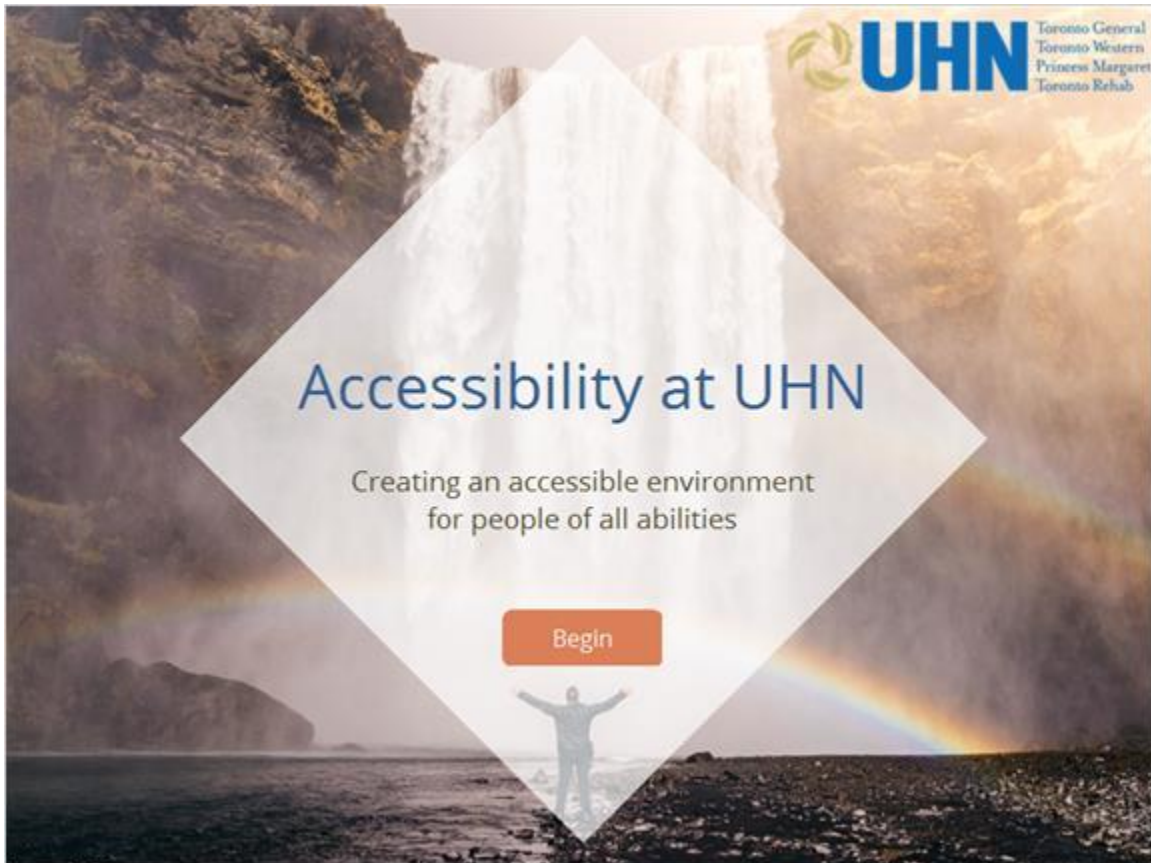


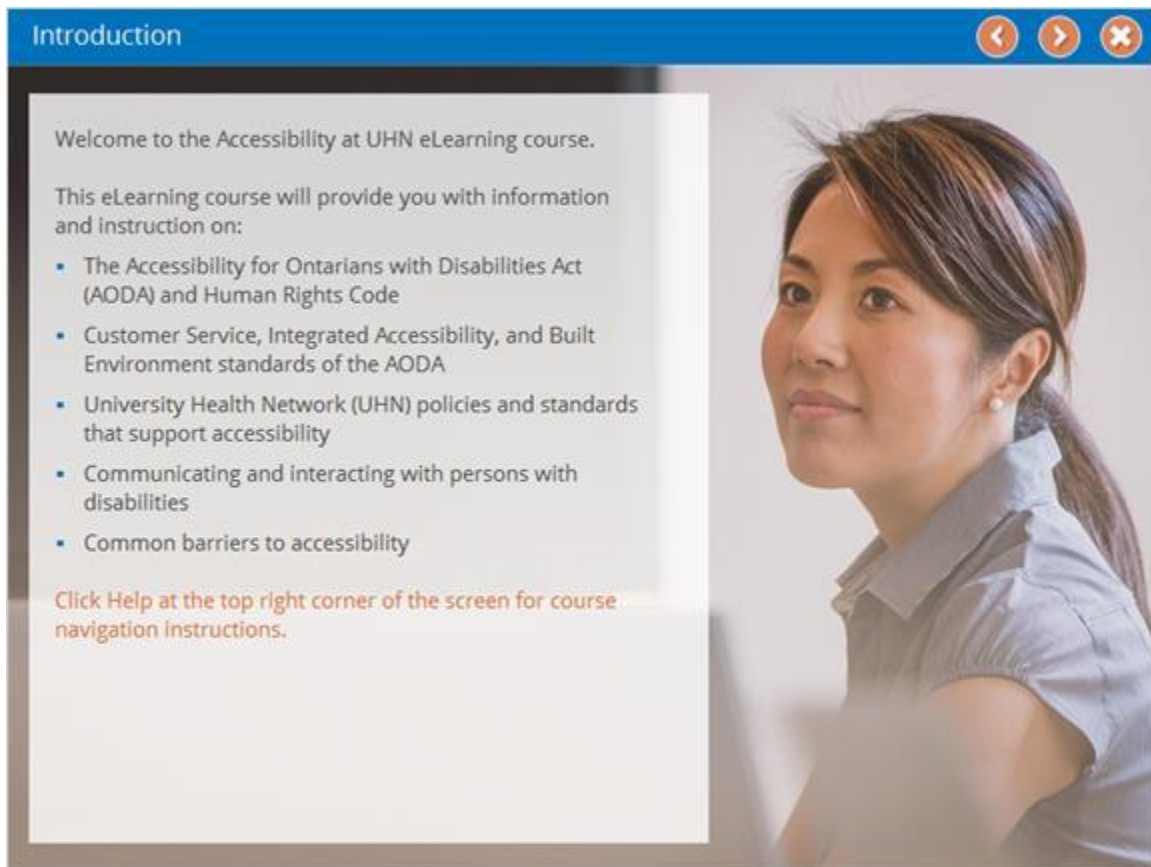
Accessibility at UHN

1. Home

1.1 Home



1.2 Introduction



The screenshot shows a presentation slide with a blue header bar containing the title "Introduction" and three navigation icons (back, forward, close). The slide content is as follows:

Welcome to the Accessibility at UHN eLearning course.

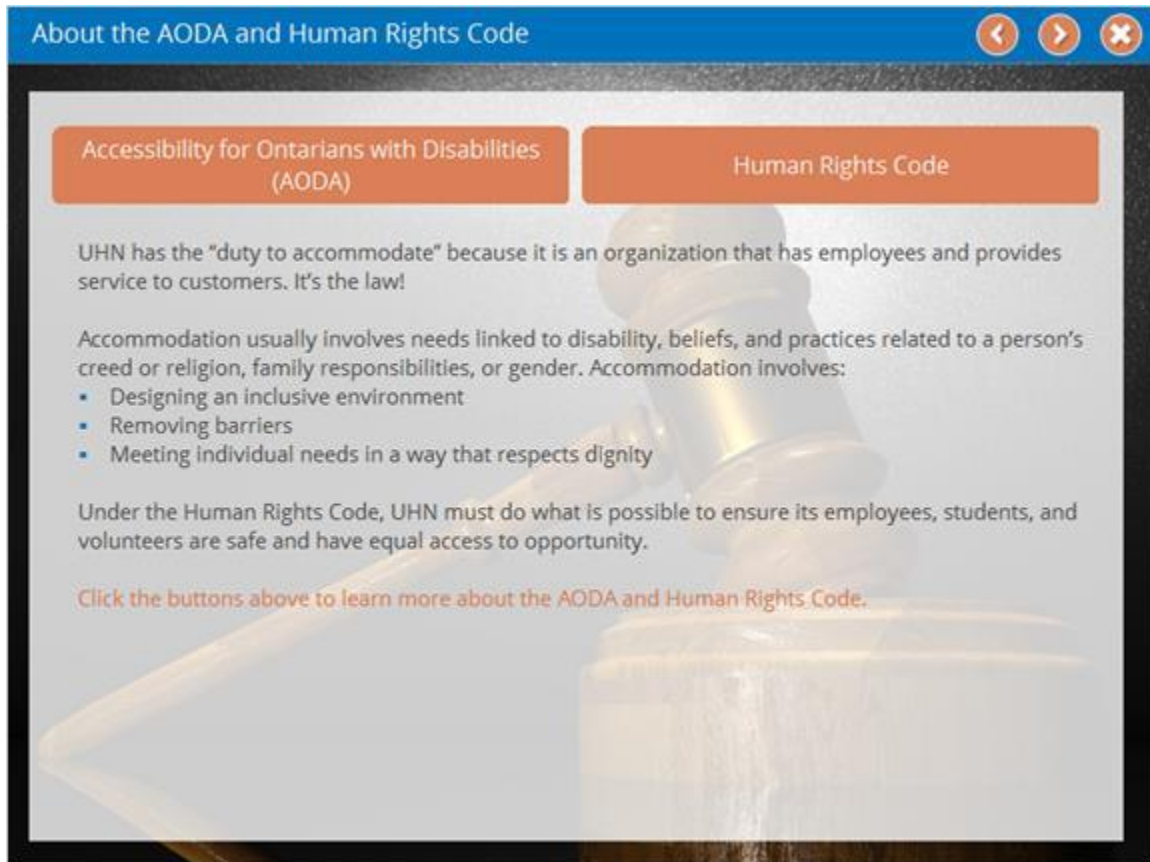
This eLearning course will provide you with information and instruction on:

- The Accessibility for Ontarians with Disabilities Act (AODA) and Human Rights Code
- Customer Service, Integrated Accessibility, and Built Environment standards of the AODA
- University Health Network (UHN) policies and standards that support accessibility
- Communicating and interacting with persons with disabilities
- Common barriers to accessibility

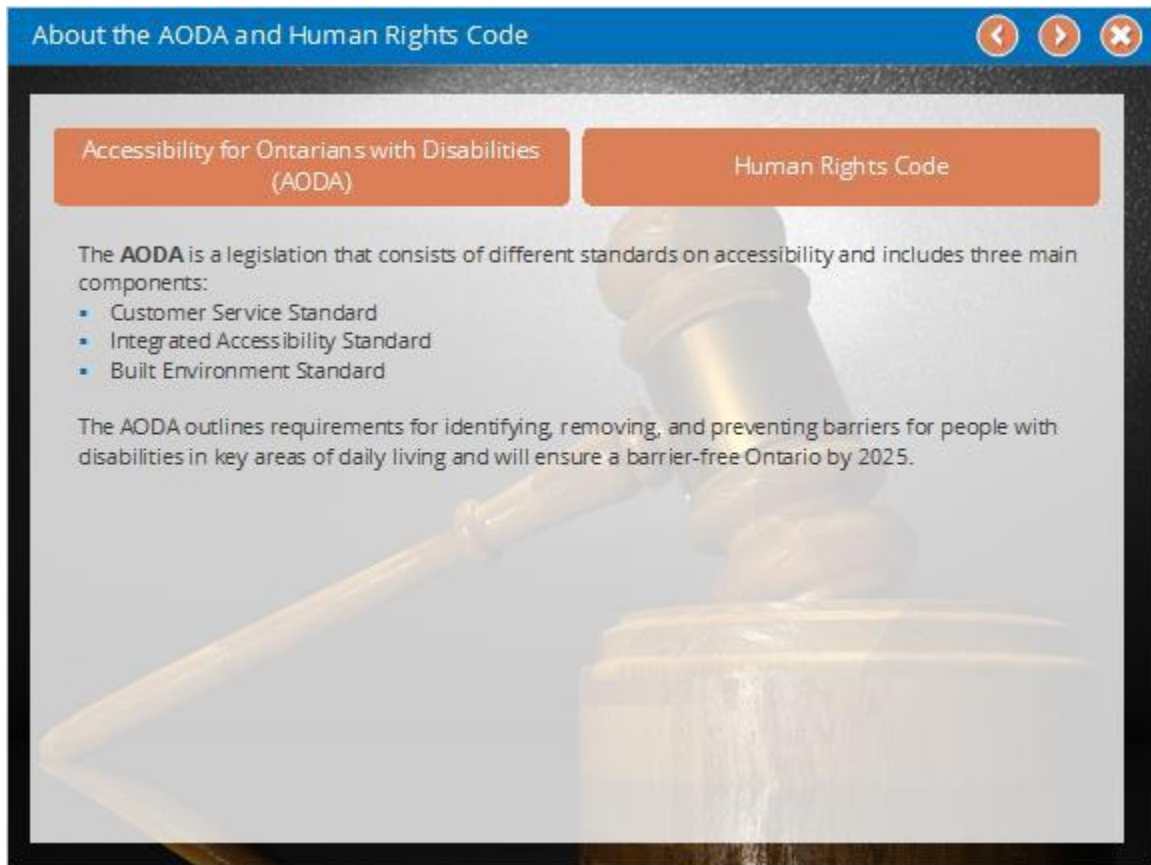
Click **Help** at the top right corner of the screen for course navigation instructions.

The slide is overlaid on a background image of a woman with dark hair tied back, wearing a light blue short-sleeved button-down shirt, looking towards the left.

1.3 About the Accessibility for Ontarians with Disabilities Act (AODA) and Human Rights Code

The image shows a screenshot of a digital learning interface. At the top, a blue header bar contains the title "About the AODA and Human Rights Code" and three navigation icons: a left arrow, a right arrow, and a close (X) button. Below the header, there are two orange buttons: "Accessibility for Ontarians with Disabilities (AODA)" on the left and "Human Rights Code" on the right. The main content area has a light gray background with a faint image of a gavel. It contains the following text: "UHN has the 'duty to accommodate' because it is an organization that has employees and provides service to customers. It's the law!" followed by a paragraph: "Accommodation usually involves needs linked to disability, beliefs, and practices related to a person's creed or religion, family responsibilities, or gender. Accommodation involves:" and a bulleted list: "• Designing an inclusive environment", "• Removing barriers", and "• Meeting individual needs in a way that respects dignity". Below the list is another paragraph: "Under the Human Rights Code, UHN must do what is possible to ensure its employees, students, and volunteers are safe and have equal access to opportunity." At the bottom of the content area, there is a red text prompt: "Click the buttons above to learn more about the AODA and Human Rights Code."

Untitled Layer 1 (Slide Layer)



About the AODA and Human Rights Code

Accessibility for Ontarians with Disabilities (AODA)

Human Rights Code

The **AODA** is a legislation that consists of different standards on accessibility and includes three main components:

- Customer Service Standard
- Integrated Accessibility Standard
- Built Environment Standard

The AODA outlines requirements for identifying, removing, and preventing barriers for people with disabilities in key areas of daily living and will ensure a barrier-free Ontario by 2025.

