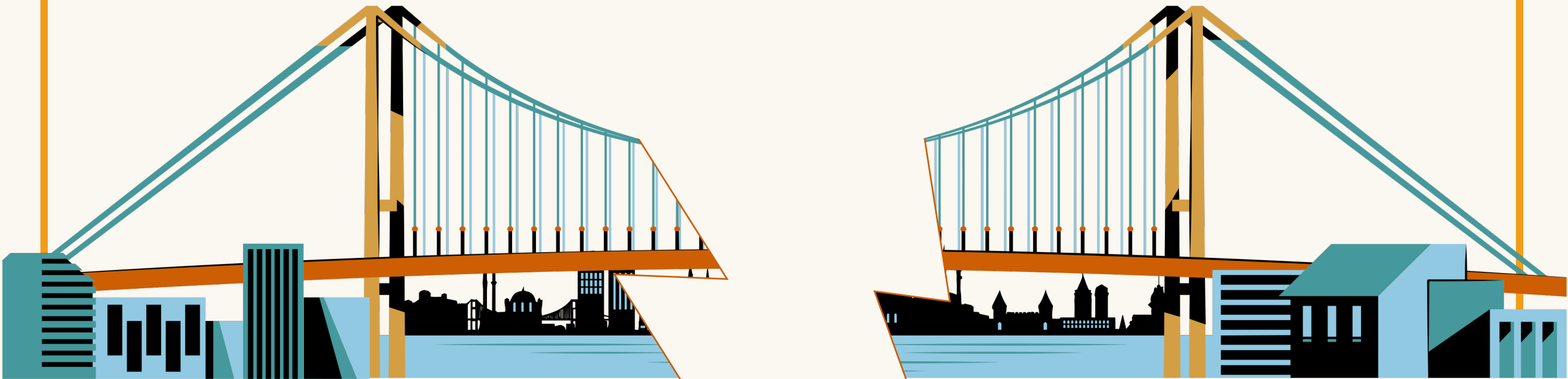


Occupational therapy and universal accessibility: How is it taught in Canada?

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INTRODUCTION

Disability and environment

- People with disabilities → 16% of World population (United Nations, 2006)
- In Canada → 27% (15 and older) (Statistic Canada, 2022)
- 56% face barriers in public spaces
- Disability → interaction between person and environment
- Canadian Accessibility Act → 2019 (Gouvernement de Canada, 2019)



INTRODUCTION

Occupational therapist role



- Rehabilitation → Interventions focused on the person
- Disability = person + environment

ENVIRONMENTAL INTERVENTIONS

Personalized accessibility ✓

Home adaptations, workplace modifications...

Universal accessibility ?

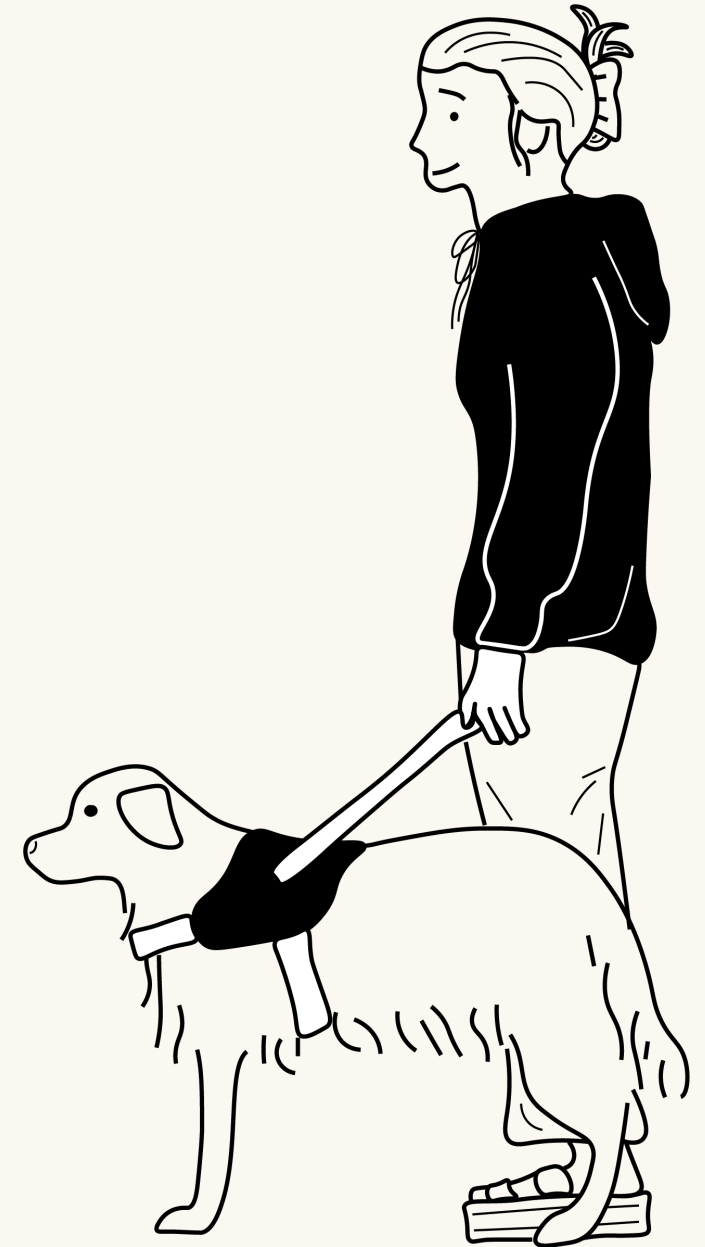
Universal design, accessibility of public spaces

