



**SERVICE LEARNING SOCIAL
IMPACT PROJECT**
**EMPOWERING ALL
ABILITIES**

**INNOVATIVE SOLUTION DESIGN
SPRINT SERIES TRIMESTER 2, 2020**

Griffith Mental Wellbeing Support Line

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Griffith Uni Student Guild Wellness Workshops

gugcstudentguild.com.au/wellness

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Womensline: 1800 811 811

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The intent of the Student Mental Health and Wellbeing strategy is to produce outputs and outcomes which can do the most to support and improve the mental health and wellbeing of all (or at least a fair portion of) students at the University. The Social Impact Projects were developed to address Action 3.5.

Action 3.5 reads:

Increase student participation in service learning activities and peer-based programs that include completion of mental health literacy programs and related programs, that develop and implement mental health promotion campaigns and awareness-raising activities, and that develop activities to encourage engagement and participation by other students.

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Welcome

The experience has shaped your thinking and empowered you with the skills to make a difference.



Carolyn Evans Vice-Chancellor, President

My name is Carolyn Evans, Vice-Chancellor and President at Griffith University. I had the great pleasure of welcoming over 500 students and our community partners into our inaugural virtual social impact internship sprint series earlier this year. I am pleased to be able to present now the project reports detailing the Social Impact Projects and their outcomes.

I would like to thank our Community Partners for your support of these projects. The fact our industry partners managed to find time to participate in such a busy year speaks volumes for their commitment to the community and indeed to education. We really thank you for it.

To our students, congratulations on taking up the opportunity to be part of the Griffith University Social Impact Projects. I'm really excited to see the innovative solutions you have come up with during your project design sprints. You have fully engaged with the opportunity that these projects have given you. I can see these projects making a difference to our community and that is a great thing to be able to do as part of your degree.

When I spoke to the students as they commenced these projects, I told them options were limitless and to be brave. I am impressed with your energy and vision and commitment to your teams and your social impact project outcomes. I am certain the experience has shaped your thinking and empowered you with the skills to make a difference when you graduate. The work you have done as part of these projects define you as Griffith Graduates of the Future.



Carol Evans Pro Vice-Chancellor

To create positive and lasting solutions, we must encourage innovation through projects that cultivate creativity and disrupt current ways of thinking and doing. The COVID-19 context in higher education, while extremely challenging, has provided opportunities for our students and community partners to collaborate and co-design solutions to key social justice areas that affect our community. With an overarching focus on Mental Health and Wellbeing, these five projects have significant social impact value for all stakeholders.

I would like to congratulate and thank our students and our community partners on the highly successful virtual Social Impact Project Innovation Sprint Series that has facilitated the translation of creative ideas into actionable solutions in line with our Griffith values. I would also like to take time to thank Senior Lecturer Faith Valencia-Forrester, Griffith's Director of Service Learning and her team for their innovative practices, resilience, and collegiality in visioning these projects and seeing them through to successful completion; this has been a significant and rewarding undertaking for all concerned.



Uncle John Graham Griffith Council of Elders

Baugull Nyanga Jimbelunga (Good Day Friends)

My name is John Graham and I am a proud Kombumerri man, a saltwater person of the Gold Coast region. Our people are part of the wider Yugambah Language group whose lands stretch from the Logan River to the North, to the Tweed River in the South, West to the other side of the Great Dividing Range and bordered by the beautiful Pacific Ocean in the East.

I pay my respects to our Elders, past, present and emerging. Because as I say at all Welcomes, our old people fought the good fight in dark and desperate times so that people of my generation can work towards a better-reconciled nation in order to pass the legacy on to our young people. Because they are the bearers of the flame, the keepers of the knowledge and keep our culture strong into the future.

Thank you to all taking part in this important work addressing Empowering People of All Abilities. We recognise that all people have the right to live with dignity, appropriate support, and participate in the community with independence and accessibility. Disability is a complex phenomenon, and we as a community need to address barriers that may be physical, economic, and social. Working together to ensure we include all members of our communities and ensure they have the same opportunities as everyone else.

I pay my respects to other Aboriginal and Torres Strait Islander peoples and their language groups. I also pay my respects to the Spirit of this Land and all of its people who include all of you here today.

Nya Nyah-gu (See you again)





**EXCLUDE ALL
STIGMA, INCLUDE
ALL ABILITIES**

**STUDENT INTERN TEAM PROJECT
REPORT**

Vision, Mission and Project Values

Cassidy Farrell

Vision

The vision for the Empowering All Abilities social media campaign is to break down stigma and raise awareness for people of all abilities through a social media campaign curated by member of our team and communication with external collaborators. It is based on our slogan of Exclude all stigma, include all people.

Values

Compassion, Open-minded thinking, creativity, Communication, Positive Community Engagement.

Focus Areas

The Empowering All Abilities project focused on creating awareness of the issues and share lived experiences to promote a new way of thinking. Targeting 20-40 years of age in three daily posts. Staged in the morning, afternoon and evening to most effectively spread the message of inclusion and awareness to the most people.

Objectives

To create a world where everyone is aware of how to properly communicate with people of all abilities and to allow everyone to feel accepted and welcome into an equal opportunist future.

Projects

The project focuses on a social media campaign on Facebook that promotes all abilities. Daily posts aim to increase awareness towards the experiences of those with all abilities by breaking down stigmas by sharing lived experiences from the community and professionals.

KPIs

Our team will measure success over time. Recording engagement (likes, comments and shares) as a measure of success and prepare a presentation regarding any changes that might have to be made.

Focused on creating awareness of the issues and share lived experiences to promote a new way of thinking.

Project Overview

Kiri Crosby & Katie Jephson

As part of the Social Impact Project Series, this team of Interns focused on empowering people with all abilities. We were fortunate to collaborate with a variety of community stakeholders, project partners and individuals who have experienced stigma around their abilities. It was through this collaboration that our project idea arose.

Although we come from different paths in life, are of different ages and cultural backgrounds, as a team we believed more awareness surrounding individuals' abilities should be promoted and that the stigmas faced by people of all abilities needed to be rectified. This notion formed the basis of our project goal which is to "Exclude all stigma and include all people".

To achieve this goal, we devised a social media campaign. It was important to spread awareness to a large audience and, at the same time, make it accessible to individuals with all abilities. Through sharing lived experiences and personal stories, we aim to empower the voice of people of all abilities, and in the process work towards breaking down the stigma for people who are not heard. Facebook presented itself as the perfect platform to do this.

We aim to empower the voice of people of all abilities, and in the process work towards breaking down the stigma for people who are not heard.

Project Leaders

Kiri Crosby

Kiri Crosby is a first-year student at Griffith University undertaking a Bachelor of Education. completed a Bachelor of Criminology and Criminal Justice at Griffith University in 2018. In her Bachelor of Criminology and Criminal Justice, Kiri was an intern for The Pyjama Foundation, working with the management team in allocating volunteers with a child in foster care to mentor. In 2017, Kiri represented Queensland for Tenpin Bowling at East Coast Championships. As project leader of the Social Impact Project Internship, Kiri had the responsibility of overseeing the project teams to ensure deadlines were met, offering support to the interns and ensuring their wellbeing was paramount.

"I was very fortunate to be a part of the leadership team in this project, with an amazing group of dedicated interns. At times it was quite stressful, but with having these hardworking and passionate interns alongside me made the project enjoyable. I cannot wait to see the impact that our social media campaign has."

Kiri Crosby, Bachelor of Education

Kaity Jepson

Kaity Jepson is in her first year studying for a Bachelor of Education degree. Kaity has come straight from high school with a background as school house captain as well as several years as captain on the sports field. Kaity has experience in volunteering and fundraising, and especially loves to participate in the Cancer Council's 'Relay for Life'. As a project leader in the *Empowering People of All Abilities* social impact project, Kaity had the responsibility to communicate with project teams, make sure tasks were completed and to answer any questions, as well as making sure no one was overstressed and offering extra support and help to complete tasks.

"I really enjoyed being part of the leadership team for this project. It is incredible to see the behind the scenes of the project and how hard everyone is working. However, this role wouldn't be as enjoyable if it wasn't for all of the amazing interns working in this project, I am so excited to see how much of an impact this project will have."

Kaity Jepson, Bachelor of Education



CO-DESIGNING WITH COMMUNITY PARTNERS AND SELF ADVOCATES

INTERVIEW WITH ELIZABETH SAUNDERS BY KYLIE KING

As part of the co-design process, student Interns consulted with and worked with project partners. One of the key themes of the *Empowering People of All Abilities* Social Impact Project was the importance placed on giving people with lived experiences a voice and recognising them as experts in this space. Elizabeth Saunders was an important part of the sprints and met regularly with the interns sharing her story and giving them feedback on their project ideas. Kylie King met with Elizabeth after the sprint series for a brief Interview.

Q: Do you prefer the term all abilities and why?

A: I do like the term all abilities better than the term disability. I prefer all abilities because it is saying that people can do things despite having a disability.

Q: How have you developed your skills as an artist?

A: I have always felt supported at Artel because the staff are able to adapt equipment for each individual artist. The idea for my artwork is normally worked around personal experience and the staff assist me to express my feelings, first on paper then from there depending on the chosen medium. Colour charts are used for me to select each individual colour.

Q: What advice can you give our project team?

A: If you talk to people with a disability, do not direct your enquiries to their support person, please try and speak directly to the person and include them in the conversation. Do not just assume (even if a person is nonverbal) that they cannot understand and are unable to respond to your question. All they require is a little extra time and patience.

Q: Have you had times in your life where you felt completely supported?

A: I have not always felt completely supported in my life, however in my current situation I do feel completely supported.

I am now able to arrange catch ups with my friends and family, which I was not able to do beforehand. I am also able to get out in the community more.

I have an input as to the support staff that work in my house and I am included in the decision making around this.

Q: What major organisations would you recommend who support other people with similar needs to yourself?

A: CPL, Centacare and Screech Art.

EXCLUDE ALL STIGMA, INCLUDE ALL ABILITIES

SOCIAL MEDIA CAMPAIGN

Kara Scaysbrook

Our project centred around a Facebook campaign to raise awareness about experiences and interactions for people of all abilities. The goal of our social media campaign Exclude All Stigma, Include all people is to connect with our target audience (20–40yr olds); educating people about what it is like to have a lived experience with different abilities; aiming to break down the negative stigma surrounding interactions with people of all abilities. This would be a 'working from the ground up' operation. Raising awareness was the key place to start to inform the community of stigmas and how it can resolve these issues.

Through research, the team decided that Facebook is the platform with the largest and most effective access to the target audience. Especially in these times, social media is the key to communicating and connecting with people safely and inclusively, encouraging discussions that aim to discover and break down the stigmas associated with people of all abilities in this modern, ever-changing, world.

