

Health Science Fieldwork Accommodations: From Large Public Universities to Small Liberal Arts Schools

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We ask you to join us in creating a culture that reflects...

Access and Inclusion

and

Civility and Respect

...this week and in all aspects of our organization.

Introductions

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Word Cloud Activity

What's the first word that comes to mind when you think of fieldwork accommodations?

Use the QR code or

Go to: <https://chimein2.cla.umn.edu/join/056365>

Or: visit chimein2.cla.umn.edu and enter 056-365



Bridging Classroom to Practice

Classroom



Practice

Royal Gorge Bridge; Canon City, Colorado

Objectives

1. **Articulate** the accommodation process for health science students, from identification to implementation, for supporting experiential learning
2. **Describe** strategies to support accommodation use during experiential learning across practice settings and roles in education

Definitions Consensus

Fieldwork

- Occupational Therapy

Clinicals

- Physical Therapy, Speech Language Pathology

Practicals

- Nursing, Physician Assistants

Internships / Residencies / Fellowships

- Medicine

Experiential Learning

Technical Standards

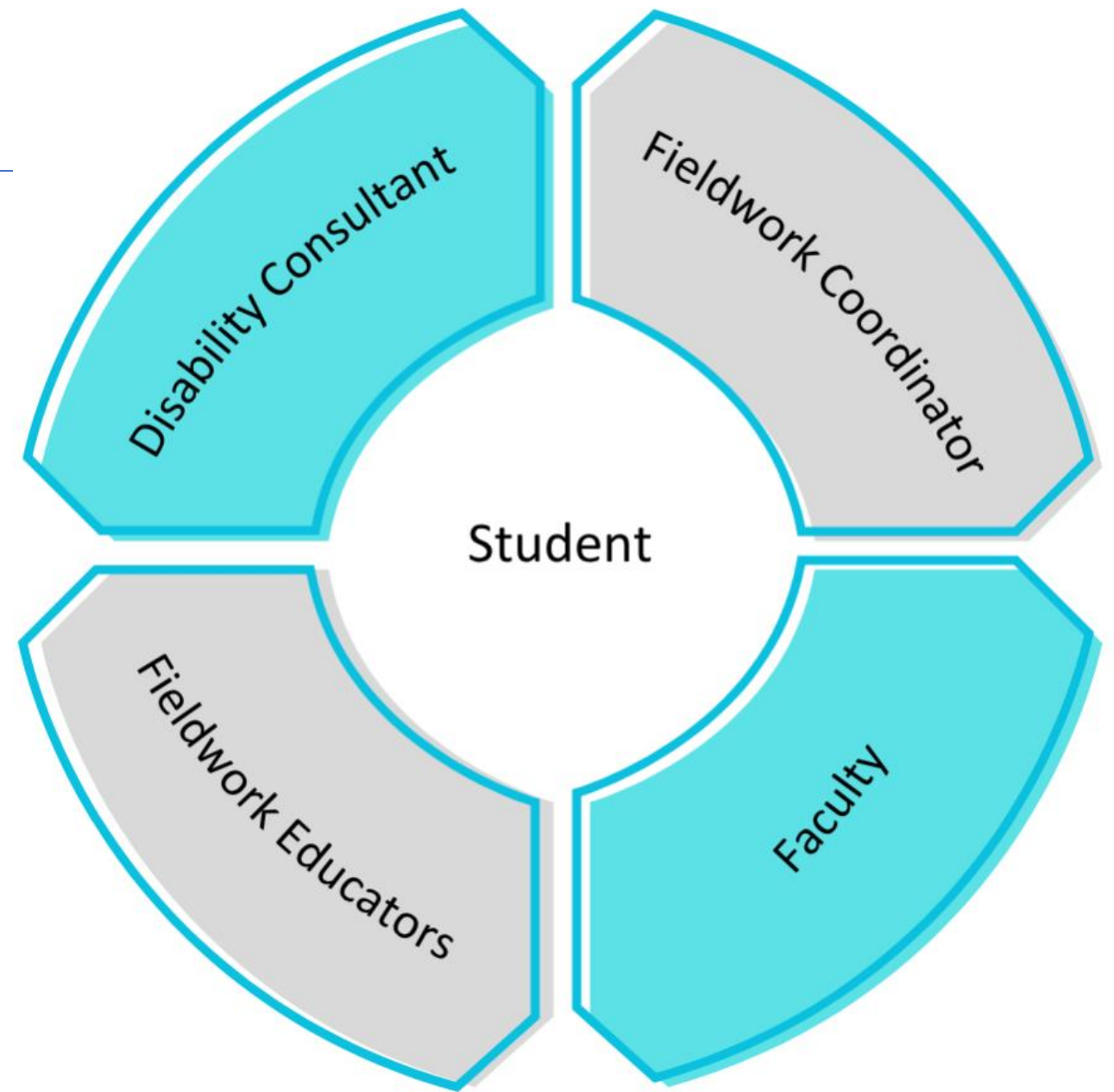
Technical standards are not universal or required for some health science programs.