INTRODUCTION

Universal Accessibility

“the character of a product, process, service, environment, or information that, with the aim of equity and in an **inclusive approach**, enables any person to carry out activities independently and to obtain **equivalent results**”

(Rocque et al., 2011)



INTRODUCTION

Canadian context

14 university
occupational
therapy programs

Two training models
coexist:

- Universities offering
programs in French =
**Bachelor's and a Master's
degree**

- Universities offering
programs in English =
**Master's degree in
Occupational Therapy**



AIM

To document the content on **universal accessibility** taught in university OT programs in Canada

METHODS

Online survey and syllabus

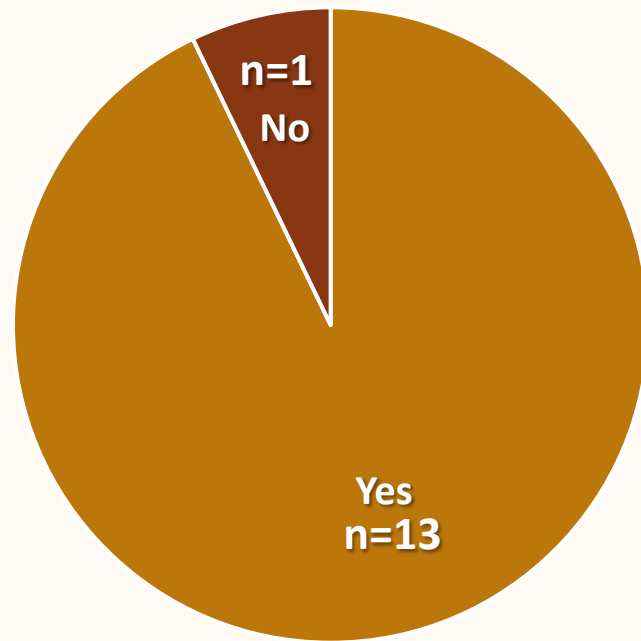
- Sent to all occupational therapy program directors (n=14)
- Identify the most appropriate person to respond to the survey (e.g., the person responsible for teaching accessibility-related content)