Our target audience was (20–40) year olds because our research showed they were the ones accessing Facebook the most as well as on lunch breaks while working. We also focused on this age group because they are most active in the workforce and community and have more senior roles so we thought they would be most in need of education about the issue.

What we hoped to achieve was an increase in awareness about issues faced by the community. We want to empower the voices of people of all abilities and provide a platform for them to tell the community their lived experience and their hopes for the future.

The campaign will be running for 14 days and we will be posting interviews with keynote speakers and participants of this internship about their lived experiences and thoughts around what it is like when people present assumptions and stereotypes when interacting with those of different abilities. We wanted to showcase artwork, books and lived experiences from the Cascade Communication Team. The Cascade Communication Team are a group of self-advocates interested in advocating for positive change (see Day 5).

There were interactive posts for the community to participate in to ask questions and get involved with the content we are providing. There will be informative posts to provide information around statistics and facts about negative stigma with people of different abilities.

The strategy was to post a minimum of three posts a day, one main post and two mini-posts that link and promote the main post. There will also be extra posts enacted at key times where there is heavy online Facebook traffic.

A secondary team of Interns who were not part of the project planning team came on to the project to assist with the project implementation. Observers watched videos of each of the sprint planning sessions and documented observations.

The observer's role was sharing, promoting and engaging on our Facebook page to create a wider reach. We wanted to interact with as many people as we can. Observers were key to promoting our Facebook page.

The social media campaign connected with and promoted the work of organisations working in this space such as the Queensland Disability to Network (QDN) and non for profit organisation Community Resource Unit (CRU) and other project partners. We wish to promote their work and what they are doing for the different abilities community.

This social media campaign was all about educating as many people as we can, raising awareness, and providing a platform to empower the voices of people with all different abilities.

Social media is the key to communicating and connecting with people safely and inclusively, encouraging discussions that aim to break down stigmas.



Empowering People Of All Abilities

Mission

Send Message

Empowering People Of All Abilities
10:40

People of all abilities being adversely affected by COVID-19

We can all agree that the ongoing global pandemic has changed life as we know it. Now imagine being a person with all abilities being in a similar situation.

The Royal Commission examined the abuse, exploitation, violence and neglect affecting people with disabilities during the pandemic. Social distancing practices make it increasingly difficult for people of all abilities and their carers to access services that exist. See more



INTERNATIONAL DAY
Protecting rights of people with disabilities

The national government failed to quickly respond to the pandemic...

21 likes · 2 comments · 2 shares

Like · Comment · Share · Most relevant



All about our campaign:

Empowering People of All Abilities is a campaign in which we hope will help us to address our goal of including all people and including all people.

Behind this campaign is a group of highly learning students, making a range of different degrees but all determined to reach one goal. We wish to create and share awareness of all abilities and to breakdown stereotypical stigmas through our message.

We wish to have awareness on our platform and to provide a safe and supportive online environment. Every single person is welcome, and we invite you to join across our journey of educating people online, through sharing personal stories and their experiences.

We wish to create an online community, where voices are shared and stories are heard. We will be posting articles, blogs, videos and answers from people in whom we would like to support. We will have interviews with special guests and people from the local community.

But more than that, We'd like to invite YOU to join us.

We'd love to hear your stories and share your first experiences, to provide your network and successes.

This is a place where everyone is equal, encouraged and supported.

Every voice counts... we'd love to hear yours!



Empowering People Of All Abilities
December 19 at 10:30 AM · 40



You and 20 others · 7 Comments · 4 Shares

Like · Comment · Share · Most relevant

Write a comment...

Daniela Nunez
Couldn't of been said any better!

See Reply · 1

View 6 more comments

Empowering People Of All Abilities
10:40

The stigma that can surround people of all abilities can be made less of when you take a different unique aspect of view. These include social justice, technology, communication, administration, discrimination and false stories of reality.

- Social awkwardness to when people of all abilities may be left out of activities, or if someone is avoiding eye contact or making a conversation with a person of all abilities.
- Stigmatizing occurs when people assume that people... See more



21 likes · 2 comments · 2 shares

Like · Comment · Share · Most relevant

Empowering People Of All Abilities
December 18 at 10:00 PM · 25

Discrimination and disability: Types of discrimination and associates with trust, self-efficacy and life satisfaction among older Australians

There are many different types of discrimination, most of which can be associated with trust, self-efficacy and life satisfaction among older Australians (over 50).

The objective of this article is to examine the content and the various forms of discrimination and associations with the outcomes trust, self-efficacy and life sat... See More

DISCRIMINATION AND DISABILITY: TYPES OF DISCRIMINATION AND ASSOCIATION WITH TRUST...

Objective: To examine the prevalence, content and types of discrimination reported by older Australians (ages 55 years and over) and associations between our area trust, self-efficacy and the satis...

21 likes · 2 comments · 2 shares

Like · Comment · Share · Most relevant

Policy and Research

Jana Adams & Chirathi Bodhinayaka

People have a range of abilities. Often referred to as disabilities, these varying abilities range from intellectual, physical, mental illness and sensory, and while it is easy to assume that these types of (dis)abilities would be noticeable it was found that 90% of (dis)abilities are invisible (The Sydney Children's Hospitals Network, 2018).

Despite protections in legislation it is evident that significant proportions of Australians with a (dis)ability experience discrimination or engage in avoidance behaviors in various settings with potentially important human capital implications. Thus, through the social media campaign we will address such issues related to stigma and discrimination in hopes of raising awareness for people of all abilities in our society and explain why eliminating stigma and discrimination is extremely important in order to create an inclusive society in the future.

Stigma is a negative set of beliefs about people with specific characteristics and in the community of people with all abilities there are a lot of barriers they have to face each day. Like accessibility and the need for equal opportunities.

Statistics show that people of different abilities in between the age of 15–64 years of age have both a lower labour force (53.5%) and higher unemployment rates (10.3%) than people without different abilities. Other accessibility barriers that hinder different ability participation can include: a physical environment that is not accessible, lack of relevant assistive technology (assistive, adaptive, and rehabilitative devices), negative attitudes of people towards disability, services, systems and policies that are either nonexistent or that hinder the involvement of all people with a health condition in all areas of life.

Our group believes issues like these stem from the lack of education around how to interact and communicate with people of different abilities and that's why our key focus is breaking down these negative stigmas and raising awareness around how people with different abilities wish to be communicated and interacted with.

This project aims to raise awareness and breakdown the wider populations assumptions about people of differing abilities. Our strategy centered around giving a voice to people whose perspectives and experiences aren't heard. Even though our focus revolves around stigma, there are many more barriers which affect people of varying abilities. These barriers include attitudinal, communication, physical, policy, social and transportation (Centers for Disease Control and Prevention, 2019).

The attitudinal barrier centers around stereotyping and stigma, prejudice and discrimination (Centers for Disease Control and Prevention, 2019). The impact this stereotyping has promotes the assumption that people with disabilities have a poor life quality or are severely unhealthy due to their impairments. The impacts stereotyping can have on individuals relates to poor

performance and confidence, and avoidance activities (Nauert, Rick, 2019). Stigma, on the other hand, contributes to prejudice and discrimination and involves people's ideas about disabilities and how they may be viewed as a tragedy, someone that need to be cured, prevented and that individuals who are disabled have the inability to behave in public (Centres for Disease Control and Prevention, 2019).

The inability to communicate is another barrier, whether this is speaking, hearing, writing, and reading (Centers for Disease Control and Prevention, 2019). Communication barriers include written messages, auditory and the use of technical or long sentences which can cause implications for people with cognitive impairments.

One major factor which heavily impacts people with physical disabilities is the transportation barrier (Centers for Disease Control and Prevention, 2019). This prevents people with limited mobility from being able to get access to buildings due to stairs, curbs, mammography equipment and the absence of a weight scale that accommodates people in wheelchairs. This factor is highly important as it was found that "1 in 3 (29%) people aged 15 and over with disability have had difficulty accessing buildings in the last year" (AIHW, 2019). The transportation barrier includes the lack of adequate transportation that interferes with a person's ability to be independent and to be able to function in society. This includes lack of access to accessible and convenient transportation for people who are unable to drive such as those with visual or cognitive impairments, and public transportation which may be unavailable or inconvenient for the individual due to distances or locations (Centres for Disease Control and Prevention, 2019).

Social barriers include the conditions in which people are born, live, grow, learn, work and age. These are the social determinants of health that contribute to a decreased functioning amongst people with disabilities. Examples of these include people being less likely to be employed as it was found that "People aged between 15 and 64 years with disability have both lower labour force participation (53.4%) and higher unemployment rates (10.3%) than people without disability (84.1% and 4.6% respectively)" (Australian Network on Disability, 2019).

Finally, the most important barrier is the policy barrier which exists due to gaps in existing policies, acts and strategies. This involves denying qualified individuals from benefits, programs, services and reasonable accommodation.

These barriers can be eliminated if our community has a better awareness of how to respectfully interact with people of all abilities. Possible ways to improve such interactions include, educating our society about disabilities, major issues and terminology. Currently, the government has enforced policies to improve awareness and to support people of all abilities. The AFDO (Australian Federation of Disability Organisation) national policy is one such policy. AFDO's

national policy is a systemic advocacy program that aims to break down barriers of injustice and prejudice that Australians with disability face (AFDO, 2020). Similarly, the Disability Discrimination Act (DDA) 1992 and the National Disability Policy also aims to improve the life experiences, families and careers of Australians with disabilities (AFDO, 2020). Such policies will ensure we adapt to create an inclusive society that helps people of all abilities to fulfil their potential as equal citizens.

Furthermore, the National Disability Insurance Scheme Act (2013) incorporates a framework of principles for the scheme that allows people of all abilities to be given control over the care and support that they receive. Likewise, the Disability Services Act (1986) provides a detailed guide to the funding and provision of support services for people of all abilities by the Australian Government (Disability Discrimination Act 1992, 1992). Therefore, it is evident that these policies are created in hopes of allowing people of all abilities to receive the support and services that they may require.

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Australian Network on Disability. (2019). Discrimination Statistics. *AND*. Retrieved August 27th, 2020 from <https://www.and.org.au/pages/disability-statistics.html>

The most important barrier is the policy barrier which exists due to gaps in existing policies, acts and strategies.

Day 1

Exploring Diverse Perspectives

Grace Lohia, Kylie King & Elijah Bailey

The Day 1 Launch of the event was the most challenging yet inspiring session. We had the privilege of hearing from a variety of keynote speakers including professionals with lived experiences and those working within the sector. They all spoke passionately about the complexities that people with all abilities have and are encountering. The Day 1 Sprint started with a warm welcome, an introduction to the day from Faith and her amazing team – Heather and Samia. The sprint session continued with an acknowledgement of the Country by Uncle John Graham (Griffith Council of Elders) or Uncle John, who encouraged all interns to be brave.