Untitled Layer 2 (Slide Layer)

About the AODA and Human Rights Code

Accessibility for Ontarians with Disabilities (AODA) Human Rights Code

The **Ontario Human Rights Code** says everyone is entitled to equal rights, opportunities, and benefits.

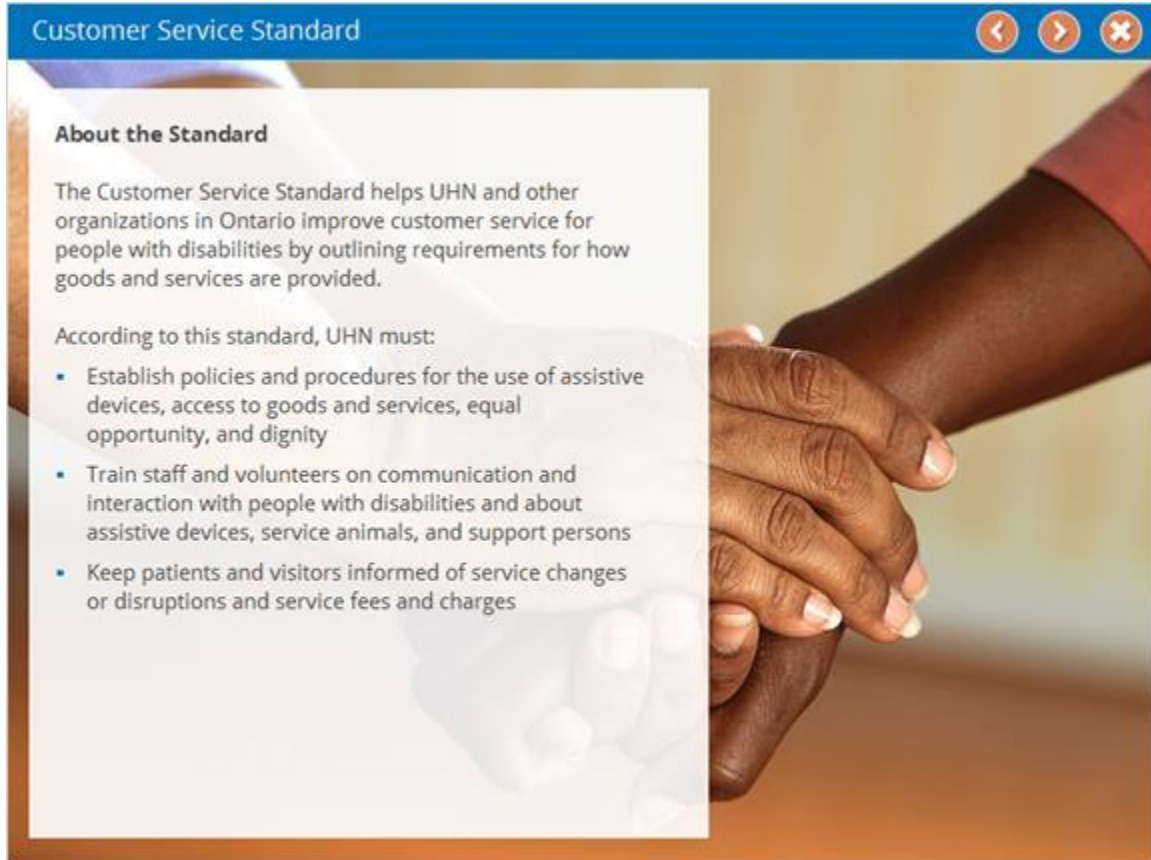
The AODA is based on this code and ensures that persons with disabilities can participate in activities in the workplace and receive service without any delays or barriers.

Visit the [Ontario Human Rights Commission](#) website or watch the video below to learn more about the Ontario Human Rights Code.



2. Customer Service Standard

2.1 About the Customer Service Standard



The image shows a presentation slide with a blue header bar containing the title "Customer Service Standard" and three navigation icons (back, forward, close). The slide content is overlaid on a background image of two hands shaking. The text on the slide is as follows:

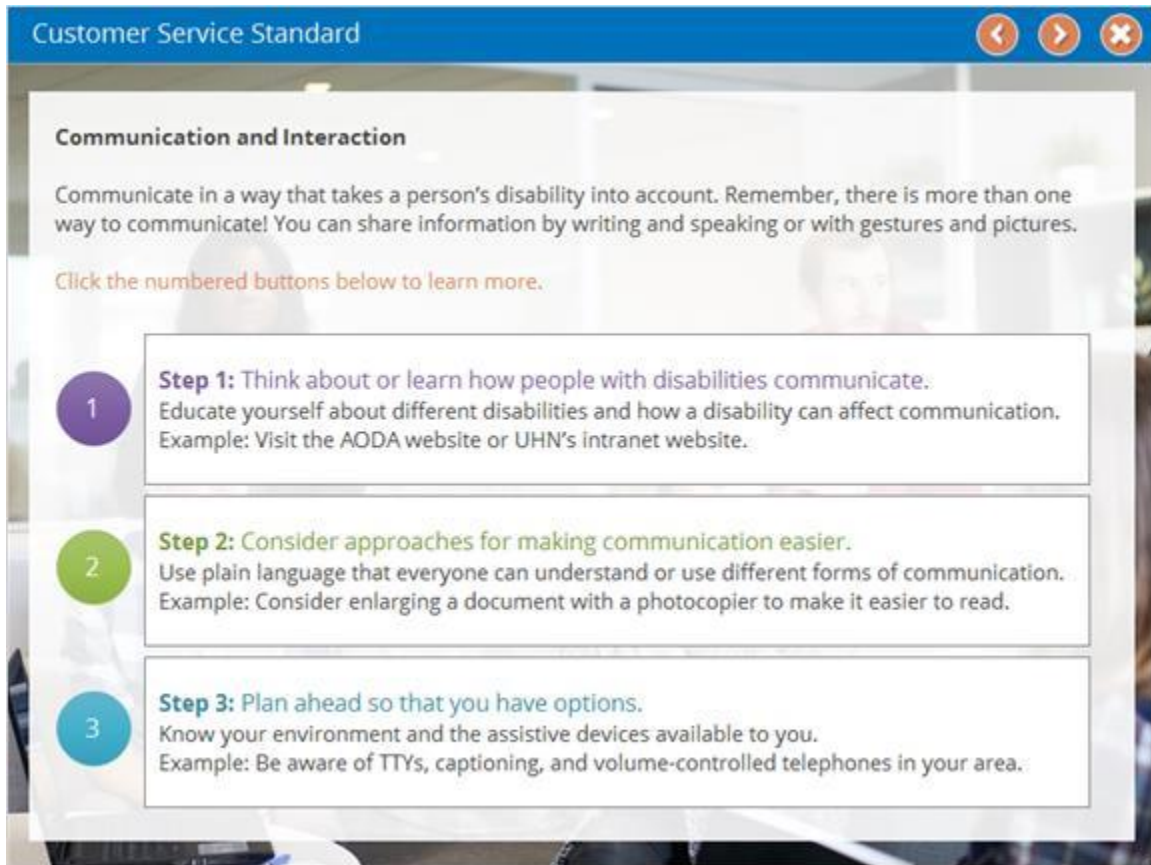
About the Standard

The Customer Service Standard helps UHN and other organizations in Ontario improve customer service for people with disabilities by outlining requirements for how goods and services are provided.

According to this standard, UHN must:

- Establish policies and procedures for the use of assistive devices, access to goods and services, equal opportunity, and dignity
- Train staff and volunteers on communication and interaction with people with disabilities and about assistive devices, service animals, and support persons
- Keep patients and visitors informed of service changes or disruptions and service fees and charges

2.2 Communication and Interaction



Customer Service Standard

Communication and Interaction

Communicate in a way that takes a person's disability into account. Remember, there is more than one way to communicate! You can share information by writing and speaking or with gestures and pictures.

Click the numbered buttons below to learn more.

- 1** **Step 1: Think about or learn how people with disabilities communicate.**
Educate yourself about different disabilities and how a disability can affect communication.
Example: Visit the AODA website or UHN's intranet website.
- 2** **Step 2: Consider approaches for making communication easier.**
Use plain language that everyone can understand or use different forms of communication.
Example: Consider enlarging a document with a photocopier to make it easier to read.
- 3** **Step 3: Plan ahead so that you have options.**
Know your environment and the assistive devices available to you.
Example: Be aware of TTYs, captioning, and volume-controlled telephones in your area.

2.3 Assistive Devices


Customer Service Standard







Assistive Devices

Assistive technology promotes greater independence by enabling people to perform tasks that they were previously unable to accomplish or had great difficulty with.

Assistive devices include:

- Assistive, adaptive, and rehabilitative devices for people with disabilities
- The process used in selecting, locating, and using those devices



					
Hearing Aids	Personal Oxygen Tanks	Mobility Devices	Photocopiers	Pen and Paper	Volume Controlled Phones

2.4 Service Animals

Customer Service Standard

Service Animals

People with disabilities, such as vision or hearing impairment, may require service animals.

Click the buttons below to learn more about UHN's policies regarding service animals.

Tip #1
Service animals must stay with their owners at all times.

Tip #2
Do not startle, touch, or feed service animals when they are supported by their owner.

Tip #3
Owners are responsible for the care and behaviour of their service animals.

Tip #4
Service animals are friendly and highly trained.

Tip #5
Owners and their service animals should only be separated if the service animal poses a health or safety concern.

Tip #6
If you are injured by a service animal, you must report it to the Occupational Health and Safety department.

2.5 Support Persons

Customer Service Standard

Support Persons

- People with disabilities have the right to be accompanied by a support person.
- Support persons may be permitted in areas where some sterile procedures occur as per the Health Promotion and Protection Act.
- Obligations under privacy laws may apply to issues of confidentiality (such as counseling).
- The support person is expected to behave in accordance with the rules of the hospital.

2.6 T.A.L.K. Strategy

Customer Service Standard

T.A.L.K.

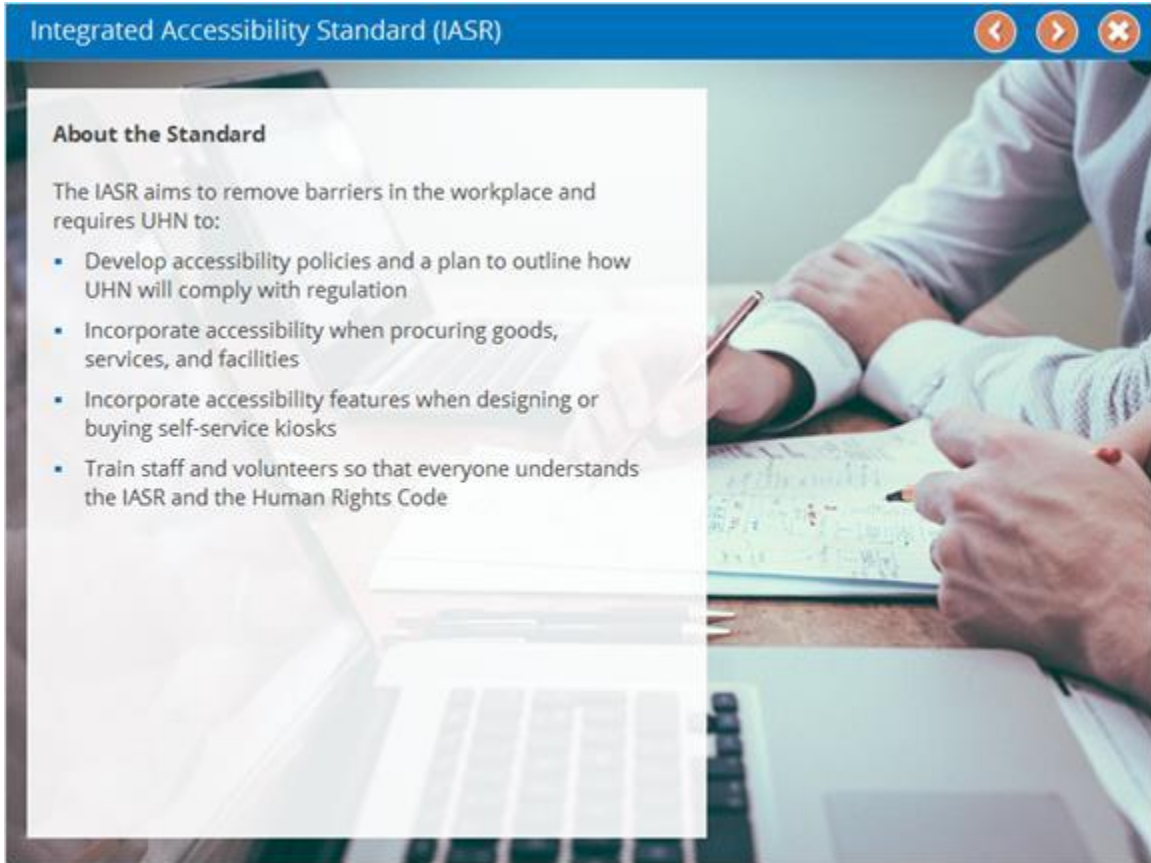
T.A.L.K. can help you remember customer service tips when you are interacting with people with disabilities and can help ensure a positive patient experience.

Click each letter below to learn more.

- T** **Take** the time to ask. Consider offering your elbow or assistive devices, as available.
- A** **Ask** if you are unsure. Do not assume someone needs help or that they can/cannot see you.
- L** **Listen** and speak calmly, clearly, and directly to the patient. Pay attention to your tone.
- K** **Know** your surroundings and the services available. Provide information, such as landmarks.