Descriptive analyses

- Quantitative
- Qualitative

RESULTS

Programs that responded



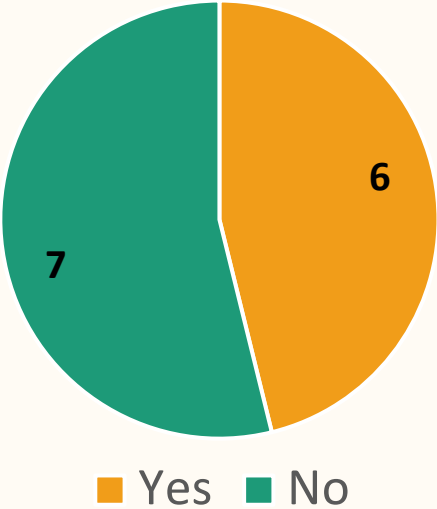
5 syllabi



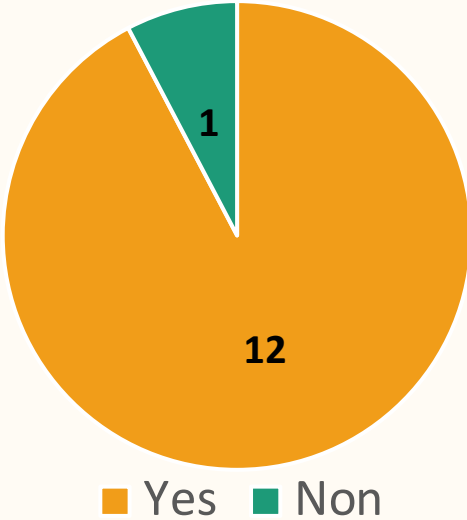
RESULTS

Available activities

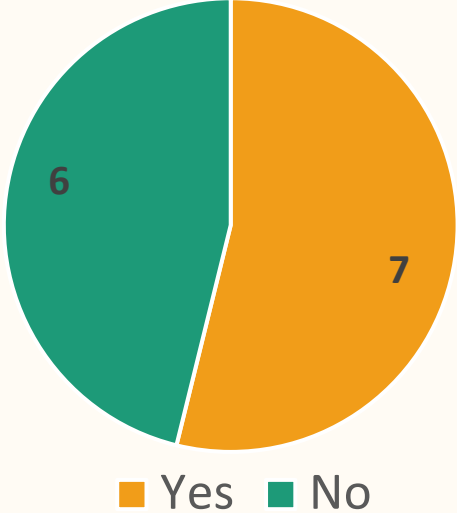
Specific universal accessibility course (n=13)



Universal accessibility content in other courses (n=13)



Possibility of internship in universal accessibility field (n=13)