Other key-note speakers included Dinesh Palipana, Elizabeth Saunders, Rebekah Leong (Human Rights Commission), Michelle O'Flynn and Professor Elizabeth Kendall. The statistics and facts shared by the panel were shocking for us. For example, "40% of discrimination claims in the past five years came under the impairment category and other statistics of discrimination laws to do with education, housing and employment," Rebekah Leong (Human Rights Commission). Professor Elizabeth Kendall (Researcher for The Hopkins Centre) spoke about her experience of caring for her brother after his car accident and mentioned the complexities she faced with the terminology and communication being used even in hospitals

We had the opportunity of listening to both Dinesh Palipana and Elizabeth Saunders, both of whom have lived experiences as a people of all abilities. Dinesh Palipana, the first quadriplegic medical intern in Queensland, was halfway through Medical School when he was involved in a motor vehicle accident that caused a cervical spinal cord injury. Since then, Dinesh has been an advocate for inclusivity in medicine and the workplace and has become one of the founding members of Doctors with Disabilities, Australia. He has gained several other accomplishments professionally, including an Order of Australia Medal, in 2019. Most recently he was admitted as a Lawyer. Dinesh spoke about his personal experiences and several challenges that he encountered with regulations and policies whilst studying at university, and during his early stages of employment as a graduate. As interns, it was incredibly inspiring to be encouraged by Dinesh to look around and grasp a clearer understanding of what is happening or what has already been done, to further educate ourselves. He also demonstrated how vital it is to encourage other people to not be afraid to fight for what they believe in and play our part for the betterment of our society. He told us about "amendments to clauses that didn't allow people with spinal cord injuries in jobs, but because a group of academics and community stood up and made noise, change was made." His advice brought a lot of clarity in understanding that if we don't speak up for change, things will always remain the same.

We also had the amazing opportunity of listening to Elizabeth Saunders who shared her personal experiences as a person with all abilities. Elizabeth is a phenomenal artist who is truly inspiring and

has been using art to express herself. It was amazing to witness her determination and ability to persevere despite having cerebral palsy and visual impairment from birth. Elizabeth explained to us that her artwork was influenced by her own personal experiences and struggles. It was shocking to become aware of the fact that despite all the policies currently in place, there are still challenges that people with lived experiences are still facing. Just because we look, sound and talk differently, does not mean that we cannot achieve the same goals and aspirations as everyone else. Elizabeth concluded with an encouragement for our future aspiring careers to please consider from the view of persons with all abilities.

Our keynote speakers for Day 1 Sprint shared a wealth of information about their experiences and emotions, some being positive and others negative, all with the common intention to shine a light on the issues faced by people of all abilities. Interns further commended the speakers on their inspiring efforts and incredible display of courage to share their experiences and to make a difference. Of which has truly inspired us and has most definitely ignited the passion within us to make a change. Our impact may not be world-changing, but instead, we all can change the world for one person at a time. Of the many invaluable lessons, we gained, we came to a mutual understanding that everyone should be treated with care, love and understanding, as we are all deserving of this.

After the amount of information and emotion, Day 1 concluded with a self-care and well-being session – which eased our minds, relaxed our bodies and was absolutely rewarding to be commended on our efforts.

Just because we look, sound and talk differently, does not mean that we cannot achieve the same goals and aspirations as everyone else.

Day 2

Working with Complexity, Embracing Diversity

Jessica Hodgson

Day 2 we formed our groups and collected information to begin and create our co-design process. At the beginning of this day the interns were introduced to the two main frameworks: the wise practice framework and the cynefin framework. These frameworks were specifically discussed in relation to how the collaborative design process project would be effective in coming up with innovative solutions to problems faced by the community, (later identified as breaking down the stigma for all abilities). During this session the co-design process was also explained as a process that enables and supports diverse groups of people to come together and make creative contributions to the design and solution of our identified issue. We were given time to have group discussions and come up with a co-design process. This is where students were able to discuss their opinions and start planning how they were effectively going to work towards breaking down stigma.

During this session, we also had the pleasure of having Dr Hugh Breakey who spoke about ethical decision making and how to incorporate this within our design process. We learnt about the steps to ensure we were utilising ethical decision making. We also learned about how to use informed reasoning and incorporate appropriate information when developing and ensuring our content was also promoting ethical decision making. This gave us insight and a basis in which to present our information.

A process that enables and supports diverse groups of people to come together and make creative contributions to the design and solution of our identified issue.

Day 3

Co Design in Action

Kaity Jepson

Using virtual technology, interns were introduced to several methods and tools to design innovative approaches to address their project goal and incorporate mental health and wellbeing. During this period of design, interns collaborated with and sought input from peers, experienced voices and industry professionals to refine their ideas, test assumptions and respond to the needs of the community they are working with.

During Day 3, interns were split into mini groups where they had the opportunity to take some time and come up with some slogans and a matching pitch for the project. So many incredible ideas were produced during this short amount of time. The interns really had the chance to knuckle down and think about what they wanted this project to be about, and what the major themes and ideologies are within the project of *Empowering People of All Abilities*.

The interns then placed these ideas into an online Padlet to share their work. The interns then allocated a speaker from each group to present these slogans and pitches to one another, which lead to a group discussion. The interns were then joined by three industry mentors: Nance Haxton, Elizabeth Saunders, Madeleine Storey and Caitlin De Cocq Van Delwijen.

Caitlin De Cocq Delwijen works for the Queensland Advocacy and Madeline Storey works as a Programs Officer for Griffith University's Student Guild Wellness Warriors program. Nance Haxton is a Walkley Award winning journalist whose work contributed to legislation change in South Australia. Elizabeth Saunders is an artist, self advocate and incredible woman that we'd met during the project launch.

Interns were given the opportunity to present their slogans and pitches and get feedback from the guests at the end of the day. The interns then casted anonymous votes and came up with the slogan of Exclude all stigma, Include all people, and the pitch Empowering the voice of people of all abilities, breaking down the stigma for the people who aren't heard.

Interns were given some time to brainstorm different teams that would be needed and came up with the following:

- Media, Marketing and Communication Team
- Policy, Research and Report Team
- Event Management Team
- Budgeting Team
- Stakeholder Team
- Management/Project Leaders Team

Interns then volunteered for roles and made up to-do and goal lists of what they wanted to achieve in these teams. Day 3 was long, but extremely productive. Students felt like they progressed beyond the groan zone and now had a deeper understanding of what they had to and a clearer vision of where this project is going to go.

Empowering the voice of people of all abilities, breaking down the stigma for the people who aren't heard.

Day 4

Co Design in Action

Zachary Betts

Day 4 into our quest to break down stigma and raise awareness for people of all abilities.

The project plan was coming together, and everyone was more knowledgeable about their roles. Our confusion and lack of experience had us starting off in a rough patch with a lot of information to process and a lot of new content to cover. Despite these challenges, our team was eventually able to overcome them and progress to the next step.

With roles established and greater knowledge and confidence, our teams came together and really worked towards our goal of breaking down stigma. Roles included: Project leader(s), budget, communications and media, research and policy, event management and stakeholders. Each to their own, people dived straight into their roles in breakout rooms and started working on amazing strategies.

After just a few hours, teams were already brimming with excitement to share their ideas and to hear the ideas of others. Project leader(s) and the budget team were working together to establish the best ideas and the most affordable ideas. With the restriction of a reasonable budget, a few plans had to be canned but this reduction did not slow down our progress but instead pushed us to put more focus into our other ideas.

The media and marketing team, led by Kara, decided on doing daily posts using mixed media and online polls as well as organising interviews. The research and policy team led by Jana, were dedicated to find the best possible marketing idea whilst also assisting in interview needs. The event management team, led by Francesca, came up with a bucket full of ideas but settled on setting up a launch, a showcase and a padlet for exchanging and adding information. Not to be outdone, the stakeholder team, led by Kelsie, were investing their time into discovering what the best way to create awareness and lower stigma could be. With all this to work with, the project leader(s) determined a few final goals: Adjusting the terminology, reducing restrictions, breaking down stigma around accessibility, interactions and capabilities and lastly to achieve a total of 1000 reactions/likes on our media posts.

We finished early. Everyone was mentally exhausted and ready for a session of mental wellbeing.

Discovering what the best way to create awareness and lower stigma could be.

Day 5

Implementation Strategies

Francesca Greenop-Roberts

On Day 5, the interns worked on finalising their project ideas and the implementation strategy for the next stage of the social media campaign.

After the amazing opportunity to talk to industry professionals and discuss the most effective way to gain awareness for empowering people of all abilities, the interns refine their actions and strategies for how the project is implemented, monitored, and measured for impact.

Industry professionals and experienced voices were invited to offer feedback on the final project design as well as being invited to participate in an interview that was to be showcased as part of the campaign.

The interns focused on refining their marketing and social media plan and ensuring it was ready to be implemented and identifying the post release dates.

All stakeholders had been communicated with, completed their consent forms and Interns collaborated and discussed what knowledge and information they would be posted on the Empowering All Abilities social media platform.

On Day 5, we had an amazing session with Scott, Robert, John, Elizabeth and Dale, who each told us about their lived experiences and how we can help break down stigma around disability.

Scott, Robert and Dale started a Communication Group in 2013, called Cascade Communication Group. Before COVID-19 lockdown they met every week. They have attended AGOSCI conferences, have done university talks, and have been mentoring at kindergartens for teddy bears picnics with kids.

This group's mission is to bring awareness through communication and help share their experiences. Scott, Robert and Elizabeth are also amazing, unique artists who have a real passion for their work.

Dale has completed his Diploma in Community Services and John is a published author. The interns learnt so much from hearing their experiences and discussing with the Cascade Communication group how to make an impact.

Strategies for how the project is implemented, monitored, and measured for impact.

Project Outcomes

Kiri Crosby

We had one unanimous goal for our project and that was to raise awareness for empowering people of all abilities and built our slogan to exclude all stigma and include all people.

To achieve this we formed the following teams:

- Policy and Research
- Media, Marketing and Communications
- Stakeholders
- Events
- Budgets

Our management team assisted in troubleshooting problems, ensuring that all team members completed the required tasks team self-care and meeting deadlines.

Our key stakeholders were from CPL, the Queensland Advocacy Incorporated and The Hopkins Centre.

Our events team worked closely with the media, marketing and communications team, conducted the interviews with our stakeholders and organised the showcase.