3. Integrated Accessibility Standard

3.1 About the Integrated Accessibility Standard

The image shows a screenshot of a presentation slide. The slide has a blue header with the text "Integrated Accessibility Standard (IASR)" and three navigation icons (back, forward, close) on the right. The main content is a white box with the following text:

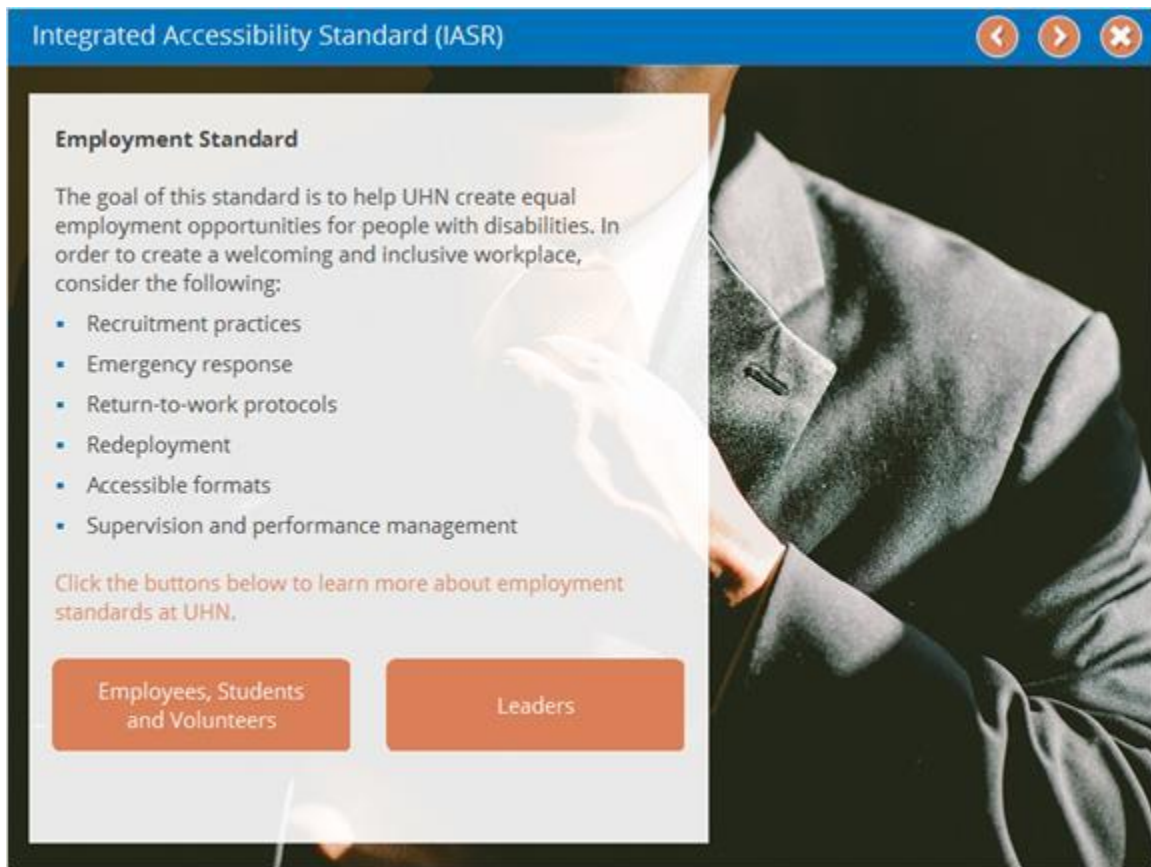
About the Standard

The IASR aims to remove barriers in the workplace and requires UHN to:

- Develop accessibility policies and a plan to outline how UHN will comply with regulation
- Incorporate accessibility when procuring goods, services, and facilities
- Incorporate accessibility features when designing or buying self-service kiosks
- Train staff and volunteers so that everyone understands the IASR and the Human Rights Code

The background of the slide is a blurred image of people working at a desk with laptops and documents.

3.2 Employment Standard



The screenshot shows a presentation slide with a blue header bar containing the text "Integrated Accessibility Standard (IASR)" and three navigation icons (back, forward, close). The main content area has a dark background with a semi-transparent white box. Inside this box, the title "Employment Standard" is followed by a paragraph explaining the goal of the standard. Below the paragraph is a bulleted list of six items. At the bottom of the box, there is a line of text and two orange buttons.

Employment Standard

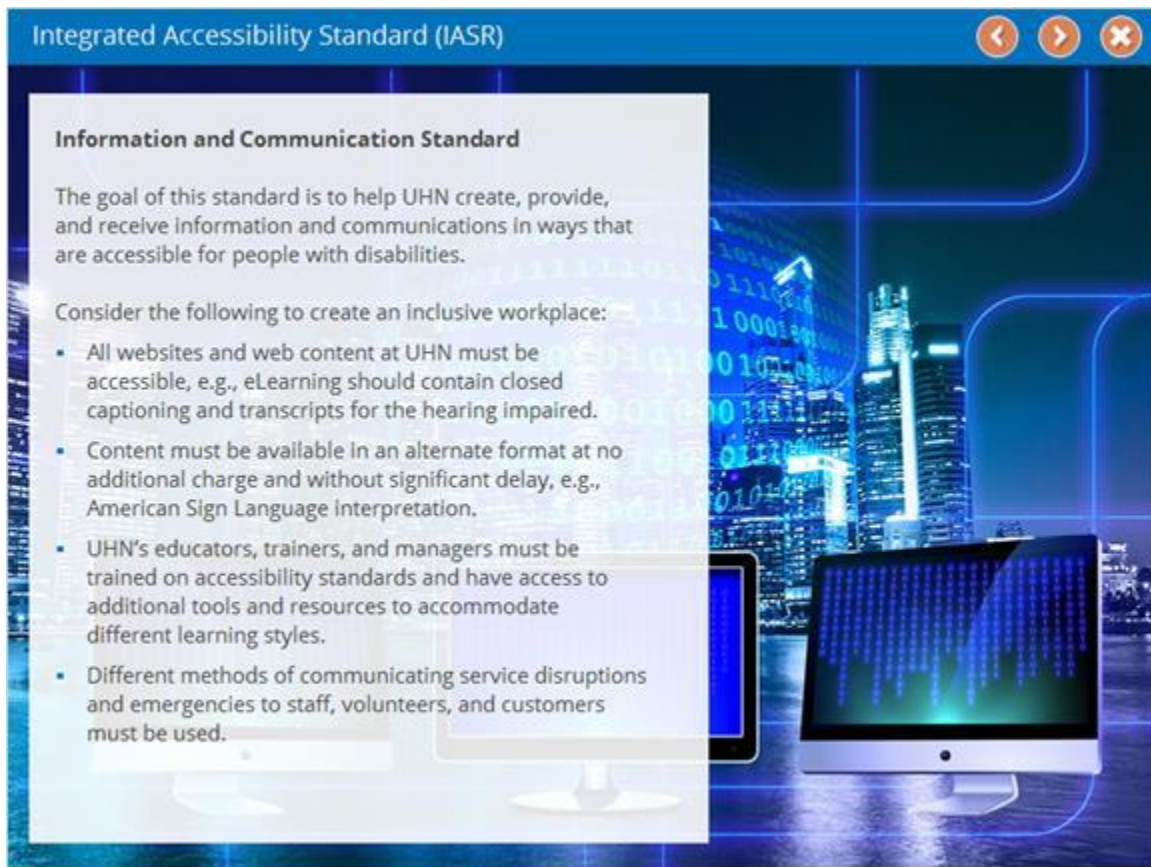
The goal of this standard is to help UHN create equal employment opportunities for people with disabilities. In order to create a welcoming and inclusive workplace, consider the following:

- Recruitment practices
- Emergency response
- Return-to-work protocols
- Redeployment
- Accessible formats
- Supervision and performance management

Click the buttons below to learn more about employment standards at UHN.

Employees, Students and Volunteers Leaders

3.3 Information and Communication



Integrated Accessibility Standard (IASR)

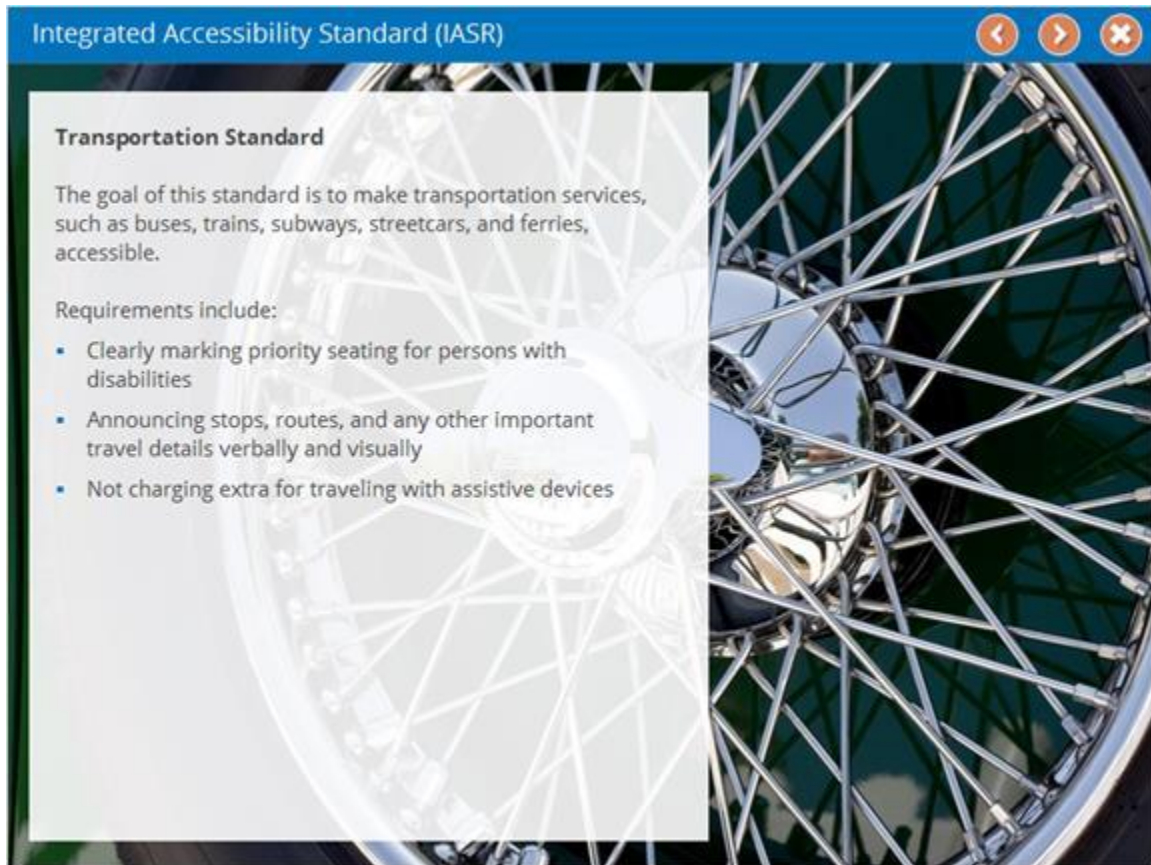
Information and Communication Standard

The goal of this standard is to help UHN create, provide, and receive information and communications in ways that are accessible for people with disabilities.

Consider the following to create an inclusive workplace:

- All websites and web content at UHN must be accessible, e.g., eLearning should contain closed captioning and transcripts for the hearing impaired.
- Content must be available in an alternate format at no additional charge and without significant delay, e.g., American Sign Language interpretation.
- UHN's educators, trainers, and managers must be trained on accessibility standards and have access to additional tools and resources to accommodate different learning styles.
- Different methods of communicating service disruptions and emergencies to staff, volunteers, and customers must be used.

3.4 Transportation Standard



Integrated Accessibility Standard (IASR)

Transportation Standard

The goal of this standard is to make transportation services, such as buses, trains, subways, streetcars, and ferries, accessible.

Requirements include:

- Clearly marking priority seating for persons with disabilities
- Announcing stops, routes, and any other important travel details verbally and visually
- Not charging extra for traveling with assistive devices

3.5 Design of Public Spaces Standard

Integrated Accessibility Standard (IASR)

Design of Public Spaces Standard (Accessibility Standards for the Built Environment)

The goal of this standard is to remove barriers in buildings and outdoor spaces for people with disabilities.

The requirements outlined in the standard apply to most new construction and major renovations. Existing buildings where no work is planned are not affected by these new requirements.

- Power Door Operators
- Washrooms
- Fire and Smoke Alarms
- Barrier-Free Access
- Seating Spaces

Click the buttons to the left to learn more about some of the requirements under this standard.

Untitled Layer 1 (Slide Layer)

Integrated Accessibility Standard (IASR)

Design of Public Spaces Standard (Accessibility Standards for the Built Environment)

The goal of this standard is to remove barriers in buildings and outdoor spaces for people with disabilities.

The requirements outlined in the standard apply to most new construction and major renovations. Existing buildings where no work is planned are not affected by these new requirements.

- Power Door Operators
- Washrooms
- Fire and Smoke Alarms
- Barrier-Free Access
- Seating Spaces

Power Door Operators

Requirements for power door operators to be provided at entrances to a wider range of buildings and at entrances to barrier-free washrooms and common rooms in multi-unit residential buildings

Untitled Layer 2 (Slide Layer)

Integrated Accessibility Standard (IASR)

Design of Public Spaces Standard (Accessibility Standards for the Built Environment)

The goal of this standard is to remove barriers in buildings and outdoor spaces for people with disabilities.

The requirements outlined in the standard apply to most new construction and major renovations. Existing buildings where no work is planned are not affected by these new requirements.

- Power Door Operators
- Washrooms
- Fire and Smoke Alarms
- Barrier-Free Access
- Seating Spaces

Washrooms

Updated requirements for barrier-free washrooms and universal washrooms

Untitled Layer 3 (Slide Layer)

Integrated Accessibility Standard (IASR)

Design of Public Spaces Standard (Accessibility Standards for the Built Environment)

The goal of this standard is to remove barriers in buildings and outdoor spaces for people with disabilities.

The requirements outlined in the standard apply to most new construction and major renovations. Existing buildings where no work is planned are not affected by these new requirements.

Power Door Operators

Washrooms

Fire and Smoke Alarms

Barrier-Free Access

Seating Spaces

Fire and Smoke Alarms

- Requirements for visual fire alarms to be installed in all public corridors
- Requirements for all smoke alarms in all buildings to include a visual component

Untitled Layer 4 (Slide Layer)

Integrated Accessibility Standard (IASR)

Design of Public Spaces Standard (Accessibility Standards for the Built Environment)

The goal of this standard is to remove barriers in buildings and outdoor spaces for people with disabilities.

The requirements outlined in the standard apply to most new construction and major renovations. Existing buildings where no work is planned are not affected by these new requirements.

- Power Door Operators
- Washrooms
- Fire and Smoke Alarms
- Barrier-Free Access**
- Seating Spaces

Barrier-free Access

Requirements for an elevator or other barrier-free access to be provided between floors in most buildings, with some exemptions for small residential and business occupancy buildings

Untitled Layer 5 (Slide Layer)

Integrated Accessibility Standard (IASR)

Design of Public Spaces Standard (Accessibility Standards for the Built Environment)

The goal of this standard is to remove barriers in buildings and outdoor spaces for people with disabilities.

The requirements outlined in the standard apply to most new construction and major renovations. Existing buildings where no work is planned are not affected by these new requirements.

