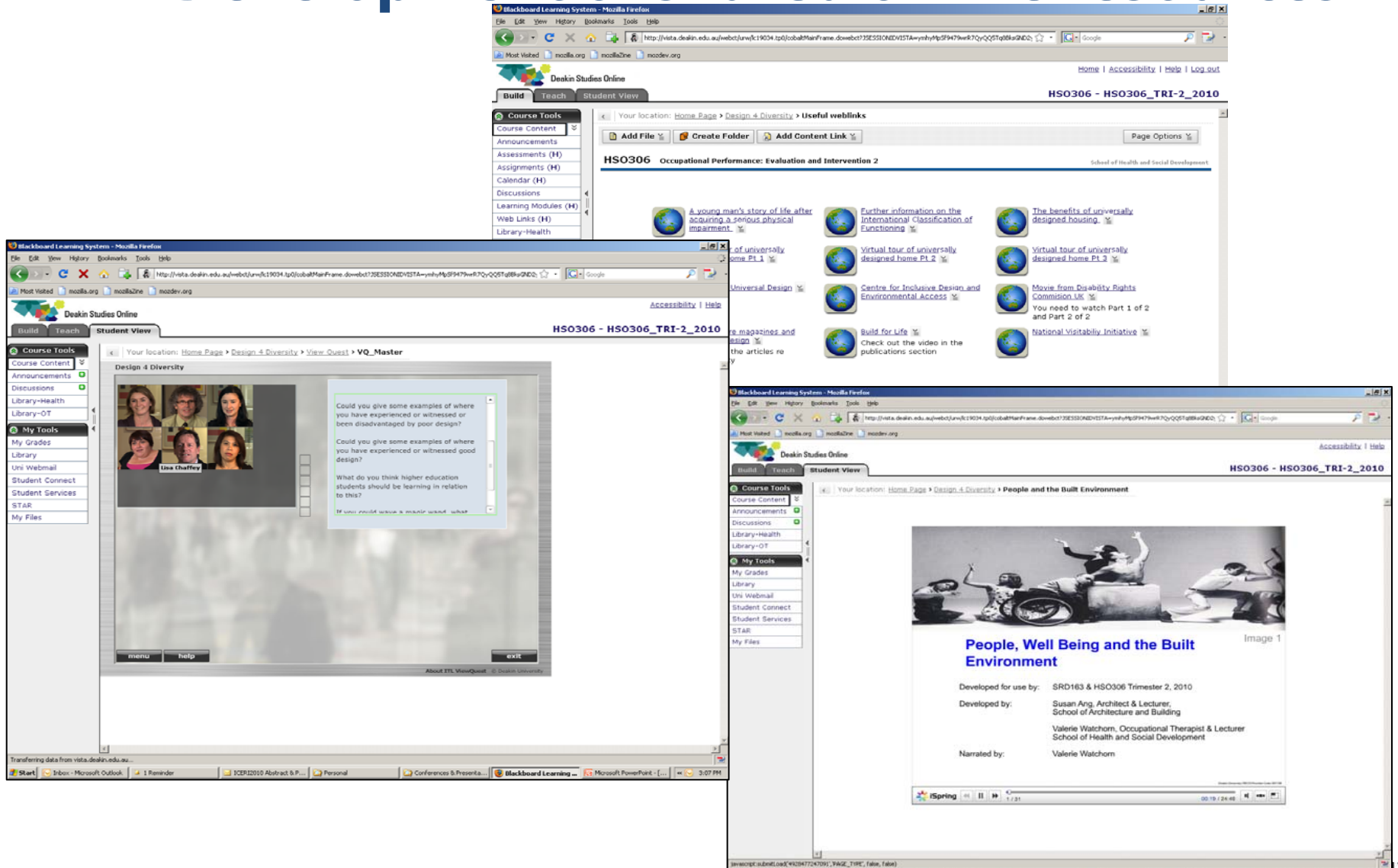
Student Intended Learning Outcomes

- Describe the Principles of Universal Design

- Describe the factors that influence individuals' participation within the community from the perspective of the ICF

- Demonstrate evidence of universal / inclusive design thinking in a design solution in the built environment

- Critique a design solution from the perspective of universal / inclusive design

- Communicate professional expertise / role within an inter-professional environment

- Demonstrate basic architectural drawing skills

Inter-professional teaching & learning…

Development of shared online resources

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HSO306   Occupational Performance: Evaluation and Intervention 2

School of Health and Social Development

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Unit Guide & Information
Find unit related information here

Learning Resources
Lecture notes, recordings and other study materials

Communication
Discussion boards by category

Assessment
Assessment tasks in this unit

Library
Links to Library resources

eLive Room
This unit's live online space

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HSO306 Occupational Performance: Evaluation and Intervention 2

School of Health and Social Development

View Quest ▾
This multi-media resource features academic, industry and community representatives talking about universal and inclusive design practice.

People and the Built Environment ▾

People & The built enviornment (Final) [Compatibility Model] ▾

Student Resource List ▾

Useful weblinks ▾

http://www.mozilla.org/

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HSO306 Occupational Performance: Evaluation and Intervention 2

School of Health and Social Development

A young man's story of life after acquiring a serious physical impairment

Further information on the International Classification of Functioning

The benefits of universally designed housing

Virtual tour of universally designed home Pt 1

Virtual tour of universally designed home Pt 2

Virtual tour of universally designed home Pt 3

Center for Universal Design

Centre for Inclusive Design and Environmental Access

Movie from Disability Rights Commision UK

You need to watch Part 1 of 2 and Part 2 of 2

Architecture magazines and universal design

Check out the articles re accessibility

Build for Life

Check out the video in the publications section

National Visitabiliy Initiative

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Design 4 Diversity

Lisa Chaffey

Could you give some examples of where you have experienced or witnessed or been disadvantaged by poor design?