Our medium marketing and communication team created the structure for how content for the campaign was generated, edited, and finalised. Schedules were created for the posts and organised the interviews. We created voice-overs for image posts to ensure they were accessible for people of all abilities.

Observers created the audio for posts and assisted the Facebook team with posting.

The content was created to run for 14 days and included informative posts, news article posts, lived experience posts, and interviews. The posts were scheduled for the times that there was the most online traffic. Some of the informative posts included infographics.

We achieved the following goals:

- Posts: minimum 25-50 interactions per post
- Overall Likes and shares: 1000
- Overall page likes: 500
- 14 stories of lived experience or interviews

We had one unanimous goal for our project and that was to raise awareness for empowering people of all abilities and built our slogan to exclude all stigma and include all people.

Industry and University Project Partners



Dr Dinesh Palipana
Gold Coast University Hospital

Dinesh was the first quadriplegic medical intern in Queensland, and the second person to graduate medical school with quadriplegia in Australia. Dinesh earned a Bachelor of Laws (LLB), prior to completing his Doctor of Medicine (MD) at Griffith University and was recently admitted as a lawyer. Dinesh is currently a resident medical officer at the Gold Coast University Hospital and lecturer at the Griffith University, adjunct research fellow at the Menzies Health Institute of Queensland. He was awarded the Medal of the Order of Australia in 2019. He was the third Australian to be awarded a Henry Viscardi Achievement Award.



Rebekah Leong
Principal Lawyer, Queensland Human Rights Commission

Rebekah Leong is a Principal Lawyer of the Queensland Human Rights Commission, Legal, Research and Policy team. She has 12 years experience in the community legal sector, focusing on providing services for vulnerable people with disability, in particular in the areas of mental health, forensic matters and guardianship and administration.



Nance Haxton
Advocate for Disability Royal Commission

Nance Haxton is an award-winning journalist with two Walkleys, Australian journalism's most prestigious honour. She has a passion for justice, and sees her main motivation for working in journalism as giving those who do not normally have access to the media a voice.



Professor Elizabeth Kendall
The Hopkins Centre

Professor Elizabeth Kendall completed her PhD in 1997 on the topic of adjustment following traumatic- injury, for which she won the Dean's Commendation for Outstanding PhD Thesis in 1998 (UQ). She has continued to build a research agenda in rehabilitation and service systems for people who are managing the consequences of serious injuries, disabilities or chronic conditions. Elizabeth runs a collaborative research program with several significant partners including Queensland Health, General Practice Queensland, and Motor Accident Insurance Commission. She manages an interdisciplinary research centre and has attracted over \$50 million in research grants and consultancies, including nine large Australian Research Council grants.



Michelle O'Flynn
 Director Queensland Advocacy Incorporated (QAI)

Michelle is a parent of two gorgeous daughters, the youngest having an intellectual disability. Michelle has been a long term member and former president of Queensland Parents for People with a Disability, and in 2010 worked at Speaking Up for You (SUFY). With over 20 years of experience in systems and individual advocacy, Michelle worked in our Justice Support Program and then as part of the Systems Advocacy Team, before becoming our Director in 2014.



Caitlin De Cocq Van Delwijnen
 Queensland Advocacy Incorporated (QAI)

Caitlin is passionate about supporting people with disability to live a happy life. She has completed a Bachelor of Social Work, Certificate II in Auslan and started a Graduate Certificate in Disability Inclusion. Caitlin has become QAI's first social worker as of mid-August 2020, after several years as an advocate in QAI's NDIS Appeals Support Program.



Elizabeth Saunders
 CPL

Elizabeth is an artist whose main interest is visual arts and textiles and regularly exhibits and sells her work. My work varies between realism and abstract art. A lot of my work is based on personal experiences. I am a part of community access programs and I am a key member of the Cascade Communication group and the Screech performing arts program.



Dr Michael Waring
 Griffith Institute for Educational Research

Dr Michael Waring is a member of the Griffith Institute for Educational Research and Senior Lecturer in the School of Education and Professional Studies. Michael joined Griffith University in February 2020 from Loughborough University in the UK, where he was the Director of Undergraduate Studies, School of Sport Exercise and Health Sciences, and Director of the MSc in Education (Qualified Teacher Status) Physical Education programme.

Intern Team



Cassidy Farrell
Bachelor of Education



Chirathi Bodhinayaka
Bachelor of Biomedical Science



Elijah Bailey
Bachelor of Education



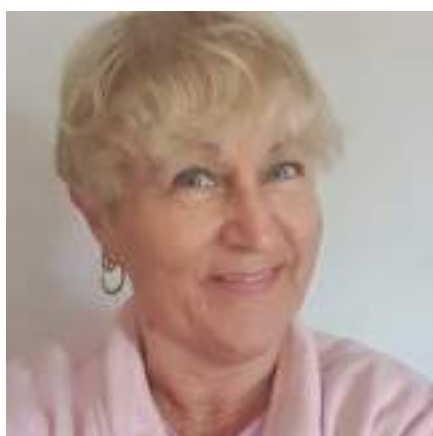
Jessica Hodgson
Bachelor of Education



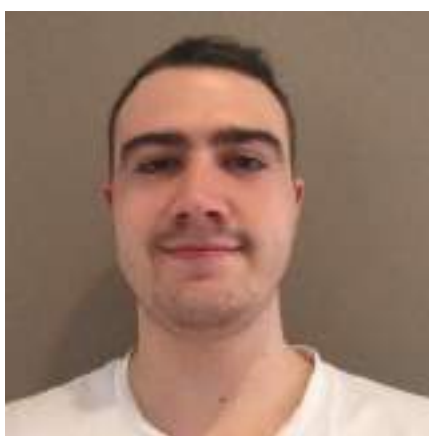
Jordana Davighi
Bachelor of Education



Kaity Jepson
Bachelor of Education



Kylie King
Bachelor of Education



Rhys Burgess
Bachelor of Education



Sonam Dechen
Masters in Educational Studies in Early
Child Care



Francesca Greenop-Roberts
Bachelor of Education



Grace Lohia
Bachelor of Business and Bachelor of
Government and International Relations



Jana Adams
Bachelor of Education



Kara Scaysbrook
Bachelor of Education



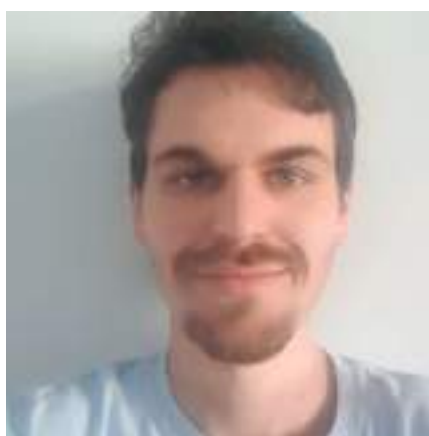
Kate Hartley
Bachelor of Education



Kiri Crosby
Bachelor of Education



Sophie Jones
Bachelor of Education



Zachary Betts
Bachelor of Education





ADVOCATING FOR YOURSELF AND OTHERS

CASCADE COMMUNICATION TEAM PAPER

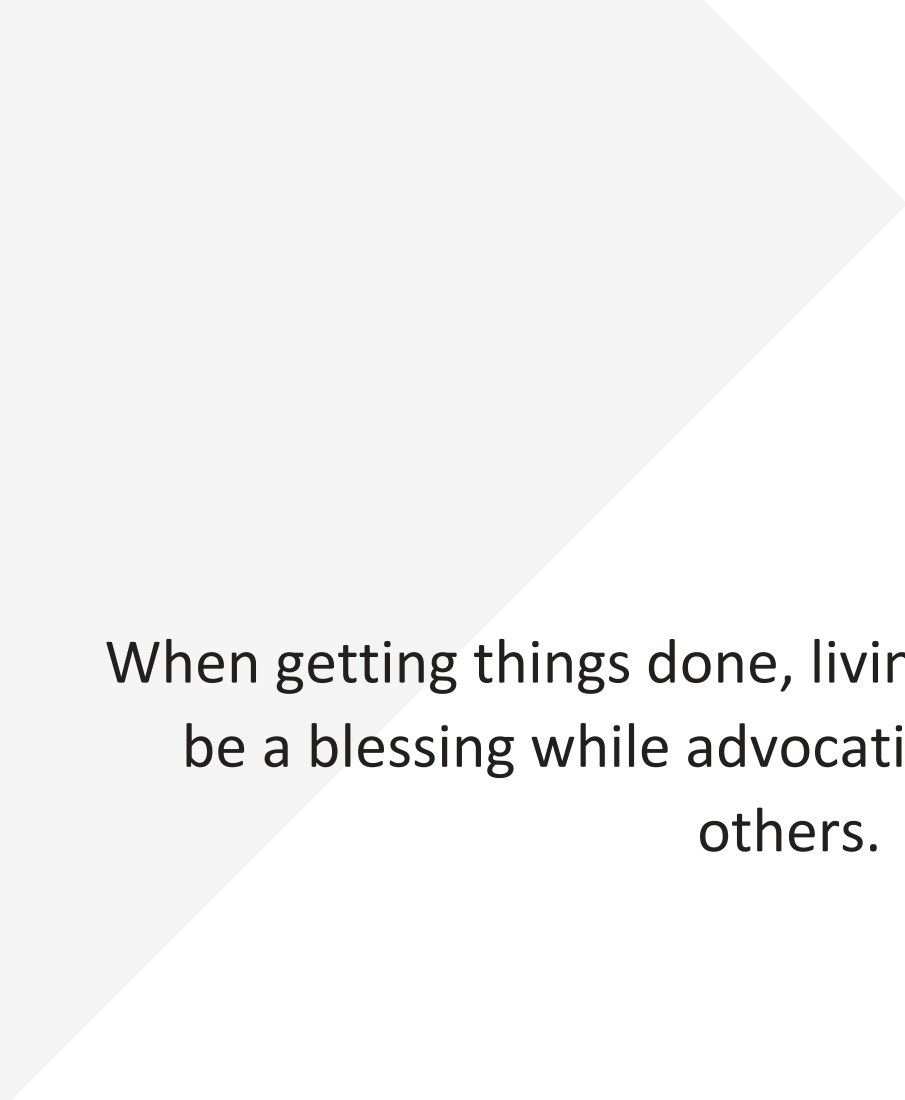
As part of the co-design process, student Interns met with a team of active self-advocates who had formed a communication group and were enthusiastic about working with the students on the project. Over several sessions, student interns were able to speak with the group, hear about their differing lived experiences, and ask questions to really deepen their understanding. The self-advocates were generous with their time and knowledge and gave students excellent advice to improve their projects.