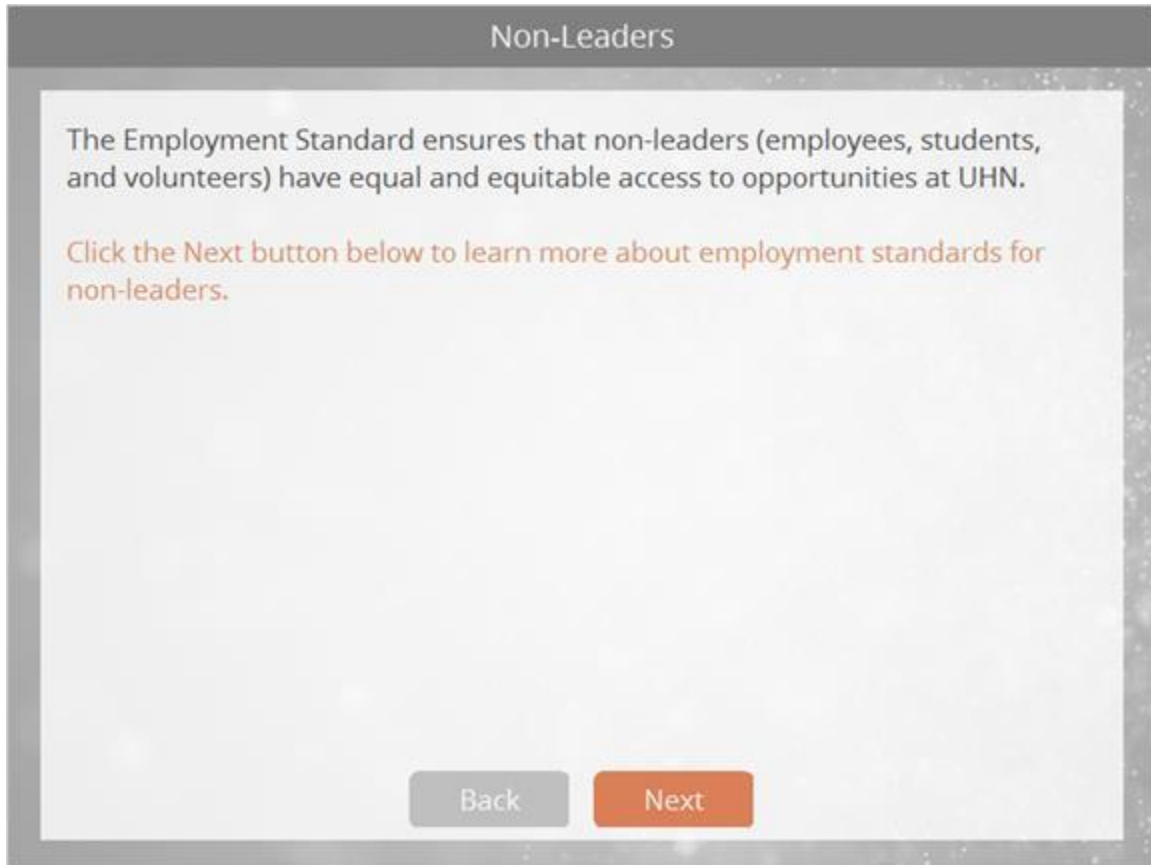
- Power Door Operators
- Washrooms
- Fire and Smoke Alarms
- Barrier-Free Access
- Seating Spaces

Adaptable and Accessible Seating Spaces

Requirements for accessible and adaptable seating spaces in public assembly buildings, such as theatres and lecture halls

4. Lightboxes

4.1 Non-Leaders



Non-Leaders

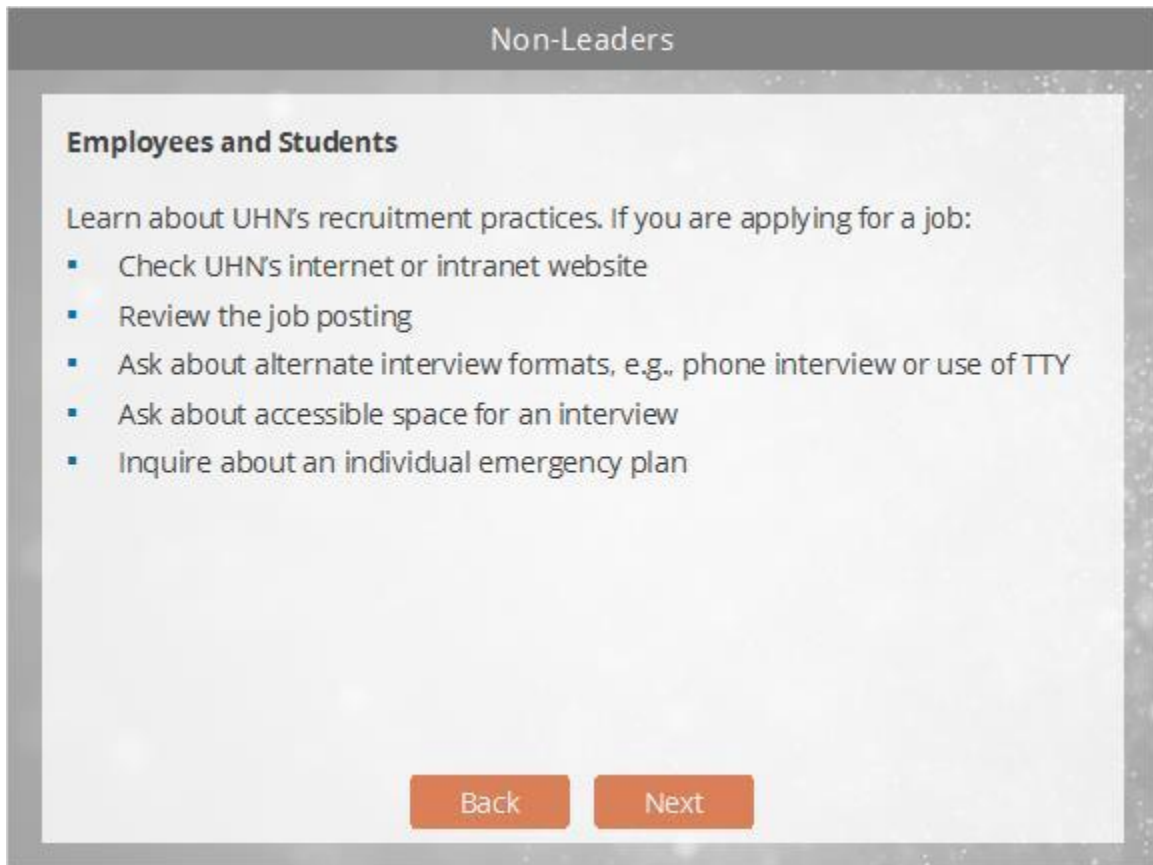
The Employment Standard ensures that non-leaders (employees, students, and volunteers) have equal and equitable access to opportunities at UHN.

Click the **Next** button below to learn more about employment standards for non-leaders.

Back Next

The image shows a lightbox interface with a dark grey header containing the title 'Non-Leaders'. The main content area is light grey and contains two paragraphs of text. The first paragraph states that the Employment Standard ensures equal and equitable access to opportunities for non-leaders. The second paragraph is a call to action, asking the user to click the 'Next' button to learn more. At the bottom of the lightbox, there are two buttons: a grey 'Back' button and an orange 'Next' button.

Untitled Layer 1 (Slide Layer)



Non-Leaders

Employees and Students

Learn about UHN's recruitment practices. If you are applying for a job:

- Check UHN's internet or intranet website
- Review the job posting
- Ask about alternate interview formats, e.g., phone interview or use of TTY
- Ask about accessible space for an interview
- Inquire about an individual emergency plan

Back

Next

Untitled Layer 2 (Slide Layer)

The slide is titled "Non-Leaders" and is part of a presentation. It contains a section for "Employees and Students" with a paragraph of introductory text and a bulleted list of four items. At the bottom of the slide, there are two orange buttons labeled "Back" and "Next".

Non-Leaders

Employees and Students

Familiarize yourself with UHN's policies and procedures so you know how UHN can support you if you have a disability.

- Check UHN's internet or intranet site
- Check your email for announcements regarding policy changes
- Attend meetings and staff orientations
- Talk to your manager or the Human Resources department

Back Next

Untitled Layer 3 (Slide Layer)

Non-Leaders

Employees and Students

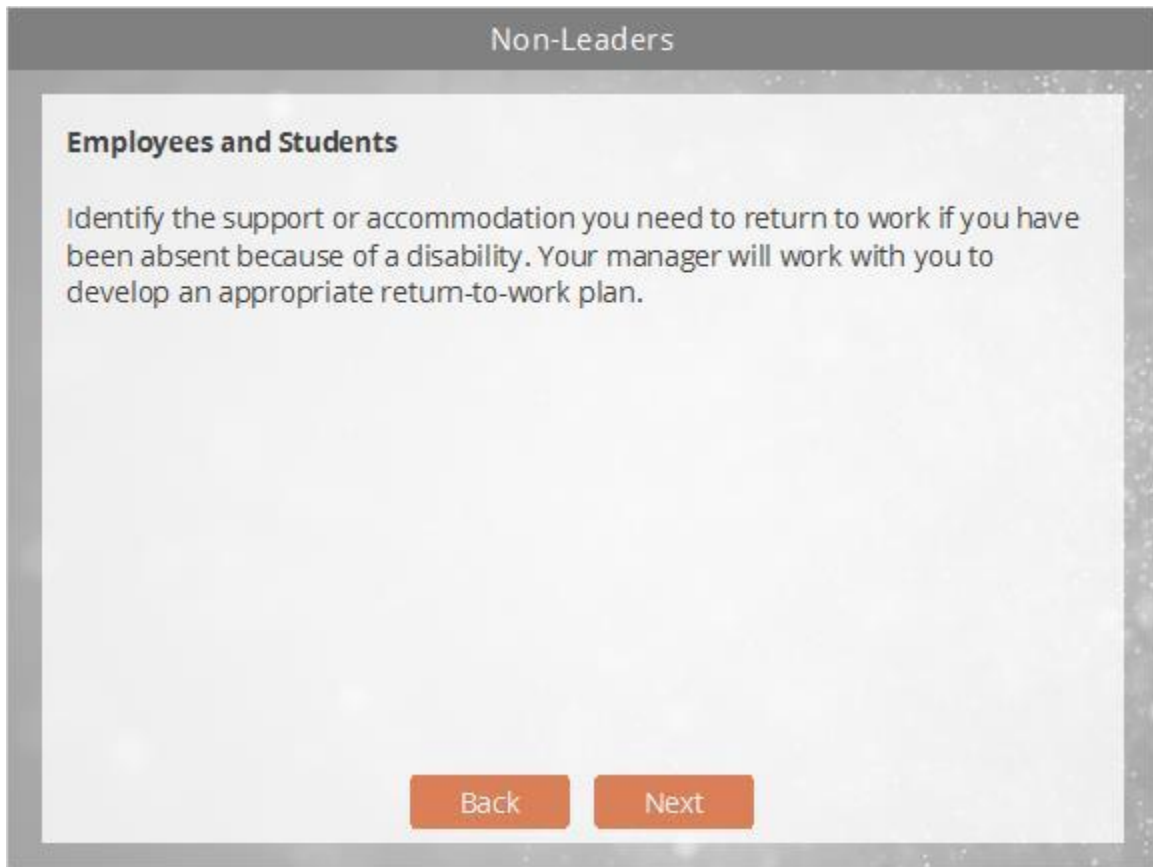
Be honest with your manager if you have a disability.

- Prepare and review a customized emergency response plan with your manager.
- Advise your manager if you require assistance from a coworker to execute your emergency plan.

Any changes to your work or location will require a review and possible revision of your emergency response plan.

[Back](#) [Next](#)

Untitled Layer 4 (Slide Layer)

A slide titled "Non-Leaders" with a subtitle "Employees and Students". The main text asks the user to identify support or accommodation needed for returning to work after a disability absence. At the bottom are "Back" and "Next" navigation buttons.

Non-Leaders

Employees and Students

Identify the support or accommodation you need to return to work if you have been absent because of a disability. Your manager will work with you to develop an appropriate return-to-work plan.

Back Next

Untitled Layer 5 (Slide Layer)

Non-Leaders

Employees and Students

Explore options with your manager about career development.

Performance management allows managers and employees to identify areas of development and growth. Some things to consider if you have a disability are:

- Asking for feedback in alternate formats
- Reviewing any accommodation plans you may have when your job status or role changes

Back Next

Untitled Layer 6 (Slide Layer)

Non-Leaders

Volunteers

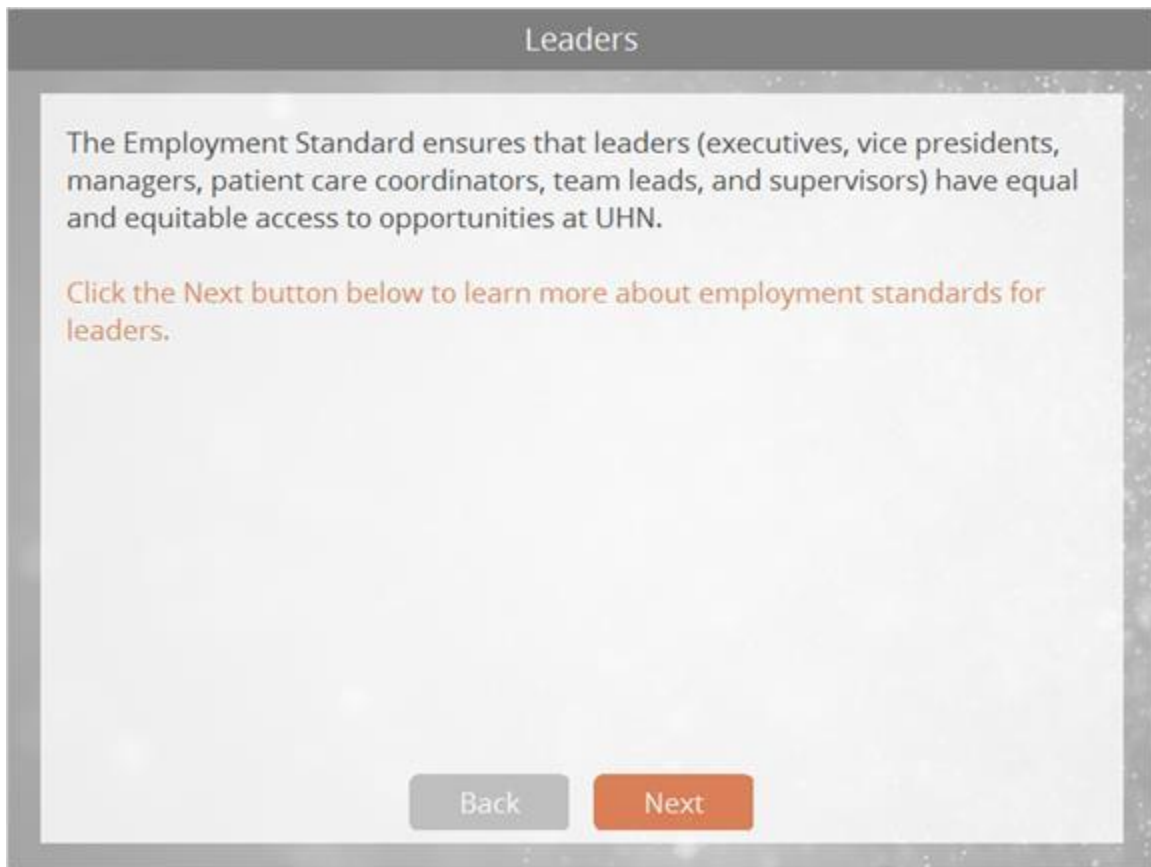
Familiarize yourself with UHN's policies and procedures so you know how UHN can support you if you have a disability.

- Check the UHN internet or intranet website
- Attend the Volunteer Resources orientation and relevant training
- Talk to the program coordinator or manager of Volunteer Resources

Close this pop-up window to return to the previous screen.

