



DISABILITY & ACCESSIBILITY RESOURCE GUIDE

COURSES WITH A FOCUS ON DISABILITY

Graduate Courses

ED-D 516 Advanced Intervention in Special Education

An intensive course specializing in academic interventions for students with special needs. Intervention design, implementation, and monitoring will be involved within the context of special education service delivery. Prerequisites: 515 or permission of the department.

EDCI 573 Mathematics Education for Exceptional Students

A compendium of diagnostic/assessment techniques in intervention/teaching strategies for the accommodation of students with special educational needs. Prerequisites: One of 424B, 459, ED-E 484, EDUC 422B or permission of the department.

NUNP 543 Integrated Primary Health Care and Advanced Practice Nursing: I (Theory) (Adult)

Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases, and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse young to middle-aged adults and families. Selected concepts, theories, and research associated with health promotion and maintenance, and illness prevention are explored within the community context. Prerequisites: 531, 532, 540, 541.

NUNP 545 Integrated Primary Health Care and Advanced Practice Nursing II: (Theory) (Childbearing/rearing Families and Children)

Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases, and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse childrearing families, infants, children, adolescents, and pregnant women. Health promotion and illness prevention are explored within the community context. Prerequisites: 531, 532, 540, 541, 543, 544.

NUNP 547 Integrated Primary Health Care and Advanced Practice Nursing: III (Theory) (Adult II)

Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases, and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse older adults and families. Selected concepts, theories, and research associated with health promotion and maintenance, illness prevention, chronic disease management, and end of life care are explored within the community context.

Prerequisites: 531, 532, 540, 541, 543, 544.

PSYC 547 Neuropsychological Intervention in Adults

Introduction to theory and techniques associated with management of neurological disorders. Topics include the relationship between impairment, disability, and handicap, current techniques in cognitive rehabilitation, and interventions with individuals and families.

PSYC 549 Neuropsychological Intervention in Children and Adolescents

Introduction to theory, methods and techniques associated with management of neurological, neuro-psychological and learning disorders in children and adolescents. Topics include the relationship among impairment, disability, and functional status, with current empirically-based approaches for remediation and/or compensation of cognitive and academic skill deficits. Interventions will focus on individual children and families within both educational and social contexts.

PSYC 567 Dysfunctional Development in Adulthood and Aging

Seminar review of theory and research examining dysfunctional and pathological processes in later life. Specific topics include dementia, depression, personality disorders, alcoholism and other addictions, and suicide. Attention will be given to issues of etiology, diagnosis, treatment, and impact on caregivers.

SOCW 503 The Social Construction of Health, Illness, and Aging

Explores topics relevant to health, illness and aging. The role of social work in health care systems, policy concerns regarding the socio-economic impacts of aging populations and the social determinants of health will be examined. Considers the relationships between health status and work, family relationships, housing and the consequences of

inequality on health throughout the lifespan.

Faculty of Education

Professional Specialization Certificate in Special Education

The department of Educational Psychology and Leadership Studies offers a Professional Specialization Certificate (PSC) in Special Education. The general foci of the certificate program are: high and low incidence special needs and their effect on development, learning, and behaviour; legal issue and ethical issues in the delivery of services to students with special needs; BC Ministry of Education Policies and Procedures; collaboration and consultation in special education; special education assessment (level B) and identification of learning needs; and individualized education program (IEP) design, delivery, and evaluation.

Diploma in Special Education

The Department of Educational Psychology and Leadership Studies offers a Diploma in Special Education. This is a 15-unit program that combines the first 7.5 units found in the Professional Specialization Certificate Program in Special Education with coursework in the advanced treatment of developmental disabilities, behavior problems, assistive technologies, inclusive education and effective consultation skills.

Faculty of Human and Social Development

Professional Specialization Certificate in international child and youth care

This one-year program is available on a distributed learning, special delivery basis in international development regions and contexts (e.g. Africa and Middle East). The students participating in these deliveries are identified on a group basis through a country nomination process (not through self-registration). See the Early Childhood Development Virtual University (ECDVU) website: www.ecdvu.org.

School of Public Health and Social Policy

Disability Studies
Courses Focused on Diversity
Age-Related Diversity

EPHE 449-Physical Parameters of Aging

The anatomical and physiological changes associated with human aging and the relationships between hypokinetic (inactivity induced) disease, stress, and nutritional habits to aging and the merits of various intervention strategies. Prerequisites: 155 or PE 155, 241B or PE 241B

GERO 470 Health and Community Care Systems in Aging

Students explore the concepts of home, dependence and aging. Historical shifts in values related to the place of elders within communities will be examined alongside implications for the care and support of elders. Consideration will be given to contemporary challenges for families, communities as well as health and social service agencies as they engage in collaborative work to meet the complex and continuously changing health and social care needs of aging populations.

GERO 471-Elder Care and Family Care Giving

Family care giving will be explored as an integral aspect of providing necessary and effective care to aging adults. The trends, issues and needs of family care giving will be examined within the context of available community resources and services, including an examination of the impact of costs and responsibilities associated with family care giving. The ethical, legal and social issues involved in family care giving will be explored.

Disability-Related

ASL 100A –American Sign Language I

Introduction to language used by the Deaf community in North America. Covers essentials of grammar, basic vocabulary and fundamental structures for everyday interaction; provides insight into the Deaf community and Deaf culture.

ASL 100B-American Sign Language II

Emphasis on increasing vocabulary, skills applying grammatical features, facial expression and receptive and expressive signing. Prerequisites: ASL 100A or permission

of the Associate Dean of Faculty of Humanities

CYC 364-Disability and Child and Youth Care Practice

An introduction to disabilities for child and youth care practitioners. It includes an historic perspective on disability, demographics, definitions and conceptual models of disability and service delivery. Quality of life, inclusion, culture, legislation, public policy and ethical issues relating to persons with disabilities and their families are examined in this course. Prerequisites: Second-year standing

CYC 470-Mental Health and Child and Youth Care Practice

An introduction to the cultural, philosophical, political, legislative and ethical history of mental health and mental illness. Includes an introduction to current assessment procedures within the mental health field including the use of DSM-IVR. The role of psychopharmacology will be explored in relation to other interventions. A strengths-based, holistic, and health promoting theoretical foundation will be presented as a context in which to examine common issues in the mental health field. Prerequisites: Fourth-year standing

CYCB 211-Practicum in Supported Child Care for Children with Special Needs

This practicum focuses on meeting the specific needs of a child or children in the context of culture, community and family. Students may choose options such as creating inclusive curriculum, working through the steps of developing support plans in consultation with team members, or implementing aspects of existing support plans. Students will be required to investigate and work with local resources including professionals who provide specialized support, which are culturally appropriate and enhancing.

CYCB 240-Introduction to Supported Child Care for Children with Special Needs

An exploration of a range of methods for meeting the needs of children who require additional supports. Focuses on planning for inclusive child care while incorporating environmental and contextual supports, including the family. Students will examine the principles of inclusive child care within the current policy and statutory environment. Students will locate resources within the context of rural practice and critically examine the principle of cultural responsiveness in inclusive child care.

DSST 440-Introduction to Disability Studies

Provides a broad overview of the models and theories that have traditionally guided professional approaches to working with people with disabilities. Students will have

opportunities to critically examine various perspectives and the impact of those perspectives on models of service delivery.

DSST 441-Social Constructs of Disability

Focuses on the historical, cultural and social constructions of ability/disability such as impairment, handicap, special needs, and disability. The implication of these constructions is explored in relation to the development of theory policy and practice locally and globally.

DSST 442-Living with Disability

Invites students to explore disability and identify as it relates to the everyday lives of people with disabilities. From a social justice perspective, students examine the impacts of power inequities, inclusion/exclusion and marginalization. Through first person accounts, students will have opportunities to explore the realities of living with disability and critically examine the intersection of illness, disability and identity including an exploration of the strengths, capacities and contributions of people living with disability.

DSST 443-Activism and Advocacy

Focuses on activism and advocacy as crucial processes in the creation of social change to ensure the participation of people with disability as full and equal citizens in society. The processes and strategies of activism and advocacy will be examined. Students are encouraged to develop a critical ethical perspective in which to ground their activism and advocacy work.

ED-D 404-Learning Difficulties in the Secondary Classroom

An introduction to the nature, scope, and recognition of learning difficulties encountered in the secondary classroom. Some attention will be given to integration (mainstreaming) of students with severe problems of learning and behavior. Pre-or co requisites: Professional year.