Part of this process required the students to adjust their expectations around they engaged with people of all abilities. Student interns were forced to slow down and accommodate the communication abilities of their co-designers. In doing this Interns worked with engaging, funny, intelligent artists, and authors and community service workers as their co-designers.

It is important to include the voices of those who are experts in this space. Our generous project partners and co-designers wrote a paper to help our Interns gain insight into some areas impacting their lived experiences. We have included the paper here as presented and acknowledge the work they have done in putting this together. It is beautifully written and I encourage to you take the time to read their work and hear their voices.

I am incredibly grateful to the team for allowing us to include their paper in our project report.

Dr Faith Valencia-Forrester
Project Team Leader
Director, Service Learning Unit
Griffith University



When getting things done, living with a disability can be a blessing while advocating for yourself and others.

Contributors:

Robert

Scott

Dale

Elizabeth

Conrad

Julie

John

Warren

Scott, Robert and Dale started a Communication Group back in 2013. Before lockdown we met for meetings one day a week. We went to AGOSCI conferences, have done university talks, and have been mentoring at kindergartens for teddy bears picnics with the kids. This is just a small recount of the work we have done so far.

This group was started as a way of bringing awareness to communication and being able to share our experiences to give others knowledge about alternate ways of communicating. We found we had to work to say we had something to say and promote communication opportunities. Originally, our devices were transported in a bag and not set up on our mounts or trays to be used spontaneously, as they were treated as precious and expensive items, rather than a tool we needed. However, modelling different ways of communication and progressing this group showed a positive practise of change and brought awareness to other people's communication needs.

Currently, this group is run virtually with everyone meeting via Zoom once a week.

The members of the virtual group are:

Robert: Hello, my name is Robert and I live in Brisbane with two other people in a share house. I love music and watching football. The cowboys are my team now that the Brisbane broncos are playing poorly. I also like to play boccia and have been playing professionally for 15 years. Boccia is a Paralympic sport, similar to lawn bowls.

Conrad: Hello, my name is Conrad I am 19 years old. I live in Cairns with my Mum, Dad and Wally the dog. I love going to activities such as art, bowling, sailing and communication group.

Scott: Hi! My name is Scott and I am 27 years old. I have been doing well during this isolation time. I have kept in contact with friends and family via Zoom. I have also used Zoom meetings for Boccia games, Communication Group and Trivia nights. I like to get out and about for walks along the Sandgate waterfront and love eating Chips!

Elizabeth: Hi my name is Elizabeth, I'm 36 years old and I live in Brisbane. I am an accomplished artist and have had my art works displayed in art galleries around Queensland. I have a cat named Ari and enjoy spending time with my family and friends.

Dale: My name is Dale; I am 27 years old. I have a diploma in community service work and I love all music.

Julie: My name is Julie and I love going to my programs and singing in the choir. I would like to share with you all about transport for people living with a disability.

John: My name is John. I am 65 years old. I am a writer and I have written a book. I love art and sailing. I used to live in my own home near the beach.

Warren: Hi, my name is Warren. I love listening to Scottish marching bands. I also love going to church on Sunday and doing art in my spare time.

We are glad to be invited to share about our experiences living with physical disabilities and communication difficulties. We think you will learn new ways of approaching issues through considering our perspectives. Within this written piece we will be covering topics including, hospital experiences, school experiences, accessibility, transport, travel, communication and aging.

Hospital:

Sometimes, when you are sick you have to go to hospital which can be scary and daunting for most people, wondering if you will get the right treatment and get back home as soon as possible. Imagine if you are a person who has a disability or a communication difficulty and cannot voice your needs. This could be dangerous if you are left on your own. Nurses and doctors in the hospital might misunderstand what you are saying, or if your carer doesn't tell the nurses how to assist you with your meals or personal care, it would leave the person with disability feeling alone and insecure. We have to educate university students and people within the hospital system about the needs of people who have disability, and how to communicate better with them. People with disability want to go to hospital feeling comfortable and reassured that they would be treated like a human being and well looked after. People who require extra assistance could carry a card with them that has their medical information and communication needs on it. So the nurses and doctors can read and understand how to assist and communicate with them. The hospital and medical staff should treat people with disabilities and every one in a more private area when dealing with emergencies in the community, so they can feel more comfortable

Elizabeth Personal Experience:

I was taken to hospital in 2018 when I broke my ankle in the back of a disability taxi. After having X-rays done and tests it was found that I needed surgery to fix the break, I asked if they had notified my sister, which is my next of kin, that I had been admitted to hospital and required surgery on my ankle. I asked multiple times if they had notified or if I could have a phone to contact her, but the hospital just kept on telling me that someone would do that for me and not to worry. I had to ask the hospital staff for assistance with this, as I did not have my own phone at the time. It wasn't until two days later when my coordinator contacted my sister that she finally found out that I was in hospital and about the surgery that I needed. I finally managed to call her after I was awake and in recovery, and when my sister came to visit she had a chat with the hospital and following through on patient's requests rather than letting them go.

Robert Personal Experience:

I had an experience in hospital two years ago when the nurse thought I had an intellectual disability and could not comprehend the information. I think she was scared that I was going to lash out at her, so she called another nurse to come and help her. She must have heard rumours from other nurses. I was waving my arms a bit because I was uncomfortable in bed and didn't have a carer at that time, I felt so alone. The nurse stuck a needle in my belly and made it bleed, without explaining this to me. I don't know why the nurse did that to me.

Gail – Nurse Experience:

In an Emergency Department in a hospital, time and communication is of the utmost importance. Doctors and nurses need information as soon as possible. When you are dealing with people with special needs who are nonverbal they try to watch for nonverbal cues as to what the problem might be. It's not easy when you can't get information out of someone when time is of the essence. All you can hope for is previous information or a person who knows the person, a carer or family member. A key chain computer toggle with "In Case of Emergency" would be able to help with contacts and vital information when a person presents at hospital emergency.

School:

Teachers and students shouldn't assume that we can't keep up with the workload. It just takes us a little longer to process sometimes. If we say that we are not feeling well, do not force us to try and continue. If you have a student that has a visual impairment increase the size of the text. Unless you have been in someone with a disabilities situation, how would you know how they are perceived? If someone does need assistance, do not just walk away and assume that they will be alright. An incident I had in school was that my wheelchair chair tipped on its side with me in it and then they had to get the principal to get me up because the students just walked by and did not want to deal with the situation. As I am visually impaired, I was unable to see the pathway from my wheelchair. I went over a grate on the path and the small axel wheel of my chair got jammed and this put my chair off balance and it tipped over. I had to call the students back and then they asked if I was alright, and I said "do I look alright? Do not just stand there and gawk. Go and get some help." For future reference, ensure that you have got the correct equipment for the particular students' needs within the classroom. Also, pathways at schools and universities could be wider with yellow lines on the edge to improve safety and visibility for people that require assistance with mobility.

Dale Personal Experience:

I went to day care two days a week, I didn't like going because yes, I was with kids the same age but they didn't look at what I needed, they assumed I would be happier with the younger kids. I felt bad that I needed more care.

In primary school I could keep up with my friends, slowly anyway. The work was boring, they put my communication device on in the morning only, however they started leaving it on for the whole day in year 6. It was hard.

When I was 4 or 5 I knew I was different, like I was in a nappy and couldn't get my messages across. I made my first friend, Matthew, he didn't care I was different. He was nice on the first day in year one and we are still friends today. I was in year 7 before I got to go on my first excursion without Mum coming with me as my carer for the day, no one else's mother went. I felt okay about that as I had to be in Mum's car for transport and not with friends.

Once I wanted to join a band but the teacher said I couldn't do it, she didn't look outside the box.

I couldn't run anywhere but other students left me behind. Why could they go faster than me?

The school work needed to be changed for me a little. I don't know how many hours I spent waiting for my teachers to get things ready. I think the teachers spent half the time getting things organised, then had to do things like program and set up my communication device. All of this was so I could do my work, I felt like I had to do the same work over

and over again to keep proving I could do it. I wasn't given the right equipment for classes, I felt like I was always an afterthought.

High school was okay, different to primary school. I had friends and there were more people to get to know, I was responsible for myself and getting to class. I am proud to have been house captain, I was elected by staff and students. The downside in high school was there were many people to work with and change in teachers. Classrooms were a long way to go, they were busy and noisy.

My muscle tone would build up and I could not use my body to do things, I would have to get the work and leave the classroom to do the work. The teacher aids had to help me. There was bullying, but things in place to help us talk about it and work it out.

In year 11, an art teacher took my device away, maybe because it could get paint on it, I don't know why she took it, however I couldn't communicate my wants and needs without my device. I needed my device to be able to converse about my artwork.

Conrad Personal Experience:

I went to a pre-school to Year 12 state school close to my home. I was in regular classes and went to the special education building for personal care. School was mostly positive and important for me to learn to read and think. My teachers were friendly and tried hard to include me and make learning interesting. Mum talked to my teachers a lot and sometimes got cranky when they forgot about my mind and feelings. People sometimes assumed I didn't know things because I couldn't talk or write in the same ways as my other classmates.

In Yr. 11 and 12, I liked to drive my power wheelchair because I was allowed outside and watched people at lunch time. When I wasn't practicing my driving, I had to stay with adults, and I felt bored and sad. People said hello and goodbye, but I had no friends to be with. I felt isolated and frustrated about my communication.

Since leaving school I am enjoying being with people with disabilities as everyone accepts me and lives with challenges themselves and we don't have to explain my differences. I'm not forgotten, and I'm not being reminded all the time about what I can't do. However, I am thankful for educational opportunities I may not have had if I had been at a special school. I liked listening to history, ATSI Studies, Science, Art, Maths and English. I finished school with B's in senior English and Maths and continue to like interesting TV and books. I feel proud that I can write and describe my life and I hope I can do more projects.

I have learnt many subjects over the years except working with tools, cooking and dance.

I know a lot of different things because I do listen and watch carefully in class while the teacher teaches the lesson. I like to be at the back of the classroom so I can see everyone. When my classmates write the work, I have my folder on a music stand and I have to think about and do the work in my head. Sometimes an adult writes down my notes and asks me multiple choice questions to find out if I have been working hard. In high school, I have had a lot of homework as that is when I do my writing with my mum using my laser pointer.

School is where I found out that I am smart and have a great memory because I can answer the questions in my mind and sometimes I have to wait for my classmates to learn. School has also been where I've learnt to watch people.

Accessibility:

I have been to NRL games at Suncorp Stadium, and have found the accessibility and service to be excellent. There is a drop off zone out the front, lift access when needed, and ushers that are very helpful.

I also go to events at QPAC and their ushers provide excellent service. QPAC can accommodate my friends and I in wheelchairs very well.