Back Next

4.2 Leaders



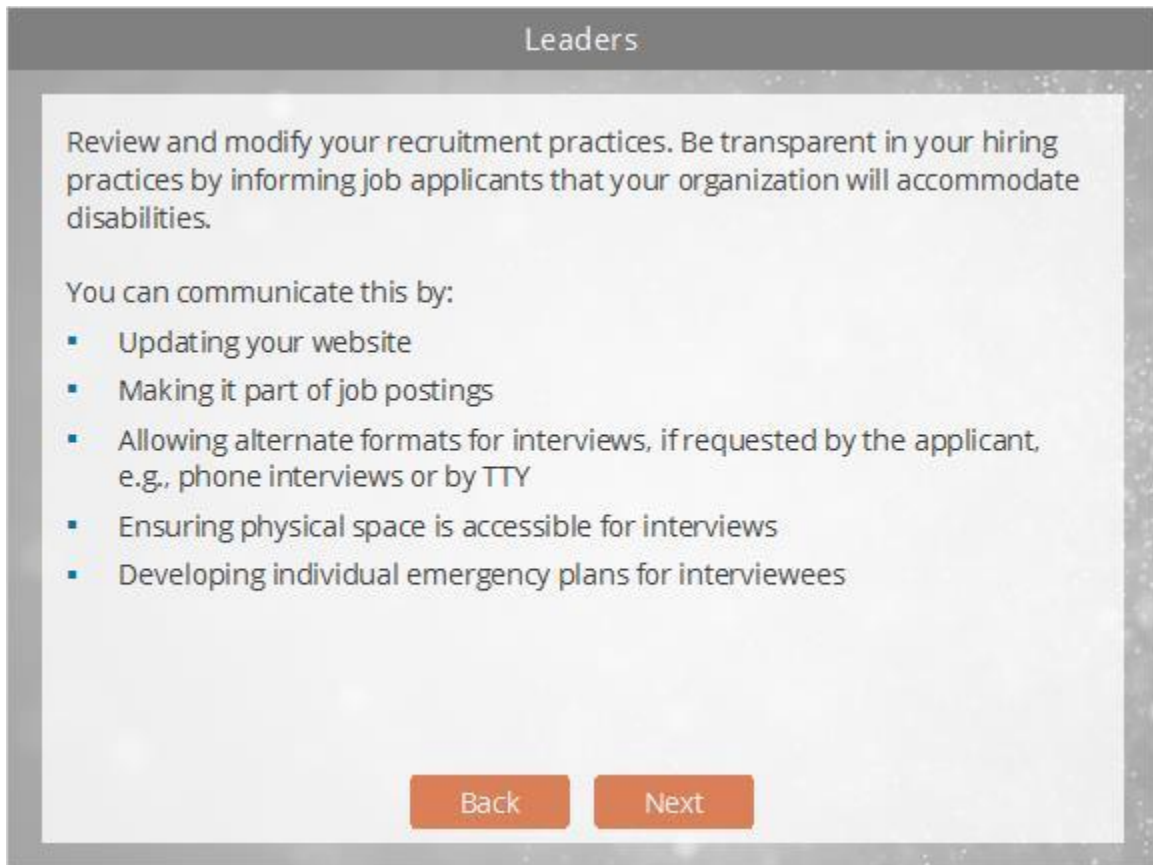
The screenshot shows a slide titled "Leaders" with a grey header. The main content area is white and contains the following text:

The Employment Standard ensures that leaders (executives, vice presidents, managers, patient care coordinators, team leads, and supervisors) have equal and equitable access to opportunities at UHN.

Click the Next button below to learn more about employment standards for leaders.

At the bottom of the slide, there are two buttons: a grey "Back" button and an orange "Next" button.

Untitled Layer 1 (Slide Layer)



Leaders

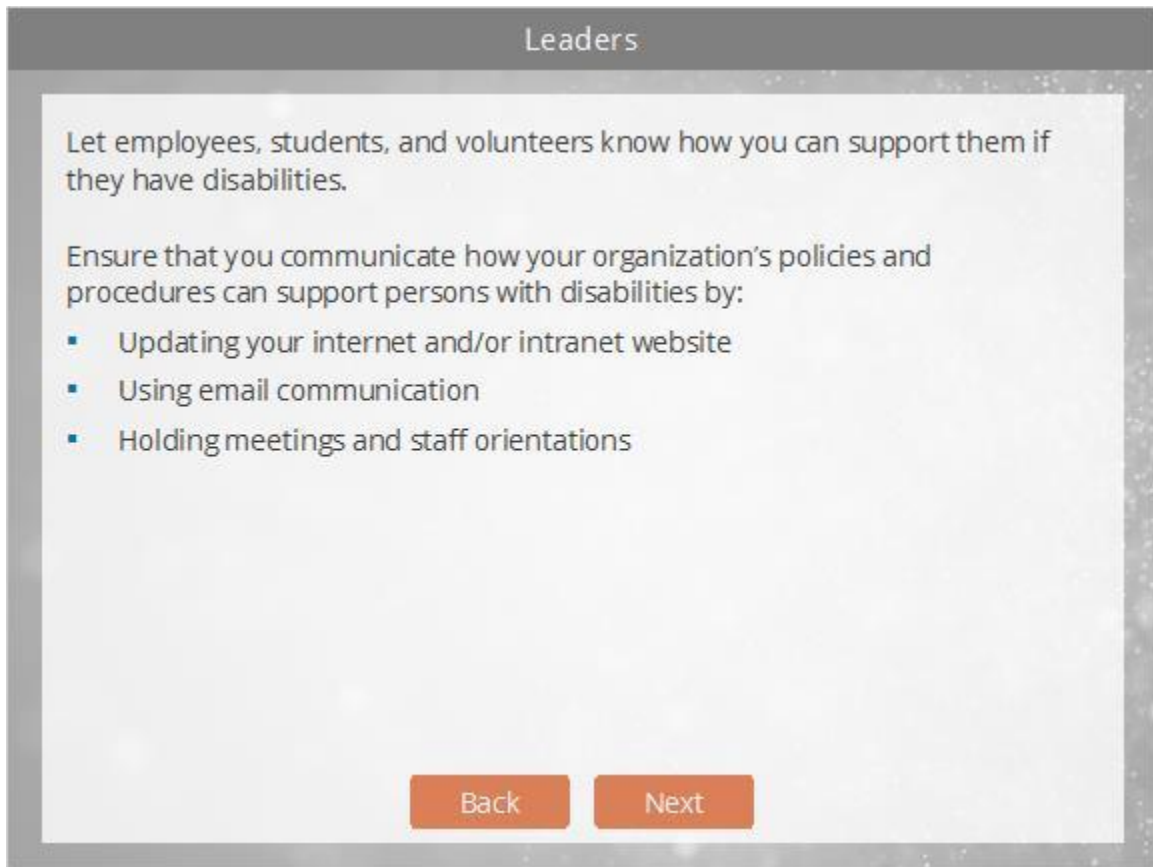
Review and modify your recruitment practices. Be transparent in your hiring practices by informing job applicants that your organization will accommodate disabilities.

You can communicate this by:

- Updating your website
- Making it part of job postings
- Allowing alternate formats for interviews, if requested by the applicant, e.g., phone interviews or by TTY
- Ensuring physical space is accessible for interviews
- Developing individual emergency plans for interviewees

Back Next

Untitled Layer 2 (Slide Layer)



Leaders

Let employees, students, and volunteers know how you can support them if they have disabilities.

Ensure that you communicate how your organization's policies and procedures can support persons with disabilities by:

- Updating your internet and/or intranet website
- Using email communication
- Holding meetings and staff orientations

Back Next

Untitled Layer 3 (Slide Layer)

Leaders

Develop an individualized emergency response plan for employees, students, and volunteers who require it.

Some disabilities prevent people from being able to cope and respond in emergency situations. As a manager, you must:

- Prepare and review customized emergency response plans
- Obtain consent to share the plan with authorized personnel who will help in emergency situations

Any changes to an employee's, student's, or volunteer's work or location will require a review, and possible revision, of that person's emergency response plan.

[Back](#) [Next](#)

Untitled Layer 4 (Slide Layer)

Leaders

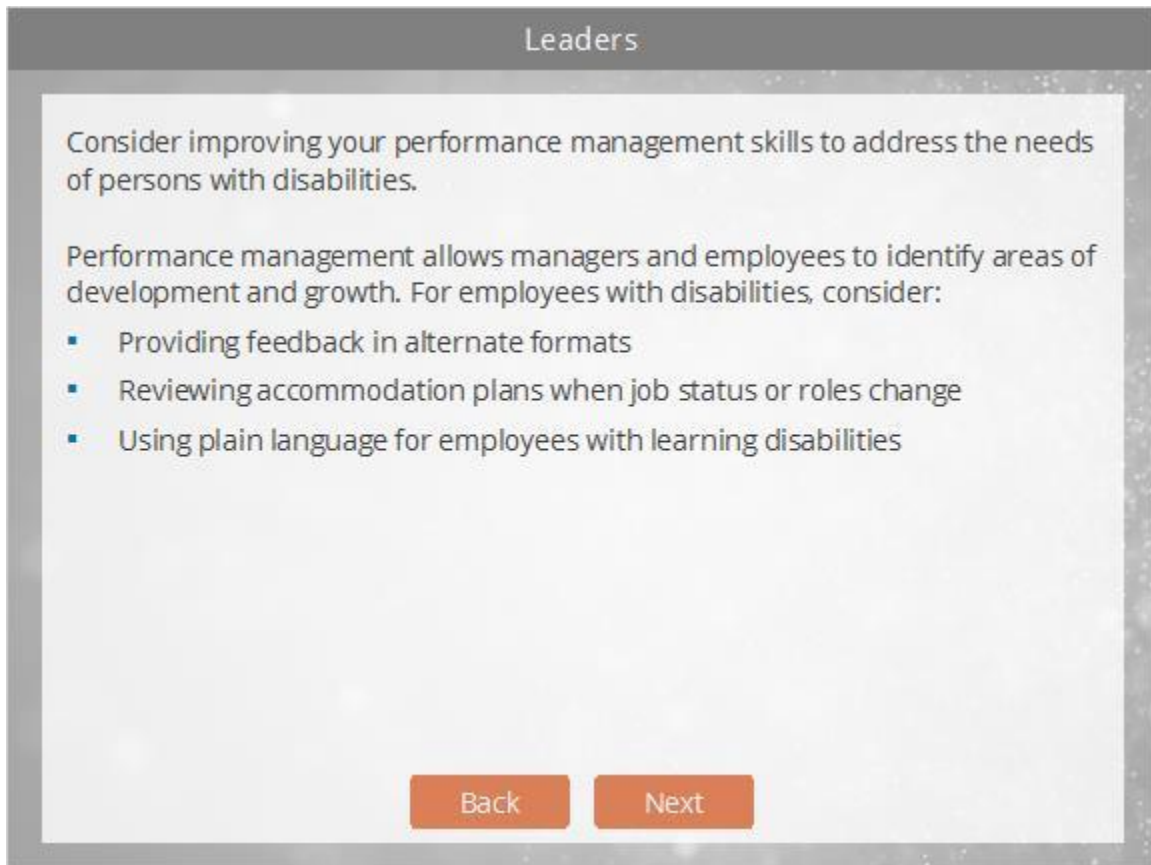
Consider an appropriate return-to-work plan for employees re-entering the workplace after being on leave due to disability.

You must outline how you will adequately support an employee who has been absent because of a disability and requires an accommodation to return to work. Your return-to-work plan can support:

- A temporary condition, e.g., a broken arm
- A permanent or worsening condition, e.g., Lou Gehrig's Disease

Back Next

Untitled Layer 5 (Slide Layer)



Leaders

Consider improving your performance management skills to address the needs of persons with disabilities.

Performance management allows managers and employees to identify areas of development and growth. For employees with disabilities, consider:

- Providing feedback in alternate formats
- Reviewing accommodation plans when job status or roles change
- Using plain language for employees with learning disabilities

Back Next

Untitled Layer 6 (Slide Layer)

Leaders

Optional Activity

As a leader, you play an important role in making sure that UHN is accessible. Click the link below to review some examples of what you may encounter as a leader and consider how you would respond in each scenario.

[Download Leaders' Challenge](#)

When you are finished, close this pop-up window to return to the previous screen.

[Back](#) [Next](#)

4.3 Help

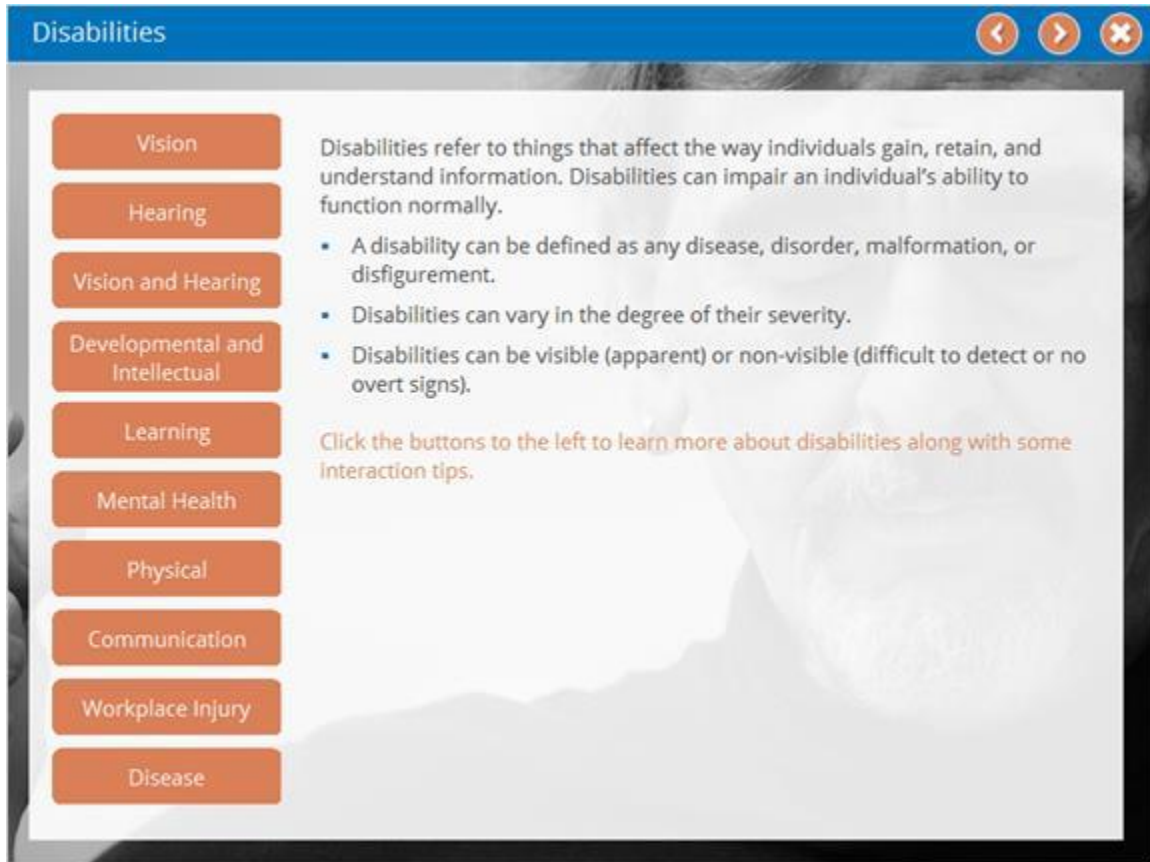
Help

Here are some tips for using the course:

- Click the Resources button at the top right corner of the screen to access documents, websites, and additional resources referred to throughout the course. **You must use a UHN computer on site in order to access UHN websites and policies.**
- Click the arrow buttons at the top of the screen to navigate through the course.
- Click the Menu button at the top right corner of the screen to see where you are in the course.
- Click the speaker button below to mute audio at any time.