ED-D 415 Learning difficulties: Assessment and Intervention

A consideration of assessment strategies and instructional methods and materials appropriate for the identification and intervention of learning difficulties. Topics include: the application of knowledge and ethics in the assessment of students with special needs; the administration, scoring, and interpretation of norm-referenced, criterion-referenced, and curriculum-based assessment to Level B; task analysis, observation, portfolio, and environmental assessments; the synthesis and interpretation of assessment findings for individualized education program (IEP) planning and evaluation. Restricted to students

registered in the Professional Specialization Certificate in Special Education.
Prerequisites: 405 and 402.

ED-D 424 Teaching Students with Developmental disabilities

An introduction to designing, implementing, and monitoring programs within inclusive settings for children and adolescents with developmental disabilities such as intellectual disabilities, autism, cerebral palsy, and fetal alcohol spectrum disorder.

HSD 464 Introduction to Disability Studies

Focuses on issues affecting people with disabilities. Current issues in human rights, ethics, and attitudes about disability are examined within a framework of human rights, citizen and inclusion. Highlights the skills and knowledge required for anti-ablest practice and includes a critical analysis of theory, policy and practice. Various approaches to the planning a delivery of services are examined with an emphasis on those approaches that facilitate consumer choice and decision-making.

NURS 486 Mental Health Challenges in Later Life

Designed to assist frontline professionals to work with older persons who experience mental health problems. Studies will include: stressors affecting emotional health in the elderly, mental health assessment, interventions useful in the management of problematic behaviours in the elderly, environmental strategies for increasing functioning in older people, and community resources for meeting mental health needs. Provides multiple opportunities to apply theory in practice and to develop attitudes conducive to effecting positive changes in the workplace.

PSYC 360 Psychological Disorders of Adulthood

Examines theory and research related to an understanding of psychological disorders of adulthood. Topics include mood and anxiety related disorders, personality disorders, substance abuse and dependence, schizophrenia and other psychotic disorders, and cognitively based disorders. Topics will be discussed in terms of biological learning, developmental, humanistic, and cross-cultural perspectives. Prerequisites: 100A, 100B, 201, 215A.

PSYC 366 Psychological Disorders of Childhood and Adolescence

A detailed study of theoretical and research approaches to the understanding of developmentally –related disorders of childhood and adolescence. Emphasis will be on

etiology, description and treatment of these disorders which are in specific developmental “stages,” although other disorders which frequently occur during childhood/adolescence will also be considered. Prerequisites: 100A, 100A and either 201 or third-year standing.

PSYC 435G-Autism: Theory and Practice

An academic and practical introduction to the social, biological and cognitive aspects of autism spectrum disorder (ASD). The first half of the course will introduce core theories and behaviours of autism. In the second half of the course, students will have an opportunity to apply this knowledge by working individually with children and young adults with autism spectrum disorder (ASD). Prerequisites: 100A, 100B, 201 and one of 335, 336, 342.

PSYC 450- Developmental Handicaps and Learning Disabilities

Survey of a number of learning and developmental disabilities. Discussion of etiologies, assessment procedures, current education/treatment approaches, and in-depth examination of underlying brain function. Emphasis on learning disabilities, and education of children with developmental handicaps. Prerequisites: 100A, 100B, 215A, 315 or 335, and third-year standing.

SOCI 345-Sociology of Mental Health

Topics may include: theoretical foundations of the sociology of mental health; the social conditions that influence mental well-being; the experience and social meaning of mental illness and its treatment; the social construction of mental disorders; and the processes of institutionalization and deinstitutionalization.

SOCW 435-Critical Perspectives in Mental Health Practice

An examination of the concepts of mental health and mental illness from a critical perspective. Provides an overview of key areas in knowledge and theory, as well as practical information about how to work within various service contexts. Particular attention is given to the historical, socio-cultural, and political connections to mental illness and addictions-and this information is presented in a way that reflects a diversity of paradigms and standpoints. Prerequisites: 323, or 311 and 312.

SOCW 469-Introduction to Disability Studies

A critical analysis of theory, policy and practice in the area of disability, focusing on issues affecting children, youth and adults with disabilities. Examination of current issues in human rights, ethics and attitudes toward disability, highlighting the skills and knowledge required for anti-ablest practice. Examination of approaches to the planning

and delivery of services, emphasizing those that facilitate consumer choice and decision-making. Open to 3rd and 4th year students with permission of department.

Centre for Aboriginal Health Research <http://cahr.uvic.ca/programs-research/projects-events/engagingdisability2007/>

Courses:

- **Disability Studies: DSST Undergraduate 400 Level courses:**
 - 440 Introduction to Disability Studies
 - 441 Social Contributions of Disability
 - 442 Living with Disability
 - 443 Activism and Advocacy

Researchers with a Focus on Disability



Jennifer White, School of Child and Youth Care

Jennifer has a long standing interest in the field of youth suicide prevention, early intervention/mental health promotion, program planning practice and narrative research.



Michael Prince, Lansdowne Professor of Social Policy, Faculty of Human and Social Development

Dr. Prince teaches courses in policy and organizational analysis. Current research interests include: trends in social policy over the past 25 years and the next generations; federal-provincial relations; aboriginal governance; and policy making in disability politics and policy issues. He is currently Co-Principal Researcher with the Council of Canadians with Disabilities (CCD) on a five year community-university alliance project entitled "Disability Poverty, Enabling Citizenship." His research involves policy making in disability politics and policy issues. Author of the book *Absent Citizens* (2009).



Pamela Moss, Professor, Studies in Policy and Practice Program

Pamela Moss trained as a geographer, teaches from socialist, poststructuralist, and feminist perspectives. Her interests in commonplace activities and the mundane has led her to explore themes of body, power, and identity in numerous contexts - women, bodies, combat veterans, chronic illness, contested illness, myalgic encephalopathy (ME), post-traumatic stress disorder (PTSD).



Kathy Teghtsoonian, Professor, Studies in Policy and Practice Program

Trained as a political scientist, Kathy Teghtsoonian teaches courses on the connections between policy and practice in the human services, critical approaches to policy analysis, and critical perspectives on mental illness/health. Her scholarly agenda flows from an engagement with feminist and other critical literatures; it reflects her interest in the multiple ways in which neoliberalism and advanced liberal technologies of rule have shaped public and organizational policies in Canada and elsewhere. She has undertaken research on women's policy agencies and gender mainstreaming initiatives within government, focusing on developments in British Columbia and in Aotearoa/New Zealand. In earlier research, she analyzed child care policy debates in Canada and the United States with particular attention to the discursive construction of women, families and women's care giving work. Most recently, her research has involved a critical analysis of initiatives aimed at addressing depression in the workplace and as a public health issue.



Catherine Mateer, Associate Vice-President Planning

Prior to her appointment in this position, Dr. Mateer served as the director of clinical training for the Graduate Program in Clinical Psychology from 1994-2002, and as the chair of the Department of Psychology from 2002-2005. Dr. Mateer is well known internationally for her work in the clinical assessment and management of cognitive and emotional difficulties following neurological injury. Her research interests are primarily in the management of difficulties with attention, memory, executive functions, awareness, and emotional adjustment following traumatic brain injury.



Bonnie Leadbeater, Professor, Department of Psychology

Her research focuses on mental health of children and adolescence, Resilience in the transition to young adulthood for high-risk youth, and the Role of peer victimization in the development of depression and problem Behaviors. Dr. Leadbeater is also the lead evaluator for the "WITS programs" – developed through a community university partnership to prevent peer victimization and bullying. She is the Co-Director of the BC Child and youth Health Research Network. This network seeks to promote research that improves health and well-being of children and youth. She is also past Director and current faculty

associate of the Centre for Youth and society. This is an interdisciplinary research centre that provides exciting research and training opportunities for our graduate students.



Gina Harrison, Associate Professor, Department of Educational Psychology and Leadership studies, Special Education.

Dr. Harrison's research examines the cognitive and linguistic aspects of reading and writing in children and adults, as well as the effective assessment and identification of literacy-based learning difficulties. Translating this research into beneficial instructional and intervention strategies for children, youth, and adults with special needs is a main focus. Dr. Harrison's research is funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) and by the National Centres of Excellence (CLLRNet).



Donna McGhie-Richmond, Assistant Professor, Educational Psychology and Leadership Studies

Her research focuses on teaching practices in an inclusive classroom. Dr. McGhie- Richmond is involved in collaborative research projects that include investigating the effects of SMART Board technology on the inclusion and achievement of students with special needs. She is a co-investigator on the SSHRC-funded research project, Characteristics of Effective Teaching Practices in Inclusive Classrooms. This research identifies the characteristics of teachers, schools, and school districts, as well as student outcomes that contribute to effective inclusion in Canadian classrooms. The results of this research will expand our understanding of teaching in complex and diverse classrooms with the intent of informing educational policy development and teacher education programs.