QPAC and Suncorp are big venues and therefore have the resources and training to provide good access. I sometimes struggle at smaller venues and events. I have had issues with access at the Comedy Club, some venues in the Valley, the Ekka and Greek Festival. Some of these had little room to move around or very rough ground to get the wheelchair across, which was very uncomfortable for me.

Overall, I get out and about and work with my carers to solve any access issues.

Not everywhere is as accessible as we need, for example public bathrooms, doorways to blood testing areas, sometimes doctors' offices and certain areas in hospitals. When I broke my ankle, they had check where the brake was in my right ankle. To be able to do this, they had to put my foot up on a pillow and complete the procedure while I was sitting in my chair. I found this was awkward as my flexibility is not the same as someone without a disability.

I have had issues where I have not been able to access a public bathrooms which has resulted in me having accidents. A lot of bathrooms do not have hoists and are not big enough to accommodate someone in a wheelchair plus their support worker.

It would be important to make every single building and public transport accessible so we can go anywhere easily and without pain. There should be a law to make this happen. We have the same rights to access what we want and need to enjoy our life in this city. Council should put footpaths all around the nature strip in the suburbs of Brisbane and Morton bay and maintain them regularly.

Communication:

Here are some ways you can interact with a person whom is nonverbal:

1. Assume we have feelings and thinking when you are speaking to and about us.
2. Smile and say hello before watching us or touching our wheelchairs or bodies.
3. Keep looking at our faces for responses. We might surprise you.
4. It is important you do wait longer for us to try show you our thoughts.
5. Apologize if you make a mistake or you are not understanding our messages. Sometimes it might be you haven't watched us communicate.
6. Please talk about your day and things that are happening. I don't like boring questions about me that I can't answer. I can't tell you things with a lot of words without time and preparation.
7. Provide us with choices about clothes, food, activities, and important decisions.
8. Learn our ways of communicating by asking us or someone whom knows us.
9. When we are with other people, help them learn how to speak and interact with us.
10. Humour and kindness helps us relax and get to know each other.

Group Personal Experience – Robert, Scott and Dale:

I used to go to my good friends café, and all the people who worked there including her, were excellent at communicating with people with a disability. I went to school with her and she taught her colleagues how to communicate with me and others with a disability. I always make an appointment at the hairdresser with my device and she treats me like a normal person, and my local club, the DJ lets me request a song with my device. When I go down to Sandgate for a walk, people smile and say hello to me. I enjoy going for walks and meeting new people.

Transport:

As a child, I shared a wheelchair accessible bus with other people. I enjoyed socialising with school friends on the bus. When I finished school, I started using wheelchair accessible taxi's as my main mode of transport. In my experience, taxi's are always late and are very expensive. I wish there were more services available for me to use for transport. I do not like using public transport because there are too many people rushing around. There is always a problem when I try to use public transport. I really hate when people stare at me because it is nerve racking. I wish I could just drive my own car. I want to educate people about the issue of transport for people with a disability in the hope that more transport options are available so I do not feel intimidated.

I like getting transported by the taxi, however they can get expensive. The drivers are quite friendly and are talkative when they drive me to and from places. Due to Covid the buses that used to take us places had to stop, so we now have to resort to taxi's as our main form of transport.

Travel:

Having a disability and travelling can be such a pain in the backside. There are so many things that you need to plan and organize in advance before going. First of all, you need to find support workers that are willing enough to go on the trip with you. Secondly, you need to find an establishment that can accommodate someone that has a disability. For example, is the shower big enough for a shower chair? Is the place you are staying at wheelchair accessible and can your hoist fit in the room? Thirdly, booking the transportation that has disability access to and from the destination you want to go. Like I said, it can be such a pain in the backside.

Do not get me wrong, I love to travel. Actually I am a bit of a jetsetter myself. I have always enjoyed my trips away and I have been to a lot of places both overseas and here in Australia. I have been on cruises to places like Fiji, Vanuatu and New Caledonia. I have travelled by plane to New Zealand, Canada and the US. I have also been on road trips nationally to South Australia, Tasmania and much, much more. Not bad for someone who has Cerebral Palsy.

Unlike your typical luggage where you stuff your bag full of shoes and clothes, I have to also pack the necessary, essential things like my manual hoist, nutricia feed and other equipment that I require in my day to day life. So, you could say that wherever I go, I always bring along a lot of baggage with me.

Flying in a plane is an experience when you are in a wheelchair. I have to go on first before the other passengers, because I have to use a hoist to transfer into my seat on the plane and that takes a while to do! I always feel like a VIP, as the staff look after me so well. I have to sit on one of the seats in the plane with a carer sitting next to me. The airline staff put my wheelchair down under the plane. We have to wait until the passengers disembark the plane and get a chair to take me out of the plane and to my wheelchair.

Ageing:

It took a lot of work to get me out from group living in 1994. When I got out of group living, I was happy and free had a great time. I had always wondered what it was like to live on my own and for 25 years I have managed to do just that, to live independently on my own (with the occasional help of my support workers of course). I lived on my own for about 25 years.

I was the BOSS in my OWN house.


The community where I used to live in were helpful and accepting of me. Luckily, everything that I needed was just a stroll away because I did not have my own transport. I had to rely on taxis and public transport if I needed to go anywhere far. Conveniently, there was a library where I could borrow audio books, and I had a regular barber that knew my preferred hairstyle. The pharmacy and grocery stores were right near each other. There was my church that I went to religiously every Sunday and the piece de resistance (my house / castle), was just a hop, skip and a jump away from the beach.

When I got the news I had to move to my current accommodation, I was devastated because it felt like I was going backwards. I cannot live by myself anymore which is very sad because it means I have lost my freedom.

We hope that you have enjoyed reading our paper today, just as much as we have enjoyed sharing our experiences for you. We hope that we have helped you all learn more about people with disabilities and how they have great lives as well.

Thanks very much for your interest.





**CREATING AN
INCLUSIVE
INTERNSHIP FOR THE
FOURTH INDUSTRIAL
REVOLUTION**

INTERNSHIP DESIGN TEAM REPORT



DIRECTOR'S REPORT

FAITH VALENCIA-FORRESTER

I am really proud of what student interns participating in the Social Impact Projects Innovative Solution Design Sprints have achieved. Honestly, they have performed way beyond my, and I'm sure their, expectations. Mostly I am proud of how they have engaged with the issues and become so passionate about doing what they can to address these important social justice issues.

Homelessness, People of All Abilities, Mental Health and Wellbeing, Digital Inclusion for Education and Employment and Environmental sustainability all intersect and interconnect and are issues that are misunderstood, under-supported and in urgent need of addressing.

The feedback from the students about their experience has been overwhelmingly positive. I attribute the success of this project to the team of people working with me on these sprints. I could not have done it with their amazing attitude and commitment to supporting the students to get the most out of this experience. They are equally passionate about making positive social change.

A huge thanks to our community partners as co-designers who have also been equally enthusiastic and supportive wanting to be involved in these sprints.

My vision for these virtual Social Impact Projects is they establish a model for a more inclusive virtual workspace leading into the Fourth Industrial revolution. These inclusive and equitable workspaces for a distributed workforce are defined by collaboration, creativity, flexible agility, solution-focused design and critical thinking as evidenced by student interns, universities, and communities collaborating on solutions for positive social change.

These interns are going to graduate with valuable experience, a professional network, and importantly a deeper insight and understanding of complex social issues and the need for change.

I am sure the benefits of participating in these internships will last long into the Interns professional careers. I have witnessed their passion for justice transcend their original interest in gaining experience. I know they will continue to work across disciplines towards solutions to these complex social issues.

I present to you the next generation of leaders. I know they will be the ones making decisions and implementing changes that will make the world a better place.



Dr Faith Valencia-Forrester
Director, Service Learning Unit
Griffith University

Internship Framework

Purpose WIL

The Social Impact Project Innovative Solution Design Sprint Series focuses on bringing multidisciplinary teams of student interns together with industry and community partners to address complex social justice issues affecting our community. Delivered as a five-week intensive, the five projects were conducted within a specially designed inclusive virtual workspace that incorporated design elements to support the development of future employability skills and the intern's mental health and wellbeing. An emerging model of work-integrated learning (WIL), the university-led Purpose WIL model creates a purposeful internship experience around authentic social justice experience and reciprocal relationships with industry. The five sprints were conducted concurrently with each project running one day per week for five weeks. In future iterations of the project, it would be possible to conduct each intensive internship over five consecutive days with an additional two days for project implementation.

The Social Impact Project Innovative Solution Design Sprints are responsive and adaptive to the needs of the community in addressing the complex issues which are the focus of this series. Students collaborated with industry and community partners and self-advocates with expertise in digital inclusion, mental health and wellbeing, homelessness, environmental sustainability and empowering people with disabilities. The projects aim to increase and better the awareness of the community's key needs and opportunities.

As a High Impact Practice (HIP), the Purpose WIL Sprints are active learning practices that promote deep learning and were designed to meet the Service Learning Unit's mission of providing transformative student experiences that enhance academic learning and develop personal and professional identities through reciprocal links with our community partners. Student Interns participating in this project are well prepared to be responsible graduates who are not only experts in their field but also are agents of change in our society.

A unique component of the Service Learning Community Internship course is the opportunity for student Interns to connect and work with a diverse range of stakeholders from key academics, industry experts, people with lived experiences, and other students from a range of academic disciplines within the one internship. The SIP internships also develop student employability skills inline with the top ten future skills identified by the World Economic Forum.

Future learning outcomes

The World Economic Forum (2016) reports that workers will need the ten skills listed below to thrive in 2020:

- complex problem-solving
- critical thinking

- creativity
- people management
- coordinating with others
- emotional intelligence
- judgement and decision making
- service orientation
- negotiation
- cognitive flexibility

The design of the sprints was centred around creating rich high impact authentic work and learning experiences for a group of student Interns that were widely distributed around South East Queensland. It was also an important design consideration to get diversity and inclusion right when creating a virtual work environment within the online setting. This was very much front and centre in the design process. Notes to support inclusive practice were included in the Facilitator's notes, and collaborative processes. We had the purpose-built Microsoft Teams site and the project websites audited for accessibility. This process showed us items we thought we had covered, for example, ensuring the zoom meetings had closed captions, hadn't covered all requirements for accessibility. As a team, we learned so much in the design phase of putting these sprints together that we will bring into future iterations.

"I liked being exposed to the different professions that were providing support for those challenged by mental health and wellness issues. They're varied perspectives and experiences gave me a broader range of ways that I could impact the internship."

Impact

Student Interns indicated their experience had changed their mindset in terms of how they engaged with learning, and importantly, with the world.