5. Disabilities

5.1 Disabilities



The screenshot shows an interactive presentation slide titled "Disabilities". On the left side, there is a vertical list of ten orange buttons: "Vision", "Hearing", "Vision and Hearing", "Developmental and Intellectual", "Learning", "Mental Health", "Physical", "Communication", "Workplace Injury", and "Disease". The main content area on the right contains the following text and list:

Disabilities refer to things that affect the way individuals gain, retain, and understand information. Disabilities can impair an individual's ability to function normally.

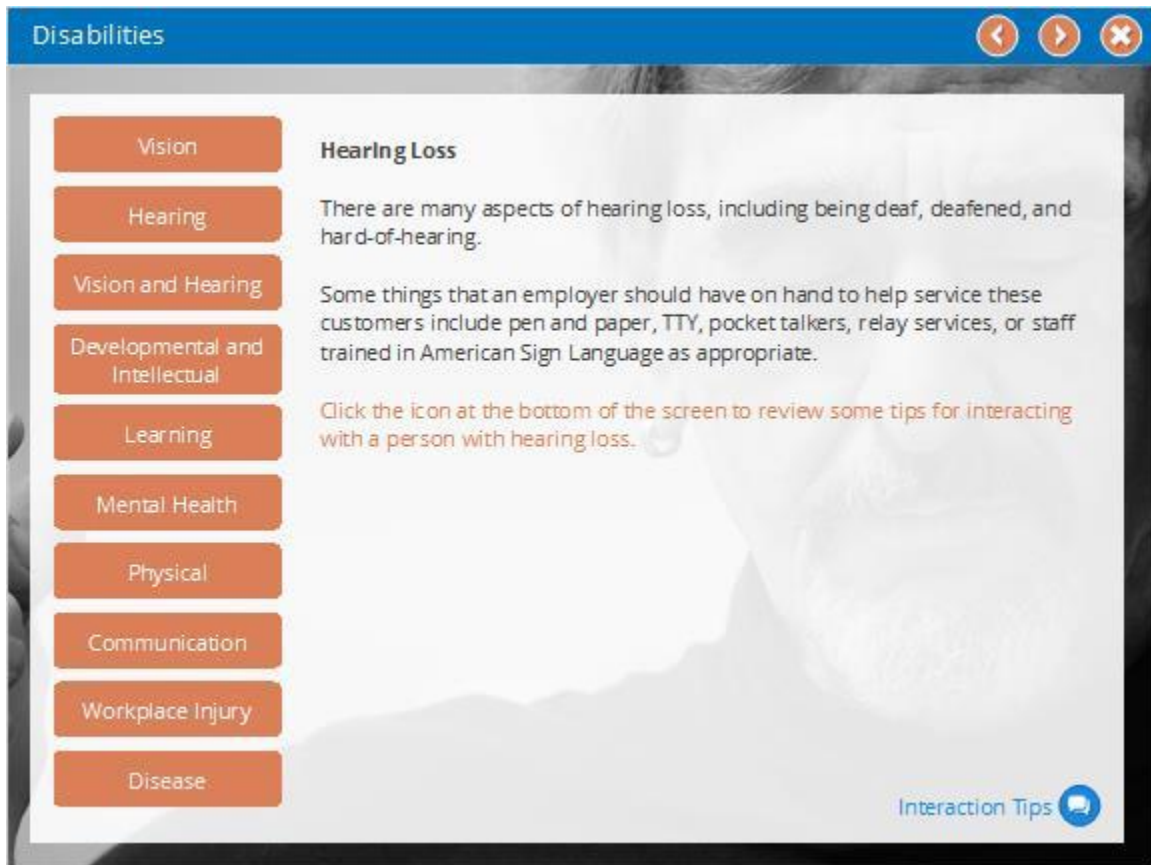
- A disability can be defined as any disease, disorder, malformation, or disfigurement.
- Disabilities can vary in the degree of their severity.
- Disabilities can be visible (apparent) or non-visible (difficult to detect or no overt signs).

Click the buttons to the left to learn more about disabilities along with some interaction tips.

Vision (Slide Layer)

The screenshot shows a software interface window titled "Disabilities" with a blue header bar. On the right side of the header are three circular navigation icons: a left arrow, a right arrow, and a close (X) icon. The main content area has a light gray background with a faint image of a person's face. On the left side, there is a vertical list of nine orange buttons with white text: "Vision", "Hearing", "Vision and Hearing", "Developmental and Intellectual", "Learning", "Mental Health", "Physical", "Communication", "Workplace Injury", and "Disease". The "Vision" button is currently selected. To the right of this list, the text reads: **Vision Loss**
Vision loss restricts a person's ability to see. It can range from partial blindness or full blindness that can be temporary or permanent, with varying degrees of severity from total blindness to having minor deficits in vision.
This particular disability can restrict or limit your customer's ability to see signs, hazards, and other important notices posted around your organization.
People with visual disabilities may use white canes, guide dogs, or personal support workers.
Click the icon at the bottom of the screen to review some tips for interacting with a person with vision loss. In the bottom right corner of the slide, there is a blue circular icon with a white speech bubble and the text "Interaction Tips" next to it.

Hearing (Slide Layer)



The screenshot shows a software interface window titled "Disabilities" with a blue header bar. On the right side of the header are three circular navigation icons: a left arrow, a right arrow, and a close (X) button. The main content area features a vertical sidebar on the left with ten orange buttons: "Vision", "Hearing", "Vision and Hearing", "Developmental and Intellectual", "Learning", "Mental Health", "Physical", "Communication", "Workplace Injury", and "Disease". The "Hearing" button is selected. The main content area displays the following text:

Hearing Loss

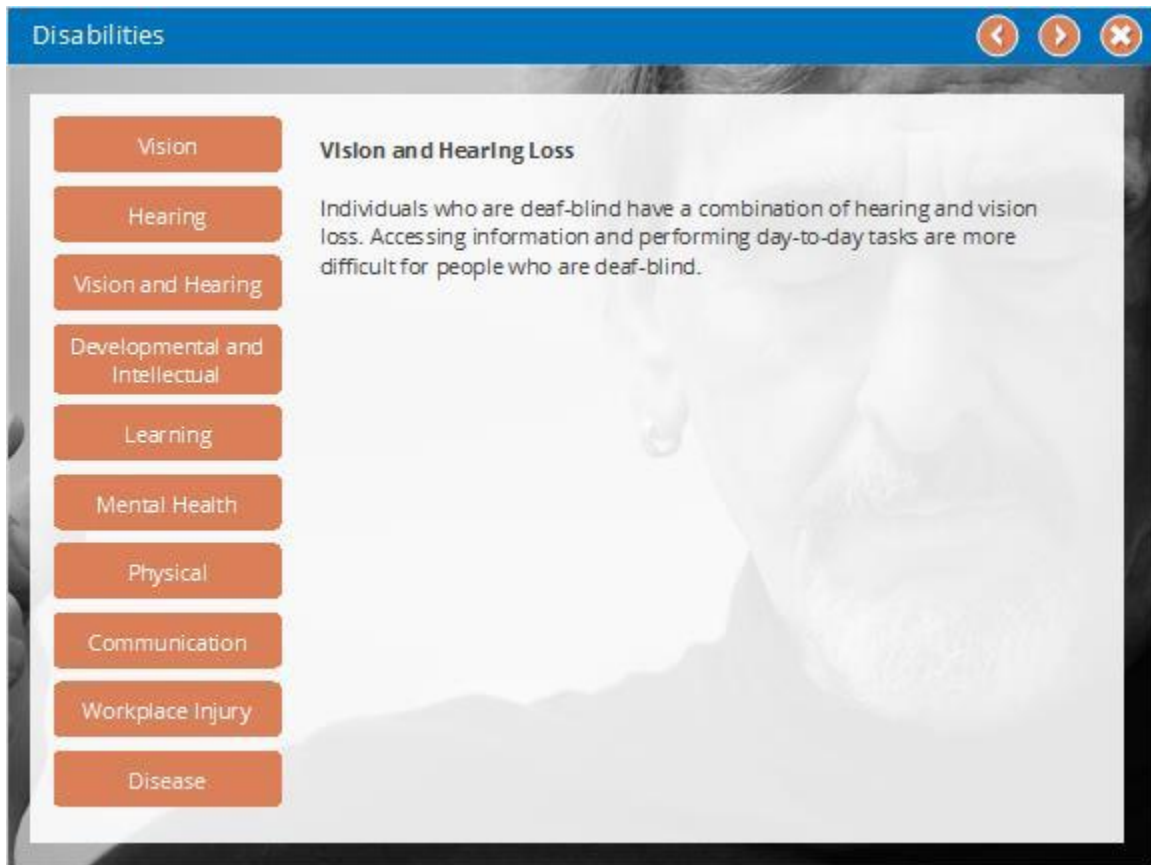
There are many aspects of hearing loss, including being deaf, deafened, and hard-of-hearing.

Some things that an employer should have on hand to help service these customers include pen and paper, TTY, pocket talkers, relay services, or staff trained in American Sign Language as appropriate.

Click the icon at the bottom of the screen to review some tips for interacting with a person with hearing loss.

In the bottom right corner of the content area, there is a link "Interaction Tips" next to a blue speech bubble icon.

Vision and hearing (Slide Layer)



The screenshot shows a software interface window titled "Disabilities" with a blue header bar. On the right side of the header are three circular navigation icons: a left arrow, a right arrow, and a close (X) button. The main content area features a vertical list of ten orange buttons on the left, each containing a category name. The "Vision and Hearing" button is highlighted. To the right of this menu, the text "Vision and Hearing Loss" is displayed in bold. Below this title, a paragraph explains that individuals who are deaf-blind have a combination of hearing and vision loss, making it difficult to access information and perform daily tasks.

Disabilities

- Vision
- Hearing
- Vision and Hearing**
- Developmental and Intellectual
- Learning
- Mental Health
- Physical
- Communication
- Workplace Injury
- Disease

Vision and Hearing Loss

Individuals who are deaf-blind have a combination of hearing and vision loss. Accessing information and performing day-to-day tasks are more difficult for people who are deaf-blind.

Developmental (Slide Layer)

The screenshot shows an interactive slide titled "Disabilities" with a blue header bar containing navigation icons (back, forward, close). On the left, a vertical list of orange buttons includes: Vision, Hearing, Vision and Hearing, Developmental and Intellectual, Learning, Mental Health, Physical, Communication, Workplace Injury, and Disease. The "Developmental and Intellectual" button is selected. The main content area on the right features a background image of a man's face and contains the following text:

Developmental and Intellectual Disabilities

Developmental or intellectual disabilities can affect the way people communicate and socialize. Depending on the severity, personal care can even be compromised.

Examples: Chromosomal or genetic disorders such as Down's Syndrome

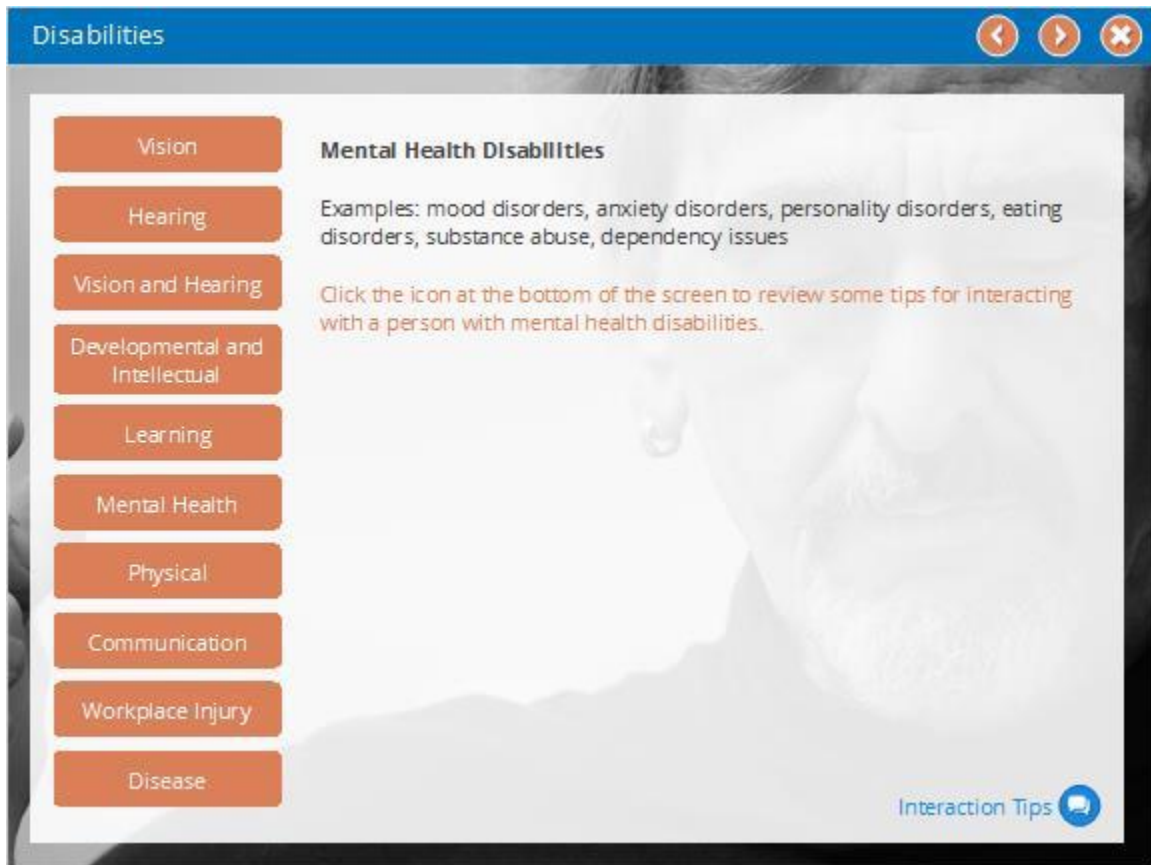
Click the icon at the bottom of the screen to review some tips for interacting with a person with intellectual and developmental disabilities.

In the bottom right corner, there is a link labeled "Interaction Tips" next to a blue speech bubble icon.

Learning (Slide Layer)

The screenshot shows a software interface window titled "Disabilities" with a blue header bar. On the right side of the header are three circular navigation icons: a left arrow, a right arrow, and a close (X) button. The main content area has a light gray background with a faint image of a person's face. On the left side, there is a vertical list of ten orange buttons with white text: "Vision", "Hearing", "Vision and Hearing", "Developmental and Intellectual", "Learning", "Mental Health", "Physical", "Communication", "Workplace Injury", and "Disease". The "Learning" button is currently selected. To the right of this menu, the text reads: "Learning Disabilities", "Learning disabilities affect the way people receive and understand information as well as how they can communicate information. Learning disabilities are different from developmental or intellectual disabilities.", "Examples: Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Dementia", and "Click the icon at the bottom of the screen to review some tips for interacting with a person with learning disabilities." In the bottom right corner of the content area, there is a blue circular icon with a white speech bubble and the text "Interaction Tips".