Could you give some examples of where you have experienced or witnessed good design?

What do you think higher education students should be learning in relation to this?

If you could wave a magic wand, what

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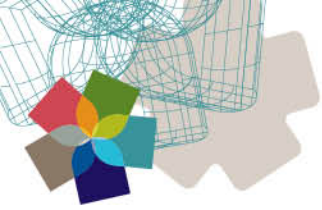
Inter-professional teaching

- Occupational therapy teaching into first year architecture unit

- Architecture teaching into third year occupational therapy unit

- Occupational therapy contributing to critique of architecture design projects

- One day workshop with architecture and occupational therapy students
    - Guest lecture by person who uses wheelchair
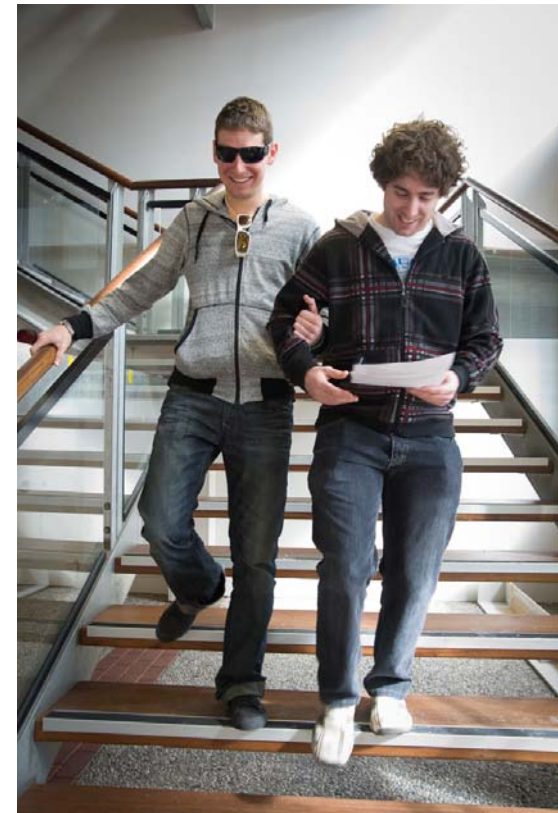   - Workshop activities

My experience - teaching

- Intro to workshop
- Discussion on diversity, equity and dignity
- Hypothetical, group scenarios
- Waterfront exploration
- Group discussion on findings
- Plenary, wrap up.

Real life & virtual simulations

Using Second Life™

- Steep learning curve
- Technical support; availability of suitable hardware
- "Real" experiences in a simulated environment (wheelchair use and response)
- Costs associated with building/ scripting environments
- Scale issue problematic
- Student/staff familiarity
- Risks: safety, ethics
- More research required

Evaluation Methodology

Pre and post student questionnaires

- ➢ Demographic data

- ➢ Personal experience re: health conditions

- ➢ Understanding of universal design

- ➢ Attitudes toward Interprofessional practice

- ➢ Readiness for Interprofessional Practice Learning (RIPL) Scale
  (Parsell & Bligh, 1999)

- ➢ Student Intended Learning Outcomes

Evaluation of workshop

Early trends and findings

- Improved knowledge of Universal Design

  ➢ *"Design for all members of the community"*

- Universal Design is important

- Increased consideration of the collaboration between occupational therapists & architects

- General achievement of Intended Learning Outcomes

- Real life simulations & hearing real life experience highly valued

- Differences between real life and Second Life^{TM} simulations

- Differences between outcomes for OT students & architecture students

- What students want more of

Outcomes & outputs:

- Publications (conferences and beyond)

- The value of a STALGS grant

- Other outcomes

- The journey for us

We learn a lot about the barriers but until you actually do it, you don't realise (how hard it is). (3rd year Occupational Therapy student)

It made me realise that the Standards are not enough. (1st year Architecture student)

As a budding architecture student I feel that this profession is something as individual as clothes. And therefore must be able to accommodate all of humanity not just those who can function without assistance

(1st Year Architecture student)

Where to from here?

- Complete analysis of evaluation data
- Enhanced curriculum on Universal Design in both courses…Beyond the disability discourse
- Ongoing inter-professional teaching
- Inter-professional work integrated learning
- Community partnerships
- Research collaboration
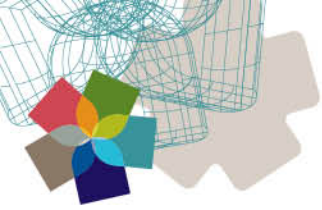- The beginning of a journey

Key learnings and outcomes for me

- Connections and collaboration

- Being involved in research

- Contributing to student/graduate outcomes

- Teaching!

- Future projects and shared agendas

- The reinforcement of a personal philosophy - strategy, capacity building and person centred practice in a strengths based way.

Oh – and the benefits of having an amazing holiday!

Thank you!

Further contact:
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Project Leader: Helen Larkin
email: helen.larkin@deakin.edu.au