Nigel Livingston, Director, UVic Assistive Technology Team (UVATT)

Nigel Livingston was born and raised in London, UK and moved to Canada in 1977. He completed his Ph.D. (Biometeorology, the study of interactions between the atmosphere and living organisms) at UBC in 1986. Following three years at the University of Saskatchewan, he moved to Victoria in 1990 to take up a faculty position in the Department of Biology. He is the father of two children, the youngest of whom has

special needs. In 1999, Nigel founded the University of Victoria Assistive Technology Team (UVATT). This was volunteer group that developed customized technologies that would help individuals with disabilities gain greater independence and an improved quality of life. Over time, UVATT evolved into a full-fledged program, CanAssist. Today the program has almost 30 full-time engineers and staff members and has engaged over 4500 students in its activities.



**Vivienne Temple, Associate Professor, School of Exercise Science,
Physical and Health Education, Faculty of Education**

Dr Temple's research focuses on enhancing participation in health-promoting physical activity among children and adults with developmental disabilities. Providing social support for exercise in community and home contexts for individuals with intellectual disabilities has been a focus of Dr Temple's recent research. Currently, Dr Temple and her colleagues are collaborating with Special Olympics International to examine prevalence of overweight and obesity among children and youth with intellectual disabilities around the world. She is also researching the potential of the active video games as an adjunct to therapy for children with cerebral palsy. Vivienne is on the National Board of the Canadian Association for Research and Education in Intellectual Disabilities and is President-elect of the North American Association of Adapted Physical Activity.

Policies and Procedures on Disability, Accessibility and Accommodation Campus-Wide

1. Policies, Plans and Guidelines:

- **Preferential and Limited Hire Processes (Policy HR6110)**
 - The University of Victoria participates in a special project with the BC Human Rights Tribunal that allows us to specifically recruit and hire members of the four designated groups identified in the Employment Equity Act: Aboriginal persons, persons with a disability, members of visible minorities and women.
 - In order to fulfill UVic's objective to recruit and retain a diverse group of outstanding faculty, sessionals and staff, all departments and administrative units are encouraged to take advantage of Preferential and Limited Hiring Processes.
- **Employment Accommodation (Policy HR6115)**
 - The University will work to achieve a workplace free of barriers by providing accommodation as needed, in a manner which ensures that everyone is dealt with fairly and equitably, and respects the needs of all parties.
 - Accommodation is based on individual circumstances and can include, but is not limited to technical aids, job redesign, workplace modification, work scheduling, evaluation timelines, employment policy and practice modification.
 - When an employee with a disability is unable to perform job duties because of a disability and requires accommodation, the University will make every reasonable effort to the point of undue hardship to accommodate that employee in his or her current job.
- **Employment Equity (Policy HR6100)**
 - The University of Victoria is committed to providing an environment which protects and promotes the human rights and affirms the dignity of all persons, including those of diverse backgrounds and needs, and which provides equitable access to employment opportunities. The University recognizes that it will benefit from a workforce that reflects the rich diversity of Canadian society.
 - In accordance with the BC Human Rights Code and the Federal Contractors Program, the University has established an employment equity program in order to identify and remove artificial barriers to equity in employment for members of designated groups.
 - Designated Groups – as defined in the *Employment Equity Act* and Federal Contractors Program, are aboriginal peoples, persons with disabilities, persons who because of their race or colour are a visible minority in Canada, and women.

- **Academic Accommodation and Access for Students with Disabilities (Policy AC1205)**

In accordance with the Canadian Charter of Rights and Freedoms, the B.C. Human Rights Code, and the University of Victoria *Policy on Human Rights, Equity and Fairness*, the University of Victoria (the “University”) will promote and protect the rights and dignity of students with disabilities and will create a safe, respectful and supportive environment for all members of the university community. This policy aims to make the University as accessible as possible so that students with disabilities can participate in the activities of the University as equal members of the university community.

Students with disabilities seeking academic accommodation are expected to contact the Resource Centre for Students with a Disability (RCSD) to initiate the process of determining and arranging the appropriate academic accommodation in individual situations.

- **Discrimination and Harassment (Policy GV0205)**

The purpose of this policy is to prevent discrimination and harassment from taking place, and to act upon complaints of such behaviour promptly, fairly, judiciously and with due regard to confidentiality for all parties concerned.

Prohibited Grounds of Discrimination are race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex (including gender identity), sexual orientation, age or conviction for a criminal offence that is unrelated to the employment or intended employment.

2. Resources:

- **The Advisor on Equity and Diversity**

<http://www.uvic.ca/vpacademic/faculty/diversity/>

The advisor works in collaboration with the provost, the VPAC diversity and equity steering committee and other offices on campus to identify barriers to access and accommodation for faculty, librarians, staff and students and to coordinate and communicate equity and diversity across campus. At UVic we strive to enhance access by creating spaces and conditions for dialogue and the expression of all voices.

- **Equity and Human Rights (EQHR)** <http://web.uvic.ca/eqhr/>

The office provides leadership in the development and coordination of plans, policies and procedures which support the University's organizational and legislative commitments to provide equitable access to and participation in employment and educational opportunities. This includes the development and implementation of educational programs, investigating human rights complaints,

- assisting with dispute resolution, providing consultation on implementing equity plans and advising the University on reaching its strategic goals in these areas.
- **CanAssist:** <http://www.canassist.ca/>
CanAssist is an organization at the University of Victoria that is dedicated both to helping those with disabilities improve their quality of life and to increasing awareness and knowledge of disability issues. CanAssist also works closely with many in the wider community, such as businesses, non-profit groups, schools, health-care providers and all levels of government.
 - **Office of Indigenous Affairs:** <http://web.uvic.ca/inaf/index.php>
The office provides student support services and advice to faculty, staff and administrators on disability issues through Elders' Voices and the Indigenous Counseling Office.
 - **THE PSYCHOLOGY CLINIC** in the Department of Psychology, University of Victoria is a training facility for clinical psychology graduate students. As part of this training, they provide professional psychological services to the community, including assessments and therapeutic interventions for children, adults, couples and families. Services are provided by students in the M.Sc. and Ph.D. clinical psychology programs under the supervision of Registered Clinical Psychologists.
 - **Other**
Here to Help <http://heretohelp.bc.ca/>
Here to Help is a project of the BC Partners for Mental Health and Addictions Information. Since 2003, *Here to Help* has been working together to help people better prevent and manage mental health and substance use problems.

3. Education:

A variety of initiatives from courses and workshops to theatre performances to conferences - are available to educate and assist faculty, staff and community members on best practices in Disabilities, Accessibility and Accommodation.

- **Mental Health Task Force:** The task force is led by the Director of Equity and Human Rights with membership reflects diverse make up of the UVic community including students, staff and faculty. It has recently adopted the goal of reducing the stigma and discrimination surrounding mental illness. Past activities included:
 - Meeting with the BC Schizophrenia Society and Andrea Paquette;
 - Assisted UVic Libraries to sponsor Mental Health Works workshop;
 - Sponsored *Let's Talk Mental Health*, a round table conversations on mental health;
 - Sponsored performances of *Stand Up for Mental Health*- a program where people living with mental illness learn to do stand-up comedy and perform in the community;

- Sponsored *Out of the shadows and into the Sunshine*, a mental health information fair at the University of Victoria, supports people whose lives are touched by mental illness and encourages everyone to care for their mental health.
- Sponsored Mental Health First Aid training program.
- **Welcome brochure:** Strategies to promote a welcoming and inclusive environment including disabilities.
- **Recruitment and hiring process training** for faculties, directors, supervisors, managers and selection committees is available through the Equity and Human Rights office, the Adviser to the Provost on Equity and Diversity, and Human Resources office.

4. Accommodation

- **Employment Accommodation (Policy HR6115)**
 - The University will work to achieve a workplace free of barriers by providing accommodation as needed, in a manner which ensures that everyone is dealt with fairly and equitably, and respects the needs of all parties.
 - Accommodation is based on individual circumstances and can include, but is not limited to technical aids, job redesign, workplace modification, work scheduling, evaluation timelines, employment policy and practice modification.
 - When an employee with a disability is unable to perform job duties because of a disability and requires accommodation, the University will make every reasonable effort to the point of undue hardship to accommodate that employee in his or her current job.
- **Academic Accommodation and Access for Students with Disabilities (Policy AC1205)**

In accordance with the Canadian Charter of Rights and Freedoms, the B.C. Human Rights Code, and the University of Victoria *Policy on Human Rights, Equity and Fairness*, the University of Victoria (the “University”) will promote and protect the rights and dignity of students with disabilities and will create a safe, respectful and supportive environment for all members of the university community. This policy aims to make the University as accessible as possible so that students with disabilities can participate in the activities of the University as equal members of the university community.