Mental health (Slide Layer)

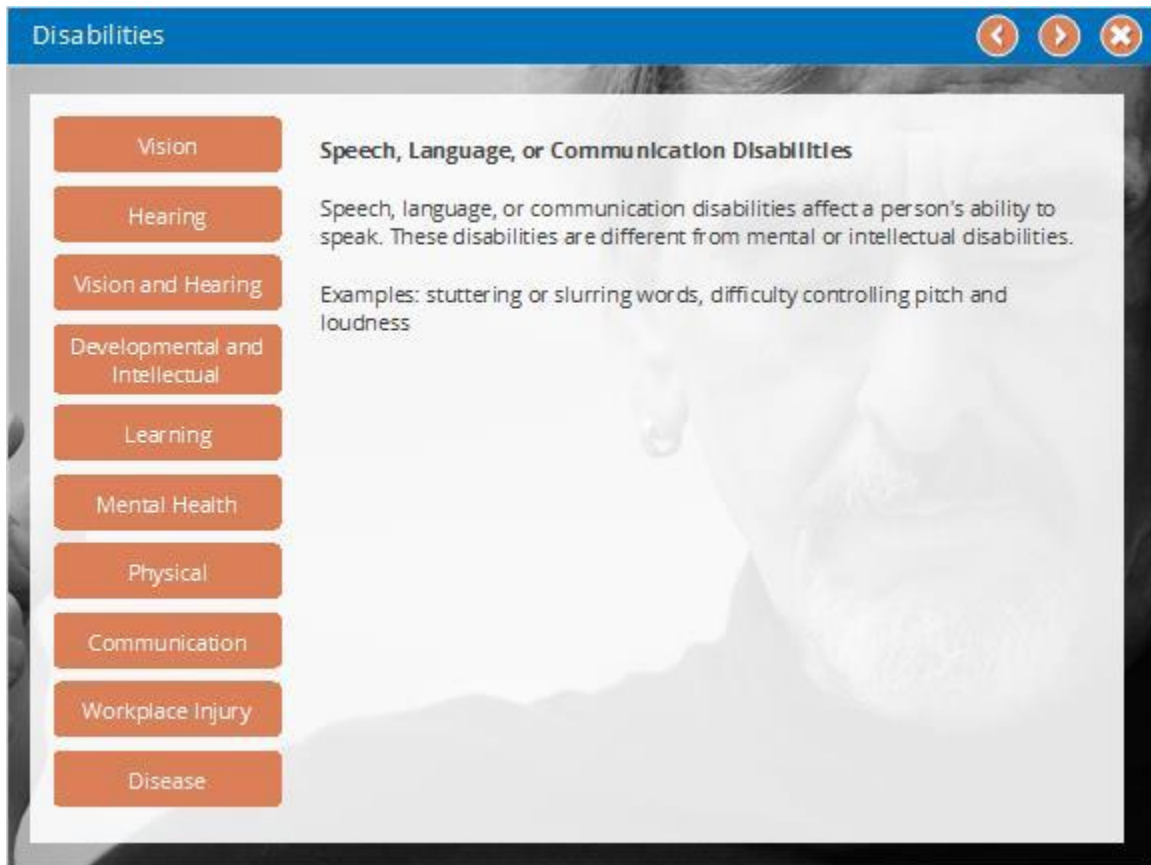


The screenshot shows a software interface for a presentation. At the top, a blue header bar contains the word "Disabilities" on the left and three circular navigation icons (back, forward, close) on the right. Below the header is a slide with a light gray background and a faint image of a man's face. On the left side of the slide, there is a vertical list of ten orange buttons with white text: "Vision", "Hearing", "Vision and Hearing", "Developmental and Intellectual", "Learning", "Mental Health", "Physical", "Communication", "Workplace Injury", and "Disease". The "Mental Health" button is highlighted. To the right of this list, the text "Mental Health Disabilities" is displayed in bold. Below this, there are two paragraphs of text: "Examples: mood disorders, anxiety disorders, personality disorders, eating disorders, substance abuse, dependency issues" and "Click the icon at the bottom of the screen to review some tips for interacting with a person with mental health disabilities." In the bottom right corner of the slide, there is a blue circular icon with a white speech bubble and the text "Interaction Tips" next to it.

Physical (Slide Layer)

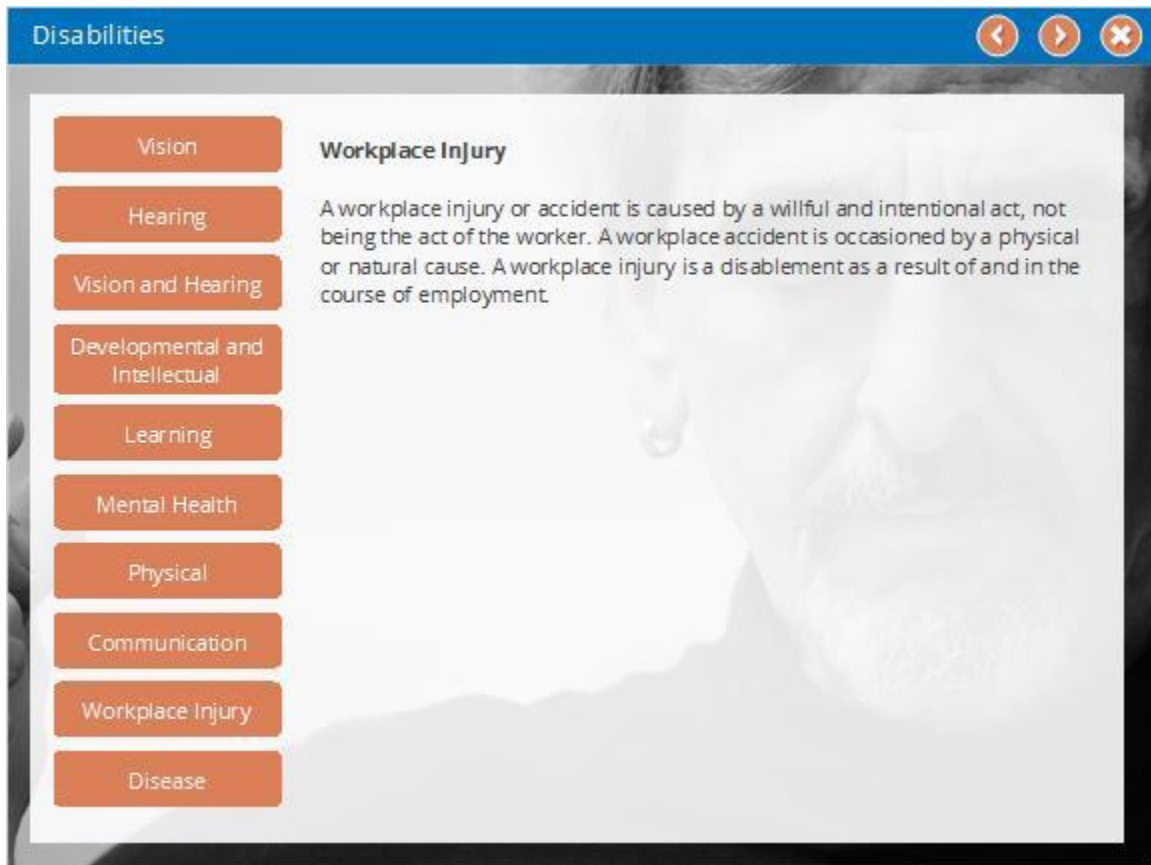
The screenshot shows an interactive slide titled "Disabilities" with a blue header bar. On the left, a vertical list of orange buttons includes "Vision", "Hearing", "Vision and Hearing", "Developmental and Intellectual", "Learning", "Mental Health", "Physical", "Communication", "Workplace Injury", and "Disease". The "Physical" button is highlighted. The main content area features the heading "Physical Disabilities" and a paragraph: "Physical disabilities are disorders and impairments that affect mobility and movement. They can be genetic or acquired by illness, accidents, or disease. Many people with physical disabilities require assistive devices. UHN must ensure that elevators, ramps, scooters, and wheelchairs are available." Below this is an example: "Examples: Spinal Bifida, Cerebral Palsy, Paraplegia resulting from a car accident." A note at the bottom of the content area says: "Click the icon at the bottom of the screen to review some tips for interacting with a person with physical disabilities." In the bottom right corner, there is a blue "Interaction Tips" button with a speech bubble icon. The background of the slide is a faded image of a person's face.

Communication (Slide Layer)



The screenshot shows a software interface window titled "Disabilities" with a blue header bar containing navigation icons (back, forward, close). The main content area features a vertical list of orange buttons on the left: "Vision", "Hearing", "Vision and Hearing", "Developmental and Intellectual", "Learning", "Mental Health", "Physical", "Communication", "Workplace Injury", and "Disease". The "Communication" button is highlighted. To the right of the buttons, the text reads: "Speech, Language, or Communication Disabilities", "Speech, language, or communication disabilities affect a person's ability to speak. These disabilities are different from mental or intellectual disabilities.", and "Examples: stuttering or slurring words, difficulty controlling pitch and loudness". The background of the slide is a faded image of a man's face.

Workplace Injury (Slide Layer)

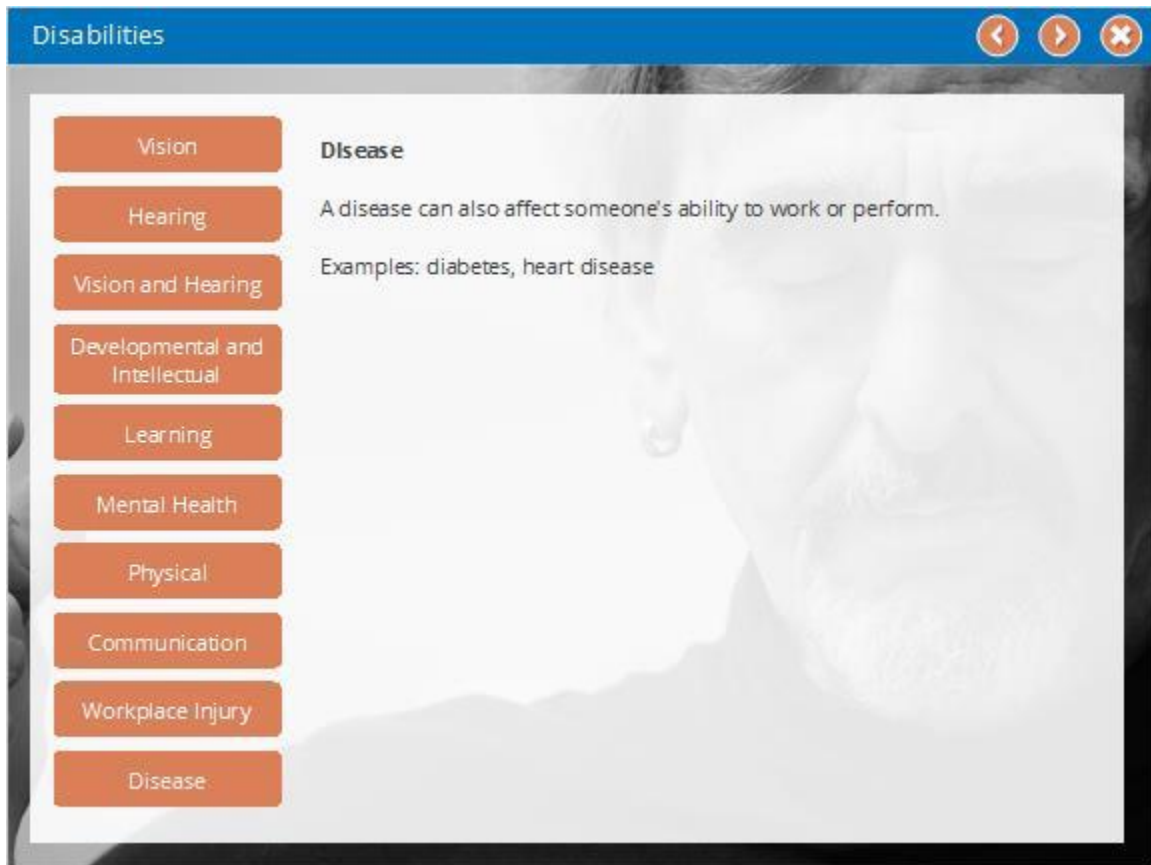


The screenshot shows a software interface window titled "Disabilities" with navigation buttons (back, forward, close) in the top right corner. On the left is a vertical list of orange buttons: Vision, Hearing, Vision and Hearing, Developmental and Intellectual, Learning, Mental Health, Physical, Communication, Workplace Injury, and Disease. The "Workplace Injury" button is selected, and the main content area displays the following text:

Workplace Injury

A workplace injury or accident is caused by a willful and intentional act, not being the act of the worker. A workplace accident is occasioned by a physical or natural cause. A workplace injury is a disablement as a result of and in the course of employment.

Disease (Slide Layer)









The screenshot shows a software interface window titled "Disabilities" with a blue header bar. On the right side of the header are three circular navigation icons: a left arrow, a right arrow, and a close (X) button. The main content area features a vertical list of ten orange buttons on the left, each with white text: "Vision", "Hearing", "Vision and Hearing", "Developmental and Intellectual", "Learning", "Mental Health", "Physical", "Communication", "Workplace Injury", and "Disease". The "Disease" button is currently selected. To the right of this list, the text "Disease" is displayed in bold. Below it, a paragraph reads: "A disease can also affect someone's ability to work or perform." followed by "Examples: diabetes, heart disease". The background of the slide is a faded, grayscale image of a man's face.

6. Accessibility Barriers

6.1 Barriers to Accessibility

Barriers to Accessibility



 Built Environment	 Personal Attitudes	 Policies and Procedures	 Technology	 Information and Communication
--	---	--	--	--


Common barriers to accessibility in the workplace include:






- Built Environment
- Information and Communication
- Technology
- Policies and Procedures
- Personal Attitudes

Click each barrier button above to learn more.

Built Environment (Slide Layer)

Barriers to Accessibility



				
Built Environment	Personal Attitudes	Policies and Procedures	Technology	Information and Communication

Built Environment



Refers to structural barriers that exclude people with disabilities

Examples:

- Stairs (with no accessible or available ramps)
- Doorways that are not automated or that are not wide enough to accommodate wheelchairs

Info and Comm (Slide Layer)

Barriers to Accessibility



Built Environment	Personal Attitudes	Policies and Procedures	Technology	Information and Communication
-------------------	--------------------	-------------------------	------------	-------------------------------

Information and Communication



Sharing information can be challenging. Think about ways you can modify your communication when working with others.

Examples:

- Use large fonts, when requested.
- Make materials available in different formats.

Technology (Slide Layer)

Barriers to Accessibility



Built Environment	Personal Attitudes	Policies and Procedures	Technology	Information and Communication
-------------------	--------------------	-------------------------	------------	-------------------------------

Technology



Employers need to pay special attention to everyday communication tools, like computers and telephones.