Interns were introduced to a range of participatory leadership practices and collaborative processes which would support them have conversations that matter, embark on deep inquiry and co-design impactful projects in the community and their field of interest with others. The practices, resources, methods, and ways of working selected draw on bodies of work that are used globally across multiple sectors including public health, government, social entrepreneurship and fellowships; technology, non-profit organisations, the public sector and diverse groups in local community organisations. They are used to explore, build knowledge and skills, navigate complex issues, and enable people to co-create change together.

"I feel like I've become better at applying my learning to my own life. Especially the learning presented by this project, which encourages self-reflection and a deep understanding of how these topics relate to the real world."

Wise Practice in WIL

Developing a wise practice framework for work-integrated learning (WIL) is premised on notions of universal design, equity and inclusion. A wise practice framework provides the widest range of practical experiences to all students, enrolled in an on-campus program, and encourages them to fully engage in the practice of work. A wise practice approach to university-led WIL provides an enhanced experience that moves beyond simulations to allow for “complex learning and knowledge transfer into real-world contexts” (Shin et al. 2014). It provides for a contextual understanding of a variety of experiences including the practices and methods of First Peoples, different cultural traditions, differing beliefs, identities, and highlights consideration for issues of access and lived experiences.

Inclusive university-led WIL is:

- an authentic practical experience
- available to all students
- facilitated by the university
- led by academic staff
- incorporates industry and community partners

Where students:

- critically engage with the practice and ‘experience’ of work
- receive specialist training
- reflectively debrief about that experience
- produce a portfolio of work as evidence of that experience

Source: (Valencia-Forrester, 2019)

Specialist Training – Internship induction workshop

Prior to the online Innovation Solution Sprints, students participate in an Online Internship induction workshop. This workshop aims to provide a framework and practice to help set the foundations for a successful, safe and inclusive Service Learning internship experience. The workshop provides an opportunity for students to gain skills, knowledge and self-awareness in working collaboratively and looking after their own wellbeing throughout the internship. During this workshop, students will work to co-create a culture that is safe, welcoming, collaborative and supportive. Students will also be supported to become familiar with the online technology we will be using throughout the online internship.

Sprint 1 – Exploring diverse perspectives

Students participate in an industry induction session and will hear from a variety of professionals and organisations working in the SIP project space, including Government departments, support staff and self-advocates. The industry induction session is an interactive panel discussion and Q&A session, featuring a keynote address and self-advocate presentation, that gives students specialist insight

into the issue. Students also have an opportunity to enter meaningful dialogue around the complexities and challenges of addressing the issue with a diversity of people. This session encourages deep reflection and dialogue and contributes to an enhanced understanding of the complexity of the issue being addressed.

Sprint 2 – Working with complexity, embracing diversity

Students gain a deeper understanding of the principles of co-design and explore collaborative ways of working with complexity and diversity. Students are introduced to a diversity of participatory practices and processes that help support them in their exploration and understanding of the issue.

Sprint 3 & 4 – Co-design in action

Using virtual technology, students are introduced to several methods and tools to design innovative approaches to address social justice issues. During this period of design, students collaborate with and seek input from peers, experienced voices and industry professionals to refine their ideas, test assumptions and respond to the needs of the community they are working with.

Sprint 5 – Ready for Impact

Students finalise their project ideas and develop an implementation strategy which will include clear actions and strategies for how the project will be implemented, monitored, and measured for impact. Industry professionals and experienced voices are invited to offer feedback on the final project design.

Project Implementation – Period of Impact

During this period students will be working with the community to implement their project. Students are encouraged to regularly reflect and seek feedback on how their project is tracking, and make any adjustments as required.

Showcase – Evidencing the Experience

Interns present project outcomes to Project partners and community members in a reverse model of the Induction. A detailed project report is published on the project website.

Internship Experience Feedback

We asked the Interns to reflect on their experience and share some of their insights about what they learned and what they will be taking away from the experience. We wanted to understand how participating in the internship had changed in terms of how they engaged with their learning and how they understood the world. We wanted to hear what the interns thought about how their experiences would link to prospects for employment and other opportunities such as volunteering. We also wanted to know what they thought about working in the online environment.

I liked being exposed to the different professions that were providing support for those challenged by mental health and wellness issues.

"It made question how I can engage in the community to make a difference no matter how big or small. The support from the team leaders gave me confidence in my ability to effectively take part and throughout the sessions I experienced a range of emotions and realisations after listening to the key note speakers and their experiences."

Kara Scaysbrook

"Empowering people of all abilities has opened my eyes up to the inequalities people of all abilities face. I was quite hesitant to participate in this project as it was something, I had never taken part in. However, it made me question my own beliefs, taught me a lot about myself and how to work collaboratively, and aided in improving my awareness of the inequalities people of all abilities face."

Elijah Bailey

"This project taught me about how to interact with people of all abilities and how it can have an immense impact on individuals lives and future connections. I experienced a range of emotions due to the keynote speakers sharing their experiences and it made me realise how brave these individuals are to share their stories. This internship helped me gain insightful knowledge about the issue and experience in a practical environment where collaboration and teamwork is needed which is important for future employment."

Kiri Crosby

"The process was emotionally challenging at times, but this helped me to grow as a person and I feel like I am ready to help make a difference in the community. I was challenged when working collaboratively in teams as I was out of my comfort zone, but I overcame this barrier due to my fellow interns and the project leaders who improved my confidence to become a leader."

Rhys Burgess

"This internship has changed my mindset not only for my personal development but also for my professional development for when I enter the classroom. It has impacted and changed the way I see individuals and how I would treat them in future interactions. During the launch I experienced mixed emotions ranging from shock, to being upset, happy and curious as people told their perspective and viewpoints on their own experiences and how their disabilities affect them and their lives. I also was surprised by the content that was taught and how the dynamics surrounding people with differing abilities occurred. This internship emphasised the importance of learning about other people's lives, as it enables you to put yourself in their shoes to compare life experiences and quality."

Jana Adams

"This project has helped me to reflect on how I can implement what I learnt in this program to further encourage equality in the classroom. Having the adequate knowledge and understanding about people with disabilities through personal accounts, has helped me to grow professionally and aided in personal development."

Jessica Hodgson

"I have worked in the school system with students of all abilities for nearly 20 years. Through this internship, I have discovered that no matter how old you are or what experiences you have had in life, the Social Impact Project provides opportunities for you to learn and grow as an individual and I learnt you have to "trust the process." It also provides an opportunity for students to not only to change their own lives for the better, but the lives of others who need more support."

Kylie King

"For me, the strengths in the project were the opportunities to hear personal journeys and stories which impacted the way I viewed individuals and it allowed me to meet new people and learn new skills."

Cassidy Farrell

"This internship has changed my mindset in terms of how I see the world through the revelation that not all people receive the help that they rightfully deserve, this has also changed the way I engage with my learning through the feeling of wanting to change what is happening and to make this world a better place for everyone. The process was a bit crazy with its ups and downs but in the end it was worth it because now I have a clear understanding of how to break down the stigma that surrounds the 'people of all abilities'. This internship taught me that what I thought was true really wasn't and that no matter the abilities you have, you will always find the strength to do all things."

Kate Hartley

"It allowed me to gain a much deeper understanding about issues those with all abilities face in our community and consequently, the importance of eliminating such issues. I gained a lot of information on many social issues people of all abilities face in our society and this was through the key note speakers and panel members who shared their lived experiences and it helped me develop many skills that are extremely useful for future employment opportunities."

Chirathi Bodhinayaka

Observers - The Silent Participants

Over 260 student interns participated in the virtual internships as observers. Students who were not able to attend the sprints were able to watch the recorded sessions from the sprints and participate timelessly. Interns selected one of the projects from the Solution Design Sprint sessions and completed observation forms for each video. They then completed their remaining hours by helping the project teams implement their projects during the semester break.

Observers reflections about their experience mirror those participating in the internships during the sprints.

"It has really allowed me the opportunity to continue to develop teamwork skills, leadership skills, being critical and reflective about everything I do and the ability to effectively use technology which can all be applied to my professional life"

It made question how I can engage in the community to make a difference no matter how big or small.

Mental Health and Wellbeing

The Social Impact Project (SIP) series centred around bringing together multidisciplinary teams from various locations in a virtual online workspace. Part of the design consideration was that we wanted to create healthy sustainable work practices. The Project design involved a high degree of contemplation around creating a work experience that was both inclusive and focused on the health and wellbeing of the Interns as 'workers'. In addition to stopping 'work' and ensuring Interns took regular breaks, encouraging them to drink water, to get up from the computer and move around etc, Interns were also encouraged to take time out to connect with natural surroundings in their vicinity as part of the Internship structure.

A focus on their mental health and wellbeing within the virtual workspace was also a major component of the Social Impact Project internship. The inclusion and focus on raising mental health literacy, awareness of support services, and processes around raising awareness and supporting positive mental health work and study practices within the online work format stemmed from the overarching focus on mental health and wellbeing within the SIP umbrella project. It was especially important to create safe healthy work conditions considering the nature of the issues being explored and their potential impact on the 'workers' and it was also important to the project designers that the project interns were taken care of within their work activities.

Regular pointers encouraging interns to reach out to project team members or official support services, were integrated into the workflow. Creating the third space to signify the end of the workday for Interns was also identified as being an important element within the online virtual Internship format. Creating the third space between work and the home was incorporated at the end of each workday. Originally the concept of 'Forest Therapy' was going to be adapted into the internship structure to include mindful integration with natural environments. However, during the first day of the Internship, Masters student Samantha Brigden reached out to the Project Team and together they identified a small research project Samantha would complete as part of her Internship that incorporated Samantha's research and career interests and would support the project goal and the internship format. Samantha's self-care sessions signified the end of the workday and supported students' mental health and wellbeing as part of the online work format.

This project has the ability to change the mental health space not only in the university community but in wider society.

Self-Care Sessions

Samantha Brigden

Master of Business Administration

Self-care is the regular and intentional practice of activities to improve our emotional, physical, mental and spiritual well being. By exercising these different facets of our mind and body, we reduce stress, strengthen our resilience and enhance our energy and overall health. The inclusion of self care sessions in these projects was vital for several reasons including unpacking sensitive and potentially triggering topics discussed and to relieve the high intensity pace and workload of each sprint. The implementation of self care and debriefing was imperative to align with the values of the social impact projects of improving mental health and wellbeing accessibility and outcomes. It would be remiss to talk of the importance of mental health and not offer a consistent and accessible practice throughout all five projects.

The self-care sessions were formatted to offer wellbeing check-ins before and after the session, debrief the day with reflections on challenges, learnings and achievements and discover and practice differing self-care techniques. Overall, we saw an increase in the understanding of self care and improved implementation of practice. Interns described these sessions as valuable and validating and expressed wanting longer session times to fully immerse themselves in each self-care experience.