Students with disabilities seeking academic accommodation are expected to contact the Resource Centre for Students with a Disability (RCSA) to initiate the process of determining and arranging the appropriate academic accommodation in individual situations.

5. Accessibility <http://rcsd.uvic.ca/general/campus-accessibility.html>

The university is committed to creating a campus that is accessible for all, and implementing standards for alterations, renovations and new buildings that ensure equal access.

- **Campus Accessibility coordinator:** 250-472-5018
- **UVic Welcome Centre** on the first floor of the University Centre serves as a “one stop shop” of campus information and home to the UVic Campus Tours Program, which offers daily tours for prospective students and their families, school groups, dignitaries and other visitors to campus.
- ACCESSIBLE WASHROOM

[View locations](#) (84 KB PDF)

- **Hearing-assist systems**

Hearing-assistive lecture systems have been installed in 23 lecture theatres and are being added to approximately six additional rooms each year

[View list of locations](#) (53 KB PDF)

- **Height-adjustable computer workstations**
 - Clearihue - two in upstairs labs, one in basement lab
 - Human and Social Development - A-Wing computer labs have height-adjustable tables in each classroom and public area
 - McPherson Library - one on main floor, four in Resource Centre for Students with a Disability labs; height-adjustable tables in carrel areas on second and third floors
- **Key-operated elevators**
 - Clearihue D-Wing second floor
 - Ian Stewart Complex (athletics to second floor)
 - MacLaurin 144, and A-Wing galleria
 - McKinnon (two)

Request keys from the Resource Centre for Students with a Disability. Most elevators on campus do not require a key.

- **Lift-equipped washrooms**
 - BiblioCafe, McPherson Library
 - Hickman Building
 - Student Union Building

Request keys from the Resource Centre for Students with a Disability.

- **Parking**
 - Designated accessible parking spots are available in all campus parking lots.
 - [Map of accessible parking areas](#)

- **Respite room**

Located in the McPherson Library room 132, this room has an adjustable bed and overhead lift. It provides a quiet space for students and staff with disabilities to rest during the day. Request keys from the Resource Centre for Students with a Disability.

- **TTY telephone systems**
 - Fraser Building – across from Room 140
 - HSD Building – main lobby area near vending machines
 - Macpherson Library – basement near washrooms
 - Strong Building – main lobby area
 - University Centre – main lobby area

“As a student advocate for persons with disabilities, I was invited to attend luncheons jointly hosted by CanAssist and the Advisor to the Provost on Equity and Diversity. These luncheons became a forum for students and employees with disabilities to share their experiences, to suggest improvements to current initiatives, and to identify gaps in programming and services. I was also invited to speak on a number of panels designed to educate the UVic community on the need for ongoing disability advocacy and consciousness raising activities. Finally, both of these opportunities led to a connection with UVic Human Resources, and employment in the Temporary Administrative Services Pool.” Kyla Berry

Disability and Accessibility Resource Guide for Students

1. Policies, Plans and Guidelines:

- **Academic Accommodation and Access for Students with Disabilities (Policy AC1205)**

This policy aims to make the University as accessible as possible so that students with disabilities can participate in the activities of the University as equal members of the university community.

Students with disabilities seeking academic accommodation are expected to contact the Resource Centre for Students with a Disability (RCSD)

<http://rcsd.uvic.ca/index.html> to initiate the process of determining and arranging the appropriate academic accommodation in individual situations.

- **Course-based accommodations:**

- Copy of instructor’s notes, overheads, etc. (if available) or note taker
- Captioning
- Visual Language Interpreter
- Wheelchair accessible tables and computer workstations
- Preferred seating
- Assignment substitution (for example, substitute a written for an oral report)
- Specialized tutor
- Attendant care
- Course materials in alternate format
- Permission to audio record lectures
- FM system

- **Exam-based accommodations:**

- Additional time to complete exams and in-class assignments
- Distraction-reduced environment
- Supervised rest breaks
- Exams in alternate format
- Exam questions read aloud by a reader or computer software
- Voice recognition software or scribe
- Large print exams or magnification with CCTV
- Word processor, spell check, grammar check
- Calculator and/or formula sheet
- Visual language interpreting

- **Residence Accommodation**

- If you have a documented disability that would inform the style of accommodation assigned, briefly describe it in the “Additional Information” section of the Residence application form. Please explain what measures you currently take at your own living environment (home, apartment) that addresses your challenges.
- Please note that the University of Victoria reserves a limited number of rooms for students with disabilities that are allocated outside of the lottery system. In order to be recommended for priority access to these rooms, you must have documented disability-related needs that cannot be met in off-campus housing. The presence of a disability is insufficient to qualify for priority placement. Priority access is only considered in exceptional circumstances. In order to be considered for priority access, please contact the [Manager of Residence Life and Education](#) in order to determine eligibility.

2. Resources:

- **Resource Centre for Students with Disabilities (RCSD)** <http://rcsd.uvic.ca/> is a division of [Student Services](#). In partnership with faculty, staff, and students, it provides services and coordinates academic accommodations to students. It also acts as a resource to faculty and work with the University community to help create a more accessible learning environment.
- **Distance Education Services (DES)** <http://www.distance.uvic.ca/> is a university-wide support unit to provide online tools for Faculty for improving course accessibility and academic accommodation. It provides online tips on academic learning, critical thinking, note making, academic writing, communicating online, library research, managing your time, and managing your digital identity.
- **Society for Students with a Disability** <http://www.uvicssd.com/>
The Society for Students with Disabilities at UVic is a student advocacy group that promotes the full participation and inclusion of disabled students at the University of Victoria. Phone 250-472-5397, visit their office in the SUB at B106, email uvicssd@uvic.com or join the Facebook group.
 - To represent the interests of students with disabilities to the UVic Community;
 - To advocate for the full and equal participation of students with disabilities in all aspects of the University of Victoria Community;
 - To raise awareness of the barriers and challenges faced by students with a disability and make recommendations to the UVic community on how to remove these barriers;
 - To actively collaborate with all stakeholders of the UVic Community to further the interests of students with disabilities on campus;
 - To prevent, expose, and eliminate institutional discrimination;

- To work to create anti-oppressive spaces where students with disabilities can relax, socialize, and share experiences;
 - To be a Constituency Organization as defined by the Constitution and Bylaws of the University of Victoria Students' Society.
- **Learning and Teaching Centre (LTC)** <http://ltc.uvic.ca/>
 - One of the services provided at the centre is *Teaching with Technology*. It takes a multi-faceted approach to integrating instructional technology that is closely tied to explicit learning goals.
 - *Universal Instructional Design*- A collaborative work between the Resource Centre for Students with a Disability and the Learning and Teaching Centre to create an adapted accessible curriculum to remove learning barriers for students with disabilities at the University of Victoria.
- **Health Services** <http://health.uvic.ca/>
Health Services is a division of Student Services, Student Affairs. It provides confidential Medical Services, Counselling, Psychiatric Consultation (referral required), psychological and pharmacological intervention, and Emergency First Aid.
- **Counselling Services** <http://www.coun.uvic.ca/personal/index.html>
Professional Counsellors and Registered Psychologists provide a confidential atmosphere in which students can explore any topic or situation and discuss any concerns they may have. Services at Counselling Services include disability.
- **Co-operative Education Program and Career Services**
<http://www.uvic.ca/coopandcareer/>
Co-op and Career strives to provide support for students with a disability as they explore career opportunities.
 - **Co-op support**
As a co-op student, you'll work one-on-one with a co-op coordinator throughout the length of your degree. Your coordinator can help you:
 - prepare for your job search
 - pinpoint job opportunities that suit your goals
 - work with your employer to ensure your needs are met in the workplace
 - **Career support**
Career Services provides a wide range of services, including one-on-one sessions with career educators, workshops, events, job postings and more. Contact your Co-op and Career office to discuss your needs with a staff member and make the most of your work experience.
- **Financial Assistance**
 - In addition to regular student loans, there are a variety of grants, bursaries, scholarships and work-study options for students with a disability. For information and assistance in applying for provincial and national student

loans, grants and bursaries and information on applying for University of Victoria Scholarships, contact [Student Awards and Financial Aid](#).