Examples:

- Telephones that are not teletypewriter (TTY) enabled
- Videos without closed captioning or transcripts

Policies and Procedures (Slide Layer)

Barriers to Accessibility



Built Environment Personal Attitudes Policies and Procedures Technology Information and Communication

Policies and Procedures



Can create barriers for staff and customers

Examples:

- Only having office hours in person
- Policies that restrict customers from being accompanied by service animals or personal support workers

Personal Attitudes (Slide Layer)

Barriers to Accessibility



Built Environment	Personal Attitudes	Policies and Procedures	Technology	Information and Communication
-------------------	--------------------	-------------------------	------------	-------------------------------

Personal Attitudes

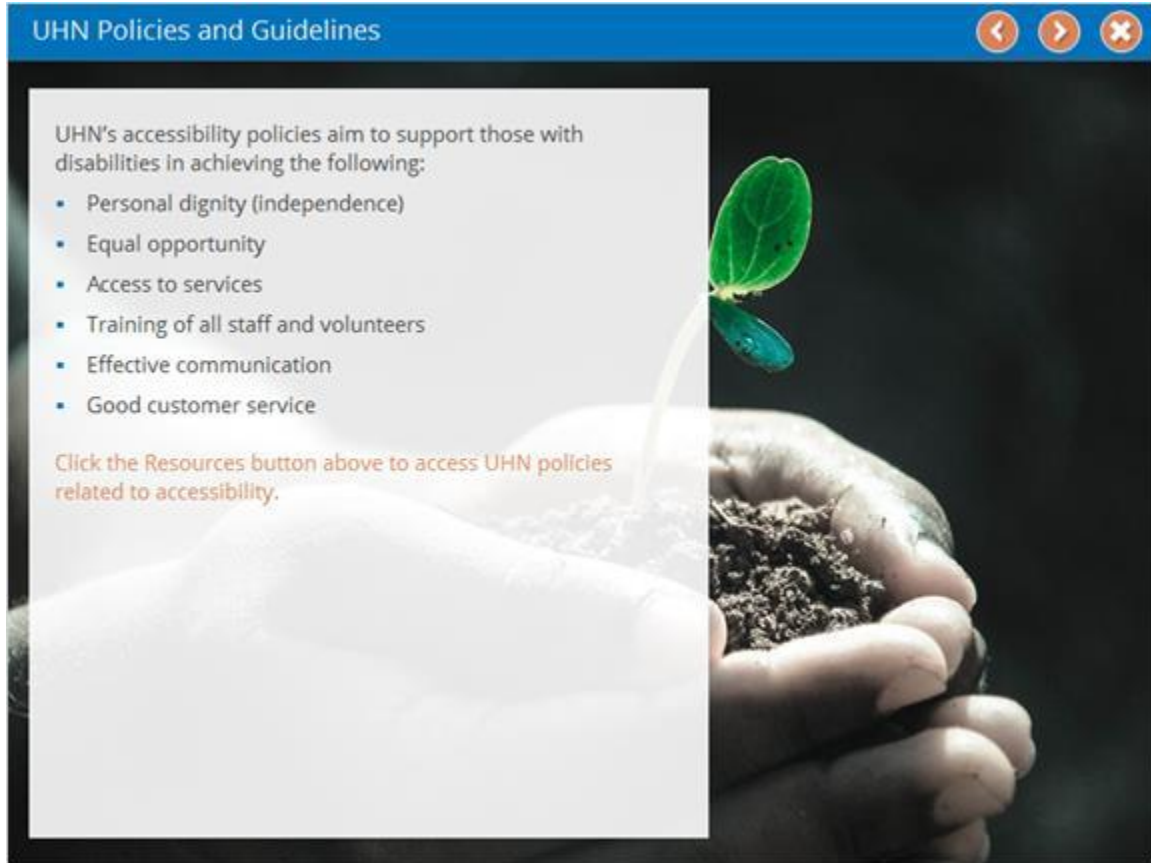
Can affect how service is provided and how people treat one another at work.

Examples:

- Thinking someone with a disability is inferior
- Employers not providing equal opportunity for learning and advancement because someone has a disability

7. UHN Policies and Guidelines

7.1 UHN Policies



UHN's accessibility policies aim to support those with disabilities in achieving the following:

- Personal dignity (independence)
- Equal opportunity
- Access to services
- Training of all staff and volunteers
- Effective communication
- Good customer service

Click the Resources button above to access UHN policies related to accessibility.

7.2 The 4As Strategy

The 4As strategy outlines four main steps to interacting with patients.

Click the icon next to each strategy to learn more.

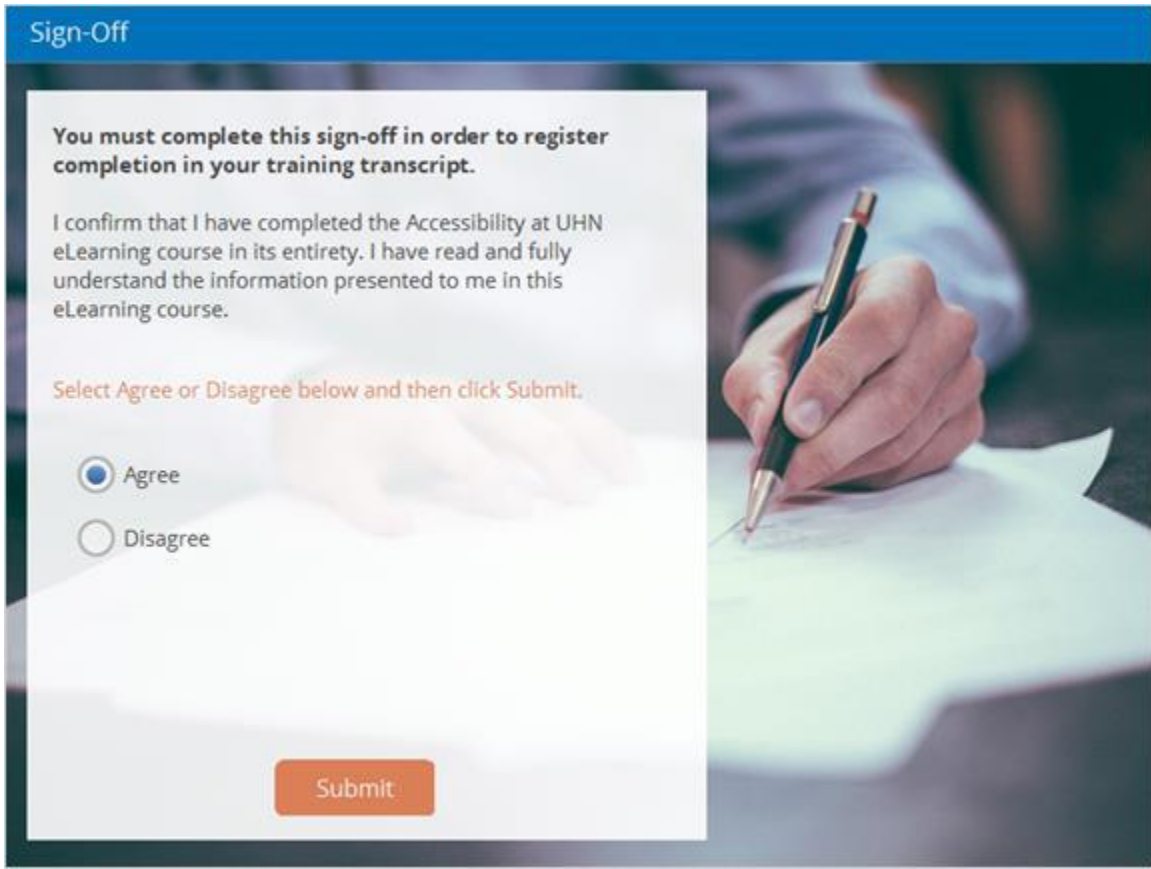
- Acknowledge
- Ask
- Act
- Ask Again

The screenshot shows a user interface for an interactive module. The title bar at the top reads 'The 4As Strategy' and includes navigation icons (back, forward, close). The main content area features a white box with a light blue background. It contains the text 'The 4As strategy outlines four main steps to interacting with patients.' followed by the instruction 'Click the icon next to each strategy to learn more.' Below this is a vertical list of four items, each in a white box with a colored border and a star icon to its right: 'Acknowledge' (blue border and star), 'Ask' (green border and star), 'Act' (teal border and star), and 'Ask Again' (purple border and star). The background of the entire screenshot is a photograph of a smiling female healthcare professional in blue scrubs.

8. Sign-Off

8.1 Sign-Off

(True/False, 1 points, 1 attempt permitted)



Correct	Choice
X	Agree
	Disagree

8.2 Sign-Off

(Results Slide, 0 points, 1 attempt permitted)

Sign-Off



Results for

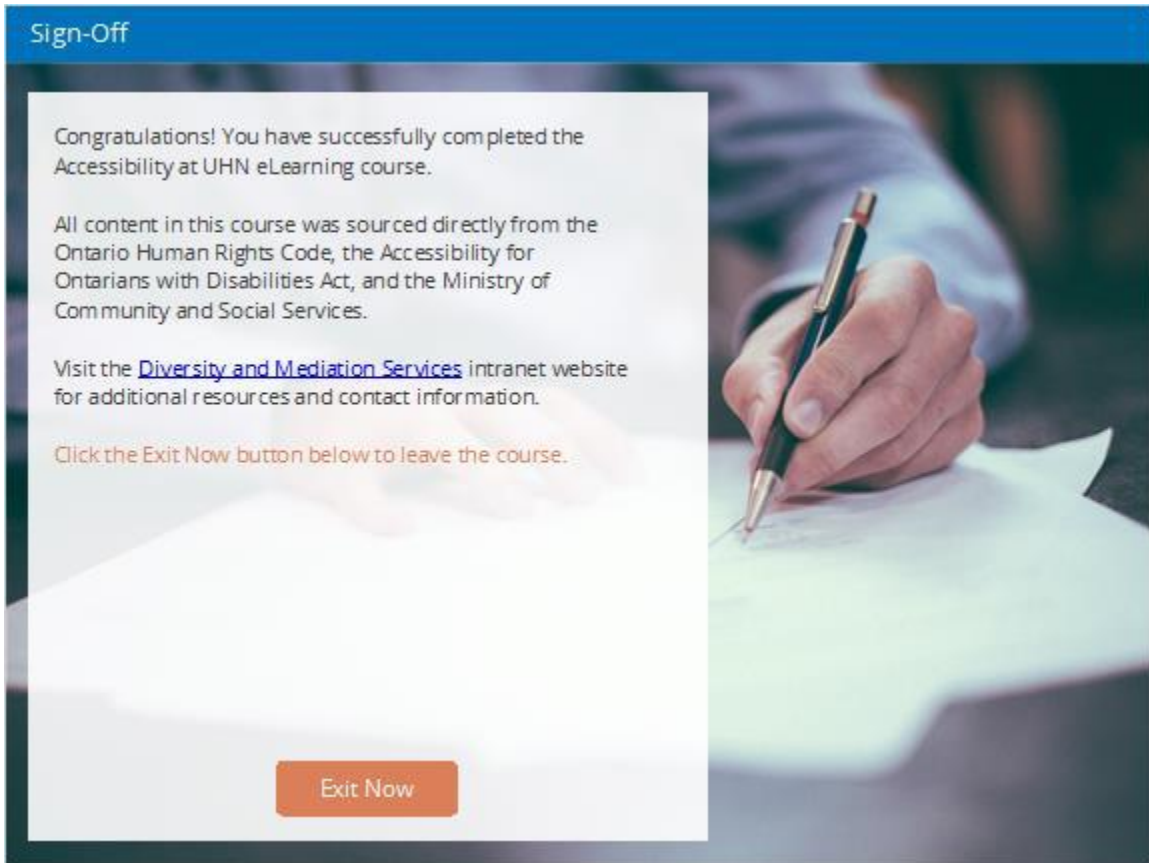
8.1 Sign-Off

Result slide properties

Passing Score

100%

Success (Slide Layer)



Sign-Off

Congratulations! You have successfully completed the Accessibility at UHN eLearning course.

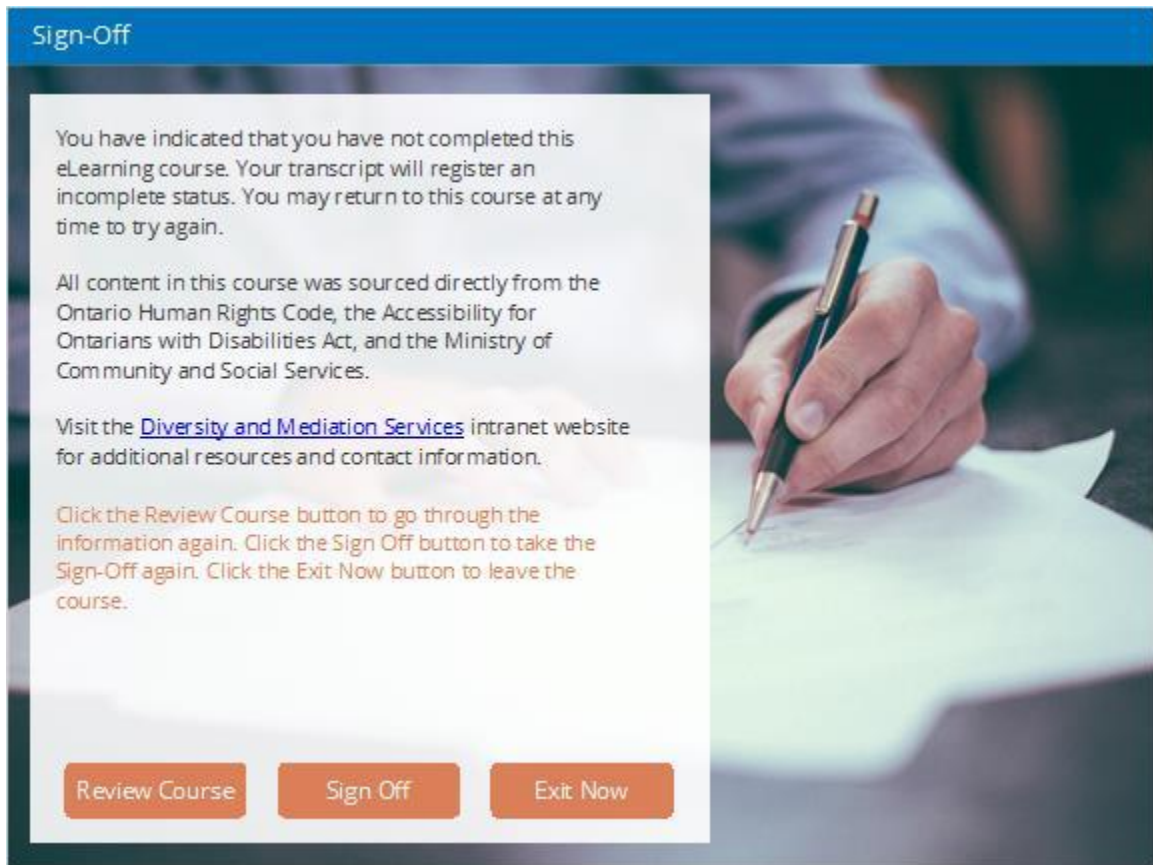
All content in this course was sourced directly from the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, and the Ministry of Community and Social Services.

Visit the [Diversity and Mediation Services](#) intranet website for additional resources and contact information.

Click the **Exit Now** button below to leave the course.

Exit Now

Failure (Slide Layer)



Sign-Off

You have indicated that you have not completed this eLearning course. Your transcript will register an incomplete status. You may return to this course at any time to try again.

All content in this course was sourced directly from the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, and the Ministry of Community and Social Services.

Visit the [Diversity and Mediation Services](#) intranet website for additional resources and contact information.

Click the [Review Course](#) button to go through the information again. Click the [Sign Off](#) button to take the Sign-Off again. Click the [Exit Now](#) button to leave the course.

[Review Course](#) [Sign Off](#) [Exit Now](#)