It has been a pleasure facilitating these sessions with high levels of participation and engagement from interns. The intern reflections became more insightful and demonstrated higher levels of self-awareness with continued practice. I have enjoyed sharing my knowledge, learning from my peers and wish everyone success in their continued self-care journeys.

Partner Insight

This project has the ability to change the mental health space not only in the university community but in wider society. It will help reduce the stigma that is attached to Mental Health and help promote a community that promotes inclusion, wellbeing and social change.

Madeleine Storey

Wellness Warriors Programs Officer Student Guild

Intern Reflections and Insights

Having the well-being checks at the end of each full day of work, took me away from the overwhelming feeling after each day and brought my emotions to a place where I felt okay to continue the rest of my day and her breathing exercises really helped me stay in tune with how my body was feeling.

Jessica Hodgson

Mental Health and Wellbeing sessions really helped me to clear my mind from a day's worth of work from the project and really helped me reflect on my own mindfulness and self-care.

Jana Adams

Mental Health and wellbeing sessions helped the group centralise our thoughts and energy back on ourselves after a productive day working on the project and encouraged us to participate in our own self-care.

Elijah Bailey

The Mental Health and Wellbeing sessions are an excellent opportunity to learn how to release some of the mental load from the project. She also gives us techniques that we can use in our everyday lives to look after our wellbeing.

Kiri Crosby

Being in an intern in a social impact project can add a big, unprecedented load to your mental health and general wellbeing. The sessions helped us to learn the skills and strategies to support our mental health throughout the project.

Jordana Davighi

The Mental Health and Wellbeing sessions were vital in supporting us at the end of each sprint in the Social Impact Project. The techniques and strategies supported our self-care and wellbeing at the end of every day.

Kylie King

The conversations and topics within this intern ship can be very heavy and dark, which can take its toll on you as a person. The mental health and wellbeing sessions help us to ease the load of our shoulders. The strategies and techniques were very rewarding.

Rhys Burgess

Some of the sprints-sessions that we encountered were very informative, challenging and at times confronting in fully understanding the reality of injustice that people with all abilities encounter, however, at the end of each sprint being wrapped up with the Mental Health and Well-being sessions were truly rewarding. I always felt relaxed with the different techniques that she used to ease the stress-load and I have also been applying these strategies to my daily routines and I've seen so much improvement in my personal well-being.

Grace Lohia

Mental Health and Wellbeing sessions were really critical to grounding and calming ourselves after an intense day of working online.

Kara Scaysbrook

The mental health and wellbeing sessions were extremely helpful as they showed me different ways to de-stress after a long and overwhelming day. These sessions made me realise how important mental health as well as emotional wellbeing truly is. I have learnt many different techniques to reduce stress and I plan to use what I have learnt in my daily life and into the future.

Kate Hartley

The Mental Health and Wellbeing sessions at the end of each Sprint were very helpful, reminding me to relax and de-stress after a stressful day of interacting with the materials and my teammates.

Cassidy Farrell

I believe the mental health and wellbeing sessions were very useful at the end of each sprint as it allowed us to reflect and refresh for the next day.

Chirathi Bodhinayaka

The Mental Health and Wellbeing sessions were helpful because it taught me how to handle stress and also taught me how is important to make a time out for our self. The techniques and strategies supported me at the end of every day make me feel good.

Sonam Dechen

Mental Health and Wellbeing has been a very worthwhile experience and provides a perfect chance to relax after a hard day of mental work.

Zachary Betts

The Mental Health and Wellbeing sessions have been very grounding and a great experience each day to refocus and calm my mind.

Francesca Greenop-Roberts

The Mental Health and Wellbeing sessions that are scheduled for the end of the day are vitally important as it allows students to unwind and relax at the end of the day.

Sophie Jones

The Mental Health and Wellbeing sessions have helped me to take some time to digest what has happened in the busy day of working in the internship. The techniques help me to unwind and relax and allow for us to have conversations with each other and make sure everyone is doing well.

Kaity Jepson

Connecting, Creating, and Innovating

The online space created specifically for the Virtual Social Impact Project Internships was modelled on the collective workspaces often used by freelancers and creatives in physical locations. Importantly, the framework was built around changing how we work and relate to one another. The Fourth Industrial revolution derives from the fusion of technologies that is blurring the lines between the physical, digital, and biological spheres. Inclusion and equity were important features purposely integrated into the workplace culture along with mental health and wellbeing practices. The Innovative Solution Design Sprints format was designed so Interns would be developing skills in: complex problem-solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgement and decision-making, negotiation and service.

It was important to create a space for Student interns to be able to build the relationships and interpersonal networks needed for creative problem-solving. Unlike physical workspaces, people can't casually run into someone in the staff kitchen or the hallway and strike up conversations. So the coffee channel was created as a casual space and Interns used this space to ask for help, and communicate using GIFs and emojis.

It was also important to create spaces where Interns and community partners could connect, share useful information, build trust, be willing to listen, learn and be encouraged to develop ideas. The internship structure ensured Interns would work in small breakout groups continually throughout the work day and this helped students remain connected to each other and engaged in their work.

Tips and Insights from Interns

Try to be engaged as much as possible, participate, voice your ideas, get involved as much as you can.

Kara Scaysbrook

Attend every session that you can and to get involved with a project of some kind whenever you can because it opens your eyes to things that you didn't know before or it contradicts what you thought you have about certain things which enables yourself to grow and reflect on how you view things in life.

Jana Adams

Don't just look at this as a course but look at the impact you are having on others. It is then that you will find it enjoyable and become passionate about the work you are doing.

Kiri Crosby

Get involved as soon as possible even if you feel out of your comfort zone. The more you absorb and contribute the better you will feel at the end of the project.

Elijah Bailey

Don't be scared to step out of your comfort zone and get involved, as this internship is an amazing opportunity to develop new skills.

Chirathi Bodhinayaka

Never be afraid to ask help and participate as much as you can.

Sonam Dechen

Being organised and ready to participate will make a huge difference to the outcomes you achieve for yourself in this project.

Jordana Davigh

The project provides individuals with an incredible opportunity to contribute to the community in a positive and self-empowering way, therefore, participating with a positive and confident attitude helps achieve self-efficacy on a large scale.

Kylie King

Participate as much as possible, break the ice with everyone and your experience will be so rewarding. The more you put in the more you get out.

Rhys Burgess

Come with an open mind and ready to learn and ask questions. Don't be scared or intimidated, engage and participate as much as you can, and you will get so much out of the sessions. Don't doubt yourself or ever feel like your question is too silly to ask.

Kaity Jepson

Interns you have made an amazing choice first all by choosing to participate in this program you won't regret it. This program regardless if you have had experience in the abled bodies community or have had little to no experience this program is for everyone. One piece of advice for this internship I would recommend is trust the process although there may be a lot of information given to you at one time don't let this scare you into thinking that it is too hard trust the process.

Jessica Hodgson

As an intern, it is essential that you remind yourself not to over stress. You have a great team and leaders, and everyone is wonderful. Remind yourself that you are lucky to experience this opportunity, but not to put too much pressure on yourself as you progress. Baby steps.

Cassidy Farrell

My advice for any interns who want to make a difference is 'Do Not Stress', you are choosing to do something incredible, something which will help so many people. It is only when you start to stress that things don't go the way you hoped. So, when you start to stress leave the room, go do something of which you enjoy and when you have calmed down come back, breath and try again. 'The only failure is giving up.' so stay strong, be brave and have fun, You will do amazing.

Kate Hartley

Be courageous and take a risk. It may seem challenging but, I've come to realise that challenges bring out the best in us, they push us to our limits and help us to discover the different skills and confidence that we have hidden within us. It is an amazing experience and one that will ignite the fire and passion of change for whatever issues or challenges that are occurring around you. I guarantee that you won't regret this opportunity!

Grace Lohia

Ensure you come in with an open mind, leave your bias at the door and come in with an excitement to learn.

Francesca Greenop

Make sure to not zone out! Especially at the start because, it is a lot of information to take in. Get involved and try and be as confident as you can in order to get the best outcome. And lastly, don't be scared, stressed or worried! It seems scary and stressful at first because it is all new content but once it gets going, you'll be fine. Trust in yourselves and your coordinators.

Zachary Betts

Don't just look at this as a course but look at the impact you are having on others. It is then that you will find it enjoyable and become passionate about the work you are doing.

About the Sprint Team



Faith Valencia-Forrester (Project Lead)

Faith has combined her media experience, degrees in Arts, Law and Business, and her PhD in inclusive university-led work-integrated learning to help students gain experience and work toward social impact. Her work focuses on social justice and actively demonstrates inclusion and equity. Her research into WIL has been instrumental in developing engaged connections between the university and the community. She strives to move education beyond the typical classroom practice divide and the advantages stretch much further than students gaining practical experience; their work creates real-life impacts and can address disadvantage within the community. Faith specialises in designing and delivering innovative WIL projects, creating a third space where students, academics and industry can come together to create change.



Heather Stewart

Heather has brought her skills from media, marketing and communications, degrees in Arts, Media and Education, and her PhD in digital transformation to guide students in the 2020 Social Impact Internship project as a co-facilitator and mentor. She is a Walkley Award-winning Australian journalist with a specialty in social equity journalism, a higher education academic with expertise in work-integrated and online learning and is an adept multi-media project manager in web, social media and video digital production and crisis and issues management. She strives to link industry, educators and students building teams armed with a digital-first mindset and empowering social equity outcomes in the workplace. Heather specialises in leading bilateral and multi-regional cross sector collaborations with researchers, industry and students.



Samia Ahmad

Samia is a graduate of the Bachelor of Public Relations and Communications (Marketing) at Griffith University, in 2019, where she received three awards for academic excellence. She started as a Marketing and Communications Officer for the Service Learning Unit in 2020, and brought these skills to the Social Impact Internship project as the digital facilitator coordinating the zoom sessions and ensuring a smooth experience for the industry, student and project team participants. She is a passionate advocate for human rights and volunteers on the Brisbane-led Global Muslim Women steering community supporting women in leadership.



Service Learning Unit

The Service Learning Unit is the dedicated team delivering the award winning Community Internship Course, enabling students to achieve real objectives for the wider community and become responsible and skilled citizens while developing professionally. The team facilitates community engagement volunteering opportunities and designs specialist internship opportunities, carefully selected to create successful and sustainable partnerships that have mutually beneficial outcomes for students, partners and the wider community.

Partners



Acknowledgement

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For more information about the Griffith University's Service Learning Innovation Sprint Series please visit: www.griffith.edu.au/learning-futures/service-learning/community-internship

griffith.edu.au/learning-futures/service-learning

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