- Indigenous students of disability may also apply for the LE,NONET Bursary through the Student Support Coordinator, Office of Indigenous Affairs, First Peoples House.
 - Students who are residents of British Columbia can find more detailed information about the [Canada Study Grant for Students with Permanent Disabilities](#), [BC Access Grant for Students with Permanent Disabilities](#), and the [High Need Part Time Grant](#) through Student Aid BC.
 - More information on [Scholarships](#), [Bursaries](#), and [Work-study](#) is available through [Student Awards and Financial Aid](#). Students with a disability can study at a reduced course load and still be considered fulltime for scholarships and bursaries.
- **Indigenous counseling office:** The Indigenous counseling office is a welcoming place of sharing, caring and healing for all UVic Indigenous students, where you may address all levels of life's concerns in a respectful, emotionally safe and confidential setting. Counseling provides compassion and responsible care, and acknowledges the history of colonization and its ongoing traumatic impact on Indigenous peoples and our respective ways of life.

Please call or email if you wish to make an appointment.

Office: First Peoples House

Phone: 250-472-5119

Email: scottell@uvic.ca

Web:

http://www.uvic.ca/hsd/assets/docs/pdf/indigenousinfo/sylvie_cotellsep11.pdf

- **Indigenous Law Students' Association**

The Indigenous Law Students' Association (ILSA) draws its members from self-identifying Indigenous law students. It provides a social support network for Indigenous students who are faced with the questions, concerns and issues being addressed by the law. The ILSA organizes cultural and academic activities to serve that purpose, and when possible, links itself with other Indigenous organizations, associations and communities.

Phone: 250-721-8171

Email: mmatilpi@uvic.ca

Web: www.uvic.ca/law

- **Elders' Voices:** Elders' Voices is a program coordinated by the Office of Indigenous Affairs and led by Elders from several Nations. This group helps lead ceremony, protocol and celebration for our students, and four of the Elders also

take part in the “Elders in Residence” program, in which they alternate days spent in the Elders’ Lounge, providing support and guidance for students in need.

3. Education:

- **Transition Assistance Program (TAP)** – An initiative designed to support students with a learning disability and/or ADHD as they transition from high school to The University of Victoria
- **Peer Learning Strategist Program**
 - The Learning Strategist Program is offered through the Resource Centre for Students with Disabilities (RCSD). It pairs students with learning disabilities or ADHD, and other eligible students, with a peer learning strategist to work with them on specific skills and learning strategies. Students learn to capitalize on their learning style and strengths so that they can become more efficient, organized and successful in their pursuits.
 - Learning strategists are typically graduate students who are working on a Master’s degree in Counseling Psychology or Educational and Leadership Studies.
 - Students who are interested in participating in this program need to set up an appointment with an advisor at the RCSD to explore eligibility and funding options for these services. Once eligibility and funding (Canada Study Grant for Students with a Disability or student’s own private funding) is determined, the student will meet with the Coordinator of the Learning Strategist Program who will arrange a strategist match. Generally, students meet with their strategist for approximately two hours per week.

4. Accommodation

- **Academic Accommodation and Access for Students with Disabilities (Policy AC1205)**

This policy aims to make the University as accessible as possible so that students with disabilities can participate in the activities of the University as equal members of the university community.

Students with disabilities seeking academic accommodation are expected to contact the Resource Centre for Students with a Disability (RCSD) <http://rcsd.uvic.ca/index.html> to initiate the process of determining and arranging the appropriate academic accommodation in individual situations.
- **Residence Accommodation**

For students with a disability who have needs that cannot be met in off-campus housing may be considered for priority access to a limited number of rooms in residence. Students may contact the [Manager of Residence Life and Education](#) in order to determine eligibility.
- **Health Services** <http://health.uvic.ca/>

Health Services is a division of Student Services, Student Affairs. It provides confidential Medical Services, Counselling, Psychiatric Consultation (referral

- required), psychological and pharmacological intervention, and Emergency First Aid.
- **Counselling Services** <http://www.coun.uvic.ca/personal/index.html>
Professional Counsellors and Registered Psychologists provide a confidential atmosphere in which students can explore any topic or situation and discuss any concerns they may have. Services at Counselling Services include disability.
 - **Resource Centre for Students with Disabilities (RCSD)** <http://rcsd.uvic.ca/> is a division of [Student Services](#). In partnership with faculty, staff, and students, it provides services and coordinates academic accommodations to students. It also acts as a resource to faculty and work with the University community to help create a more accessible learning environment.

5. Accessibility and Services <http://rcsd.uvic.ca/general/campus-accessibility.html>

The university is committed to creating a campus that is accessible for all, and implementing standards for alterations, renovations and new buildings that ensure equal access. Campus Accessibility coordinator: 250-472-5018

- **Visual Language Interpreting**

Professional Visual Language Interpreters work with faculty and staff to ensure that their course content is fully accessible to all students. This service is initiated by Deaf students at the RCSD. Students who require these services should contact the RCSD via email and book an appointment to meet with an advisor. Students requiring these services are eligible for early registration in courses. Deadlines for requesting these services are late June for Winter Session and early March for Summer Session.

- **Captioning**

Some Deaf or Hard of Hearing students that don't use sign language may request captioning services. In those cases, a Captionist will be provided in the classroom capturing all course content and putting it into a print-based format onto a laptop that will be placed in front of the student.

- **Alternate Format Text**

Students who require text materials in alternate format must contact the RCSD to meet with an advisor to discuss their text needs at least six weeks before the start of term. For text materials to be provided, the student must:

- be officially registered in the course for which the text material is required
 - provide documentation of a disability which demonstrates a barrier to accessing traditional print material
 - provide proof of purchase of the text material in question
- ACCESSIBLE WASHROOM

[View locations](#) (84 KB PDF)

- **Hearing-assist systems**

Hearing-assistive lecture systems have been installed in 23 lecture theatres and are being added to approximately six additional rooms each year

[View list of locations](#) (53 KB PDF)

- **Height-adjustable computer workstations**

- Clearihue - two in upstairs labs, one in basement lab
- Human and Social Development - A-Wing computer labs have height-adjustable tables in each classroom and public area
- McPherson Library - one on main floor, four in Resource Centre for Students with a Disability labs; height-adjustable tables in carrel areas on second and third floors

- **Key-operated elevators**

- Clearihue D-Wing second floor
- Ian Stewart Complex (athletics to second floor)
- MacLaurin 144, and A-Wing galleria
- McKinnon (two)

Request keys from the Resource Centre for Students with a Disability. Most elevators on campus do not require a key.

- **Lift-equipped washrooms**

- BiblioCafe, McPherson Library
- Hickman Building
- Student Union Building

Request keys from the Resource Centre for Students with a Disability.

- **Parking**

- Designated accessible parking spots are available in all campus parking lots.
- [Map of accessible parking areas](#)

- **Respite room**

Located in the McPherson Library room 132, this room has an adjustable bed and overhead lift. It provides a quiet space for students and staff with disabilities to rest during the day. Request keys from the Resource Centre for Students with a Disability.

- **TTY telephone systems**

- Fraser Building – across from Room 140
- HSD Building – main lobby area near vending machines
- Macpherson Library – basement near washrooms
- Strong Building – main lobby area
- University Centre – main lobby area

- **Library Assistance**
 - Wheel chair accessible washrooms and elevators
 - Adaptive Technology Rooms
 - Adjustable study carrels
 - Priority use of workstations

“As a presenter and participant in the Diversity Research Conference, I have found a space to share and listen to stories, research based projects, and work being done across campus and disciplines to enhance, promote and advance diversity in its various manifestations: within the student body; in terms of policy regarding access and accommodation; in allowing flexibility for faculty and staff, as well as having diversity reflected in the courses offered in many programs.” -----Maria Del Carmen, Rodriguez de France

Disability and Accessibility Resource Guide for Faculty and Librarians

1. Policies, Plans and Guidelines:

- **Preferential and Limited Hire Processes (Policy HR6110)**
 - The University of Victoria participates in a special project with the BC Human Rights Tribunal that allows us to specifically recruit and hire members of the four designated groups identified in the Employment Equity Act: Aboriginal persons, persons with a disability, members of visible minorities and women.
 - In order to fulfill UVic’s objective to recruit and retain a diverse group of outstanding faculty, sessionals and staff, all departments and administrative units are encouraged to take advantage of Preferential and Limited Hiring Processes.
- **Employment Accommodation (Policy HR6115)**
 - The University will work to achieve a workplace free of barriers by providing accommodation as needed, in a manner which ensures that everyone is dealt with fairly and equitably, and respects the needs of all parties.
 - Accommodation is based on individual circumstances and can include, but is not limited to technical aids, job redesign, workplace modification, work scheduling, evaluation timelines, employment policy and practice modification.
 - When an employee with a disability is unable to perform job duties because of a disability and requires accommodation, the University will make every reasonable effort to the point of undue hardship to accommodate that employee in his or her current job.
- **Employment Equity (Policy HR6100)**
 - The University of Victoria is committed to providing an environment which protects and promotes the human rights and affirms the dignity of all persons, including those of diverse backgrounds and needs, and which provides equitable access to employment opportunities. The University recognizes that it will benefit from a workforce that reflects the rich diversity of Canadian society.