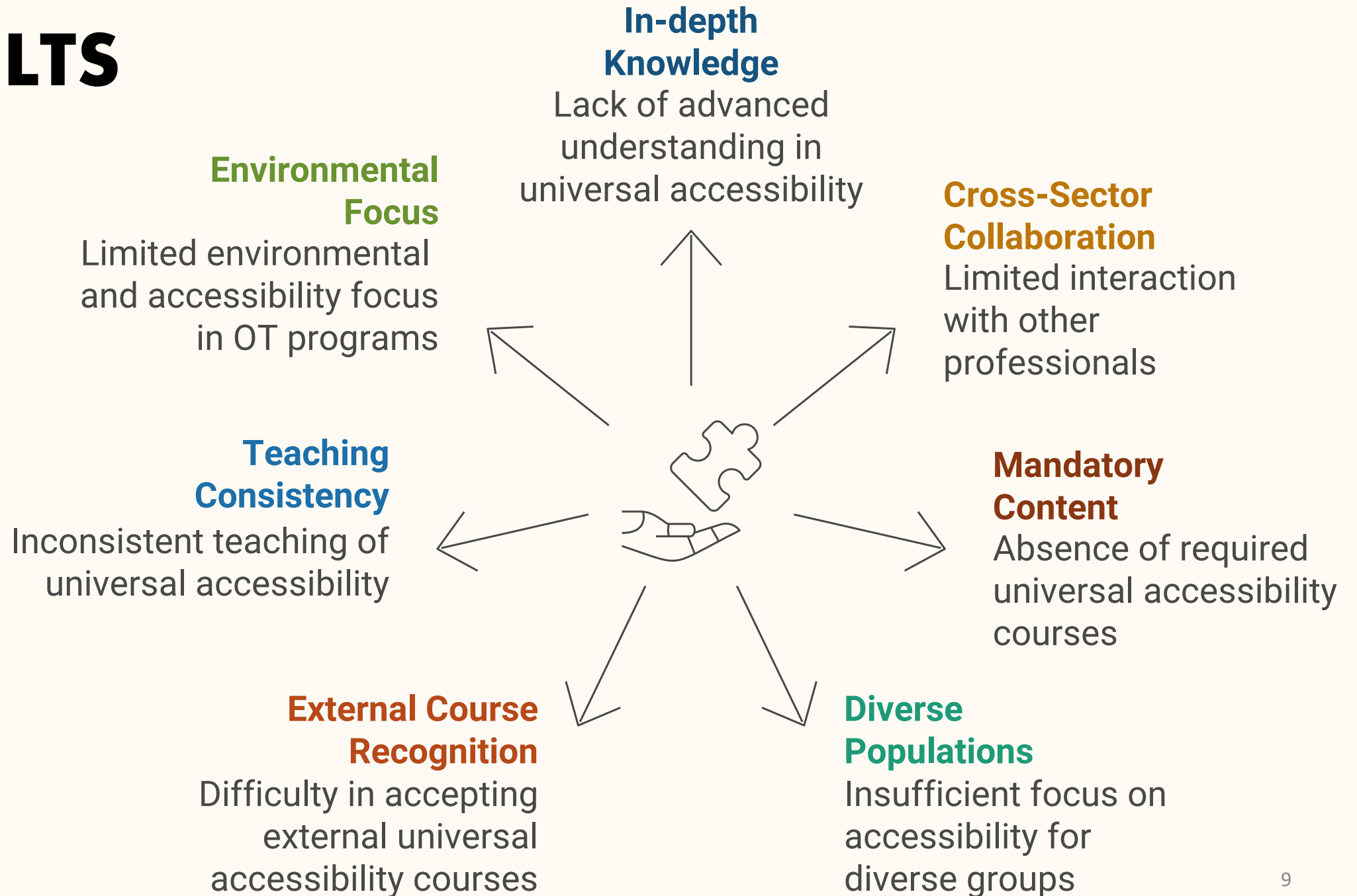
RESULTS

Diverse teaching methods and content



RESULTS

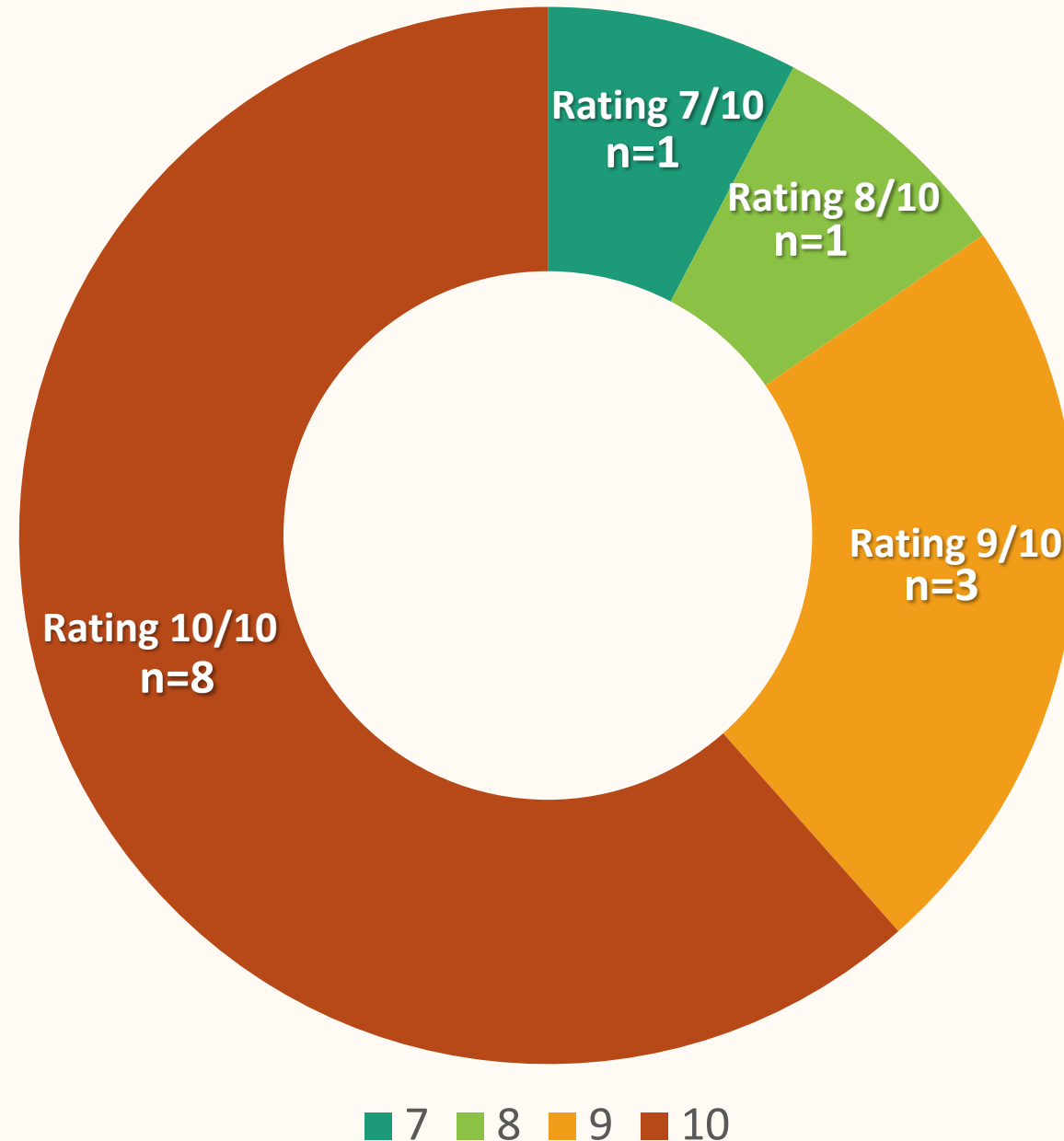
Gaps



RESULTS

Rating

Perceived importance of addressing universal accessibility in OT programs (n = 13)



CONCLUSION

- Content on UA either in courses considered specific to that topic or spread across program courses
- Content and modalities are heterogeneous across programs
- The definition of UA as it relates to occupational therapy is limited.
- Innovative initiatives (e.g., internship) → significant contribution
- Gaps in UA courses → a lack of initiatives that include professionals or students from different disciplines



TAKE AWAY MESSAGES

Respondents consider universal accessibility as a very important component of occupational therapy programs.

Research and new strategies are needed



THANK YOU FOR YOUR ATTENTION!

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OT and
universal
accessibility



Accessibility of heritage places



Fonds de recherche
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Québec 



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MAP

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