- In accordance with the BC Human Rights Code and the Federal Contractors Program, the University has established an employment equity program in order to identify and remove artificial barriers to equity in employment for members of designated groups.
- Designated Groups – as defined in the *Employment Equity Act* and Federal Contractors Program are aboriginal peoples, persons with disabilities, persons who because of their race or colour are a visible minority in Canada, and women.
- **Framework Agreement on how to Accommodate Faculty Medical Leave**
<http://www.uvic.ca/vpacademic/resources/howto/medical-leave/>

The accommodation process for illness or disability requires:

- Collaboration between the university and the member to achieve a reasonable outcome that takes into account the specific forms of support that will permit the faculty member to best perform their duties
- Consultation with and involvement of the member in developing a plan that respects the dignity of the individual and promotes integration
- Taking into account relevant medical expertise and expertise regarding workplace accommodation.

- **Discrimination and Harassment (Policy GV0205)**

The purpose of this policy is to prevent discrimination and harassment from taking place, and to act upon complaints of such behaviour promptly, fairly, judiciously and with due regard to confidentiality for all parties concerned.

Prohibited Grounds of Discrimination are race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex (including gender identity), sexual orientation, age or conviction for a criminal offence that is unrelated to the employment or intended employment.

2. Resources:

- **Advisor to the Provost on Equity and Diversity** works in collaboration with the provost, the VPAC diversity and equity steering committee and other offices on campus to identify barriers to access and accommodation for faculty, librarians, staff and students and to coordinate and communicate equity and diversity across campus. At UVic we strive to enhance access by creating spaces and conditions for dialogue and the expression of all voices.
- **Equity and Human Rights (EQHR)** The office provides leadership in the development and coordination of plans, policies and procedures which support the University's organizational and legislative commitments to provide equitable

access to and participation in employment and educational opportunities. This includes the development and implementation of educational programs, investigating human rights complaints, assisting with dispute resolution, providing consultation on implementing equity plans and advising the University on reaching its strategic goals in these areas.

- **Human Resources Benefits and extended health benefits plan**

For a complete description of plans, eligibility requirements and current costs, check the Regular Faculty and Librarian Staff Handbook at

<http://web.uvic.ca/hr/benefits/FacultyRev-%202011.pdf> or contact the Human Resources Benefits Staff at (250) 721-6522

The Extended Health Benefits Plan is designed to assist members in paying for some specified services and supplies as outlined in the Plan Document issued by Pacific Blue Cross to the University of Victoria.

Eligible Dependents- incapable of supporting themselves because of physical or mental disorder are covered without age limit if the disorder begins before they turn age 21, or while they are students under age 25, and the disorder has been continuous since that time.

- **Internal Research /Creative Project Grants (IRG), Research Services**

Eligible Expenses Related to a Disability -Limited funding is available to address special accommodations and/or expenses due to a disability. This funding is not included in the \$7,000 limit. Faculty members applying for an IRG who may require a disability related expense may contact Grace Wong Sneddon, Adviser to the Provost on Equity and Diversity at gwongsne@uvic.ca or call (250) 721-6143. Any personal information provided will be maintained in confidence.

- **Central Fund for Medical Accommodation**

Through Human Resources, the University has set aside a central accommodation fund to assist departments when accommodating employees of disability. This is a cost-sharing fund that covers the purchase of equipment (e.g. chairs, software) and specialized services (e.g. hearing interpreter) that may be needed for a medical accommodation.

- **Employee and Family Assistance Program (EFAP)** provides you and your family with free confidential short term counselling, information and referral services for personal problems that may affect your family life, work life or general well-being. It is an employer paid benefit for eligible UVic faculty and staff and dependents. For further details, please contact the Benefits Office in Human Resources, or link directly to PPC Canada (formally - Interlock Employee

and Family Assistance Corporation of Canada), service provider for UVic's EFAP program.

- **Work Life Support**

The Work Life Consultants in Human Resources provide supports and advice on Sick Leave, Return to Work/Medical Accommodation, Wellness, and Work Life Balance.

Any time an employee or faculty member has questions, concerns or comments related to temporary or permanent medical limitations impacting their ability to function in the workplace, you are encouraged to contact your supervisor, union representative or work life consultant. A work-life consultant will provide support, guidance and consultation to employees, supervisors, faculty and chairs.

- **Learning and Teaching Centre (LTC)** - provide confidential one-on-one consultations for any UVic instructor on any aspect of their teaching. Teaching support includes:
 - Curriculum and syllabus/course outline design
 - *Universal Instructional Design*- A booklet resulted from a collaborative work between the Resource Centre for Students with a Disability and the Learning and Teaching Centre to create an adapted accessible curriculum and syllabus/course outline design to remove learning barriers for students with disabilities at the University of Victoria.
- **Faculty Disability Caucus** <http://awcuvic.com/affiliated-groups/faculty-disability-caucus/> provides a forum for faculty with disabilities to support each other and go to for advice in accessing institutional resources for various types of accommodation strategies and plans. The Caucus is also interested in working with individuals in developing accessible work environments – physically and socially. One of the successes of the Faculty Disability Caucus is the establishment of the Faculty Disability Advocate, located in the Faculty Association.
- **Career Opportunities** statement on disability <http://www.uvic.ca/faculty/staff/index.php> *“The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, members of visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University. Persons with disabilities, who anticipate needing accommodations for any part of the application and hiring process, may contact Grace Wong Sneddon, Adviser to the Provost on Equity and Diversity at gwongsne@uvic.ca or call (250) 721-6143. Any personal information provided will be maintained in confidence.”*

3. Education:

- **Ongoing education for faculty:**
 - Integrated curriculum (re)design on accessibility with international, indigenous, diversity and accommodation focus.
 - *Universal Design Handbook* available at the Learning and Teaching Centre
 - Annual workshop: *A Chair's Guide to Managing Accommodation, Sick Leave and Return to Work*
 - Preferential and limited hire process training for faculty is available through the Equity and Human Rights office, the Adviser to the Provost on Equity and Diversity, and Human Resources office.
 - FAQ's for faculties and librarians on accommodation on the VPAC website
 - Resource list of successful faculty and librarian accommodations on the VPAC website.

4. Accommodation

- **Employment Accommodation (Policy HR6115)**
 - The University will work to achieve a workplace free of barriers by providing accommodation as needed, in a manner which ensures that everyone is dealt with fairly and equitably, and respects the needs of all parties.
 - Accommodation is based on individual circumstances and can include, but is not limited to technical aids, job redesign, workplace modification, work scheduling, evaluation timelines, employment policy and practice modification.
 - When an employee with a disability is unable to perform job duties because of a disability and requires accommodation, the University will make every reasonable effort to the point of undue hardship to accommodate that employee in his or her current job.
- **Central Fund for Medical Accommodation**

Through Human Resources, the University has set aside a central accommodation fund to assist departments when accommodating employees of disability. This is a cost-sharing fund that covers the purchase of equipment (e.g. chairs, software) and specialized services (e.g. hearing interpreter) that may be needed for a medical accommodation.
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- **Work Life Support**

The Work Life Consultants in Human Resources provide supports and advice on Sick Leave, Return to Work/Medical Accommodation, Wellness, and Work Life Balance.

Any time an employee or faculty member has questions, concerns or comments related to temporary or permanent medical limitations impacting their ability to function in the workplace, you are encouraged to contact your supervisor, union representative or work life consultant. A work-life consultant will provide support, guidance and consultation to employees, supervisors, faculty and chairs.

5. Accessibility The University is committed to creating a campus that is accessible for all, and implementing standards for alterations, renovations and new buildings that ensure equal access. Campus Accessibility coordinator: 250-472-5018

- **ACCESSIBLE WASHROOM**

[View locations](#) (84 KB PDF)

- **Hearing-assist systems**

Hearing-assistive lecture systems have been installed in 23 lecture theatres and are being added to approximately six additional rooms each year

[View list of locations](#) (53 KB PDF)

- **Height-adjustable computer workstations**

- Clearihue - two in upstairs labs, one in basement lab
- Human and Social Development - A-Wing computer labs have height-adjustable tables in each classroom and public area
- McPherson Library - one on main floor, four in Resource Centre for Students with a Disability labs; height-adjustable tables in carrel areas on second and third floors

- **Key-operated elevators**

- Clearihue D-Wing second floor
- Ian Stewart Complex (athletics to second floor)
- MacLaurin 144, and A-Wing galleria
- McKinnon (two)

Request keys from the Resource Centre for Students with a Disability. Most elevators on campus do not require a key.

- **Lift-equipped washrooms**

- BiblioCafe, McPherson Library
- Hickman Building
- Student Union Building

Request keys from the Resource Centre for Students with a Disability.

- **Parking**

- Designated accessible parking spots are available in all campus parking lots.
- See accessible parking spots here:
https://www.uvic.ca/assets/documents/pdfs/accessibility_map_2006.pdf

- **Respite room**

Located in the McPherson Library room 132, this room has an adjustable bed and overhead lift. It provides a quiet space for students and staff with disabilities to rest during the day. Request keys from the Resource Centre for Students with a Disability.

- **TTY telephone systems**

3. Fraser Building – across from Room 140
4. HSD Building – main lobby area near vending machines.
- 5.
6. McPherson Library – basement near washrooms
7. Strong Building – main lobby area
8. University Centre – main lobby area

- **Library Assistance**

- Wheel chair accessible washrooms and elevators
- Adaptive Technology Rooms
- Adjustable study carrels
- Priority use of workstations

“My return to work program at UVIC has been a very positive experience physically and mentally. With the assistance of the return to work team I was able to set attainable goals. It has enabled me to return fully functioning in all aspects of my job, prior to my spinal surgery for broken vertebrae. The gradual schedule allowed me to regain my physical abilities and the confidence required to once again be a productive member of the UVIC team. The time frame of eight weeks allowed me to slowly regain my strength and agility as my workload increased. An extension was available if further accommodation was required. UVIC enabled me to put a traumatic experience behind me and I can now look forward to my future.” David Mitchell

Disability and Accessibility Resource Guide for Staff

1. Policies Plans and Guidelines:

- **EMPLOYMENT ACCOMMODATION (POLICY HR6115)**

The University of Victoria is committed to the principles of equity and human rights. This is a legal duty which arises from human rights legislation and is also a duty arising from our values and principles to ensure an inclusive and respectful workplace. When an employee with a disability is unable to perform job duties because of a disability and requires accommodation, the University will make every reasonable effort to the point of undue hardship to accommodate that employee in his or her current job.
- **Preferential and Limited Hire Processes (Policy HR6110)**
 - The University of Victoria participates in a special project with the BC Human Rights Tribunal that allows us to specifically recruit and hire members of the four designated groups identified in the Employment Equity Act: Aboriginal persons, persons with a disability, members of visible minorities and women.
 - In order to fulfill UVic’s objective to recruit and retain a diverse group of outstanding faculty, sessionals and staff, all departments and administrative units are encouraged to take advantage of Preferential and Limited Hiring Processes.
- **Employment Equity (Policy HR6100)**
 - The University of Victoria is committed to providing an environment which protects and promotes the human rights and affirms the dignity of all persons, including those of diverse backgrounds and needs, and which provides equitable access to employment opportunities. The University recognizes that it will benefit from a workforce that reflects the rich diversity of Canadian society.
 - In accordance with the BC Human Rights Code and the Federal Contractors Program, the University has established an employment equity program in order to identify and remove artificial barriers to equity in employment for members of designated groups.

- Designated Groups – as defined in the *Employment Equity Act* and Federal Contractors Program are aboriginal peoples, persons with disabilities, persons who because of their race or colour are a visible minority in Canada, and women.

Employment Accommodation Guidelines for Employees with a Disability in CUPE 917 and CUPE 951. These guidelines were revised in July 2007 by the Joint Committee on Return to Work and Accommodation which consists of representatives from CUPE 917, CUPE 951, Human Resources and facilitated by the Diversity Advisor. For reasons of equity and fairness, these guidelines function as the basis for the program for other unionized employees such as PEA and CUPE 4163.

- **Collective Agreement for CUPE 951 and 917, ARTICLE 33 – Employees with disabilities**
 - The University, in consultation with the Union, will make every reasonable accommodation up to the point of undue hardship to enable the employee to continue to perform the substantive duties and responsibilities of the employee’s position.
 - It is the responsibility of the employee to establish in writing the need for accommodation and document the functional impacts of the disability.
 - In order to accommodate the employee, the University will, within reason up to the point of undue hardship, make any necessary modifications to buildings, structures and/or equipment, purchase special equipment, alter job duties and procedures, and provide training and/or education to enable the employee with a disability to remain employed by the University.
- **CUPE 951 Collective Agreement**, Articles 18.10 and 33 on sick leave and long term disability
- **CUPE 917 Collective Agreement**, Articles 18.10 and 33 on sick leave and long term disability
- **Collective Agreements for CUPE 4163**
Article 6 - discrimination, harassment, employment equity, and other complain
Group Benefit Plan: Long Term Disability
- **Collective Agreements for PEA**
Article 4 - discrimination, conflict resolution, harassment and privacy rights
Sick Leave-Long Term Disability
Group Life Insurance and Long Term Disability Insurance

2. Resources:

- **Human Resources**

- Work Life Support (<http://web.uvic.ca/hr/worklifesupport/index.html>)
The Work Life Consultants in Human Resources have three areas of focus - Sick Leave, Return to Work/Medical Accommodation, Wellness, and Work Life Balance.
Any time an employee or faculty member has questions, concerns or comments related to temporary or permanent medical limitations impacting their ability to function in the workplace, you are encouraged to contact your supervisor, union representative or work life consultant. A work-life consultant will provide support, guidance and consultation to employees, supervisors, faculty and chairs.
- Occupational Health, Safety and Environment (<http://ohs.uvic.ca/>)
- Benefits (<http://web.uvic.ca/hr/benefits/index.html>)
- Central Fund for Medical Accommodation
Through Human Resources, the University has set aside a central accommodation fund to assist departments when accommodating employees. This is a cost-sharing fund that covers the purchase of equipment (e.g. chairs, software) and specialized services (e.g. hearing interpreter) that may be needed for a medical accommodation.

- **Equity and Human Rights** (<http://web.uvic.ca/eqhr/>)

The office provides leadership in the development and coordination of plans, policies and procedures which support the University's organizational and legislative commitments to provide equitable access to and participation in employment and educational opportunities. This includes the development and implementation of educational programs, investigating human rights complaints, assisting with dispute resolution, providing consultation on implementing equity plans and advising the University on reaching its strategic goals in these areas.

- **Career Opportunities** statement on disability

<http://www.uvic.ca/faculty/staff/index.php>

“The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, members of visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University.

Persons with disabilities who anticipate needing accommodations for any part of the application and hiring process, may contact Grace Wong Sneddon, Adviser to the Provost on Equity and Diversity at gwongsne@uvic.ca or call (250) 721-6143. Any personal information provided will be maintained in confidence.”

- **The Employee and Family Assistance Program (EFAP)**

(<http://web.uvic.ca/hr/benefits/efap.html>)

Employee and Family Assistance Program is an employer paid benefit for eligible UVic faculty and staff and dependents. EFAP is a confidential program that includes professional counselling, information and referral services. For further details, please contact the Benefits Office in Human Resources, or link directly to PPC Canada (formally - Interlock Employee and Family Assistance Corporation of Canada), service provider for UVic's EFAP program.

3. Education:

- Lancaster series training on accommodation for work life consultants and human resource consultants.
- Preferential and limited hire process training for managers and selection committees is available through the Equity and Human Rights office, the Adviser to the Provost on Equity and Diversity, and Human Resources office.
- Managers' workshop: *How-to Forum on Accommodation, Sick Leave and Return to Work*
- *Mental Health Works* workshops
- Mental Health First Aid- training program that helps individuals develop the skills to identify when someone is struggling with mental health issues and how to connect them with appropriate services.

4. Accommodation

Employment Accommodation Guidelines for Employees with a Disability in CUPE 917 and CUPE 951. These guidelines were revised in July 2007 by the Joint Committee on Return to Work and Accommodation which consists of representatives from CUPE 917, CUPE 951, Human Resources and facilitated by the Diversity Advisor. For reasons of equity and fairness, these guidelines function as the basis for the program for other unionized employees such as PEA and CUPE 4163.

- **Central Fund for Medical Accommodation**

Through Human Resources, the University has set aside a central accommodation fund to assist departments when accommodating employees of disability. This is a cost-sharing fund that covers the purchase of equipment (e.g. chairs, software) and specialized services (e.g. hearing interpreter) that may be needed for a medical accommodation.

- **Sick Leave, Return to Work and Medical Accommodation FAQs**

FAQs have been compiled to reflect specific information contained in the Collective Agreements between the university and CUPE 917, 951, 4163 and PEA to provide medical accommodation in a manner which is fair and equitable to meet the needs for all parties.

- **Work Life Consultant** A work-life consultant will provide support, guidance and consultation to employees who have concerns or comments related to temporary or permanent medical limitations impacting their ability to function in the workplace

5. Accessibility The university is committed to creating a campus that is accessible for all, and implementing standards for alterations, renovations and new buildings that ensure equal access. Campus Accessibility coordinator: 250-472-5018

- **ACCESSIBLE WASHROOM**

[View locations](#) (84 KB PDF)

- **Hearing-assist systems**

Hearing-assistive lecture systems have been installed in 23 lecture theatres and are being added to approximately six additional rooms each year

[View list of locations](#) (53 KB PDF)

- **Height-adjustable computer workstations**
 - Clearihue - two in upstairs labs, one in basement lab
 - Human and Social Development - A-Wing computer labs have height-adjustable tables in each classroom and public area
 - McPherson Library - one on main floor, four in Resource Centre for Students with a Disability labs; height-adjustable tables in carel areas on second and third floors
- **Key-operated elevators**
 - Clearihue D-Wing second floor
 - Ian Stewart Complex (athletics to second floor)
 - MacLaurin 144, and A-Wing galleria
 - McKinnon (two)

Request keys from the Resource Centre for Students with a Disability. Most elevators on campus do not require a key.

- **Lift-equipped washrooms**
 - BiblioCafe, McPherson Library
 - Hickman Building
 - Student Union Building

Request keys from the Resource Centre for Students with a Disability.

- **Parking**
 - Designated accessible parking spots are available in all campus parking lots.
 - [Map of accessible parking areas](#)

- **Respite room**

Located in the McPherson Library room 132, this room has an adjustable bed and overhead lift. It provides a quiet space for students and staff with disabilities to rest during the day. Request keys from the Resource Centre for Students with a Disability.

- **TTY telephone systems**

9. Fraser Building – across from Room 140
10. HSD Building – main lobby area near vending machines
11. MacPherson Library – basement near washrooms
12. Strong Building – main lobby area
13. University Centre – main lobby area

- **Library Assistance**

- Wheel chair accessible washrooms and elevators
- Adaptive Technology Rooms
- Adjustable study carrels
- Priority use of workstations

RCSD (Resource Centre for Students with a Disability)

Best practices:

Disabilities, accessibility and accommodation

Ongoing education for community members:

- ❖ *Healthy Minds, Healthy Campuses*: two-day presentations with campus and community groups on visible and invisible disabilities
- ❖ Welcome brochure: Strategies to promote a welcoming environment
- ❖ *Out of the Shadows and Into the Sunshine*: Information fair to connect and share information on mental health
- ❖ *Stand Up for Mental Health*: Stand-up comedy to combat the stigma of mental illness

Ongoing education for faculty:

- ❖ Integrated curriculum (re)design with international, Indigenous, diversity and accommodation focus
- ❖ *Universal Design Handbook*
- ❖ Annual workshop: *A Chair's Guide to Managing Accommodation, Sick Leave and Return to Work*
- ❖ FAQ's for chairs, deans, directors and librarians on accommodation
- ❖ Resource list of successful faculty and librarian accommodations

Ongoing education for staff:

- ❖ Lancaster series training on accommodation for work life consultants and human resources consultants
- ❖ Managers' workshop: *How-to Forum on Accommodation, Sick Leave and Return to Work*
- ❖ Community workshops such as *Mental Health Works* workshops

Accessible washrooms on UVic campus

An asterisk (*) indicates washrooms recommended for those requiring an automatic door opener.

(W) = Women

(M) = Men

(U) = Gender Neutral

(L) = Overhead Lift

BUILDING	ROOM(S)			
Administrative Services	B104(M)*	B108(W)*	B284(M)	B286(W)
Business and Economics	103(F)*	163(M)*	203(F)	255(M)
	303(F)	361(M)	403(M)	409(F)
Campus Services	143(W)*	145(M)*	064(M)	066(F)
Cadboro Commons	111(M)*	112(W)*	229(U)*	
Chapel	102(W)	103(M)		
Child Care Complex	A111(U)	B196(U)		
Fraser	136(U)*	A176(M)*	A178(W)*	A254 (U)
Clearihue	A008(W)*	A007(M)*	B119(W)	D119(U)*
	C105(W)*	C107(M)*		
Cornett	A122(F)*	A126(M)*	B133(M)*	B141(F)*
	A222(F)	A226(M)		
Cunningham	047(U)*			
Elliott	068(W)*	069(M)*	222(M)*	224(F)*
Engineering/Computer Science	170(U) 275 (F) 3rd -6TH floors	172(F)	173(M)	273(M)
Engineering Office Wing	110(W)	118(M)	310(W)	318(M)

	410(W)	418(M)	518(M)	
Engineering Lab Wing	B112(U)*	A103(M)*	A105(F)*	
Fine Arts	105(M)*	107(F)*		
Finnerty's	(U)*			
Halpern Graduate Centre	103(M) *	105(F) *		
Hickman	102(M)	104(F)	112(U)*L	
Human & Social Development	A117(W)*	A123(M)*	A217(W)*	A223(M)*
	A317(W)	A323(W)	A417(W)	A413(M)
	B379(U) *			
Ian Stewart Complex	117(W)	127A(M)	209(M)	211(W)
	265(U)*			
MacKinnon Gym	022(M)	042(W)	162(W)	167(M)
MacLaurin	A184(M)	A185(W)	D206(W)*	D210(M)*
	008(F)*	010(M)*		
McPherson Library	Main Basement Washrooms*			
	005(M)	001(W)	110D(U)L	110E(U)E
	A304(M)*	A306(W)*		
	072A			
Medical Sciences	140(M)	130(W)	237(M)	243(W)
	337(M)	343(W)		
Petch	103(M)*	105(F)*	165(M)*	167(F)*
Phoenix	150(U)*			
Saunders Annex	133(W)	134(M)	137(M)	

Sedgewick	B123(M)*	B127(W)*	C169(M)*	
	C170(W)*	C122(M)*	C124(U)*	
Social Sciences & Mathematics	B137	B135	A144(M)	A116(W)
	B219	B217	A206(M)	A222(W)
	A220(U)*	A322(U)	A324(U)	A422(U)
	A424(U)	A522(U)	A524(U)	
Strong	C127(M)	C129(U)*	C105(F)	
University Club	103(W)*	106(M)*		
Visual Arts	A121(M)	A125(U)*	A127(W)*	
Bob Wright Centre	A104(W)*	A106(M)*	A121(U)	A204(W)
	A206(M)	A304(W)	A306(M)	A404(W)
	B048(M)	B046(W)	B030(U)	A406(M)
K Hut	Men only			
L Hut	51(M)*	52(W)*		
M Hut	63(W) 65(M)			
R Hut	106(W)	104(M)		

Gender-neutral washrooms on UVic campus

Building	Room number
Cadboro Commons	229
Clearihue	D119
Continuing Studies	207D
Cunningham	047
Engineering Computer Science	170
Engineering Lab W	B112
Finnerty's Coffee Shop	
Fraser	136, A254
Harry Lou Poy Complex	A111, B196
Hickman	122
Human & Social Development	B329
MacKinnon	168
Mearns Centre (BibioCafe)	110D, 110E
Phoenix	150
Sedgewick	C124
Ian Stewart Complex	265
Social Sciences and Mathematics	A220, A322, A422, A522
Strong	C129
Student Union Building	A114
University Centre	B227
Visual Arts	A125
Bob Wright Centre	A121

Hearing-Assistive Lecture Theatres on UVic Campus

Building	Room	Type
Clearihue	A 127	Stereo
	C 112	Stereo
Engineering and Computer Science	104	FM Infra-red
	106	FM Infra-red
	116	FM Infra-red
	123	FM Infra-red
	124	FM Infra-red
	125	FM Infra-red
Cornett	B108	Stereo
	B112	Stereo
Elliott	067	Stereo
	068	Stereo
Fine Arts	103	Stereo
Fraser	158	Stereo
	159	Stereo
Hickman	105	Stereo
Human & Social Development	A 240	Stereo
MacLaurin	A 144	Stereo
Medical Sciences Building	150	Stereo
160 Stereo		
Phoenix	102 FM	Infra -red
	103 FM	Infra -red
Strong	C 103	Stereo
Social Sciences & Mathematics	A 120	Stereo
	A 110	Stereo
	A 102	Stereo
	A 104	Stereo
University Centre	B 144	FM Infra-red
Bob Wright Centre	A 104	Stereo
	B 150	Stereo