- Medicine
 - Professional Standards (Nationwide)
- Nursing
 - Programmatic Level
- Occupational Therapy
 - Programmatic Level
- Physical Therapy
 - Programmatic Level

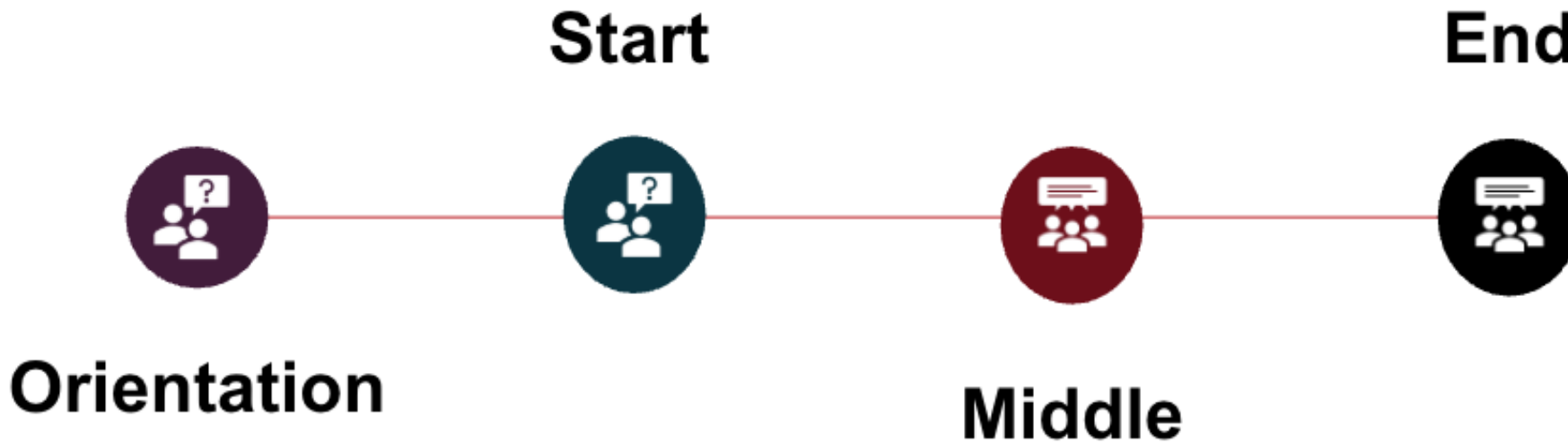
Objective 1

Articulate accommodation process for health science students, from identification to implementation, for supporting experiential learning

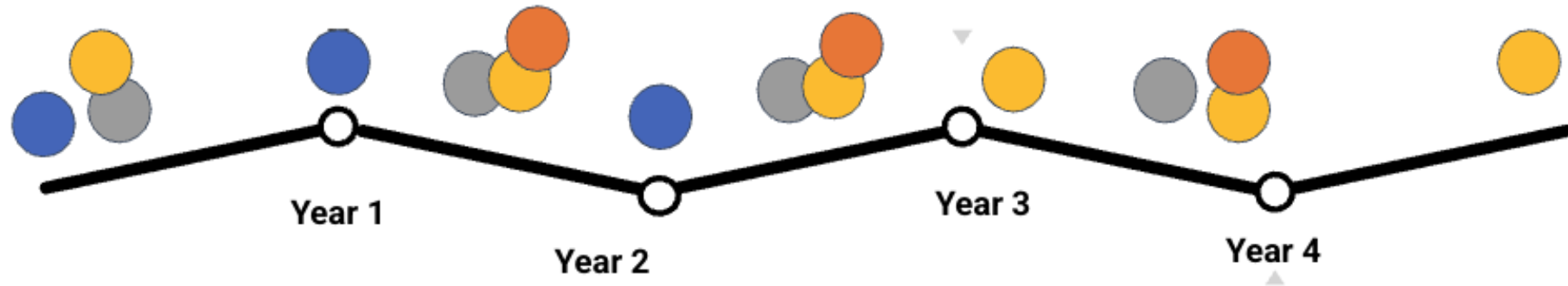
Collaborative Proactive Approach







Strategic Timing Touchpoints



Constant Collaboration



Key

-  Programmatic Faculty
-  Disability/Access Consultant
-  Faculty Assigned to Fieldwork Placements
-  Site Educator

Differences in Accommodations

Timing of accommodation development and disclosure may be variable based on the course type

Classroom - Faculty Approve

- Disclosure of accommodation in classroom may need less or more time
- A month before class is ideal

Fieldwork - Faculty AND Site Approve

- Disclosure of accommodation to the site needs MORE time
- 6-8 weeks prior to the experience is ideal

Advising Example

- **Communicate** the following items:
 - Accommodations services
 - Process
 - Timing of use
 - Factors for class, lab, or fieldwork considerations
- **Connect** the student to disability services and **support** disclosure to site or faculty as appropriate

[Advising Note Form](#)



Student Lead & Academia Guide

- Disability Resource Personnel, Student Services, and the health science program faculty **guide** students in the stakeholders and process to receive, disclose, and implement accommodations within classroom and fieldwork coursework
- Structured, consistent guides are beneficial

[Accommodation
Process Timeline
Checklist](#)



Building Your Knowledge & Process

- **Regularly** meet with each academic health science program(s) on accommodation/disclosure process
- Review program **technical standards**
- Review site/profession **essential functions**
- Identify and develop your communication process with the academic health science program faculty/personnel
- Understand each sites requirements for disability disclosure (e.g., access consultant process, personnel, and system)
- Develop and implement processes for trialing accommodations for classroom and fieldwork courses/experiences

Scenario 1: Small Private Institution



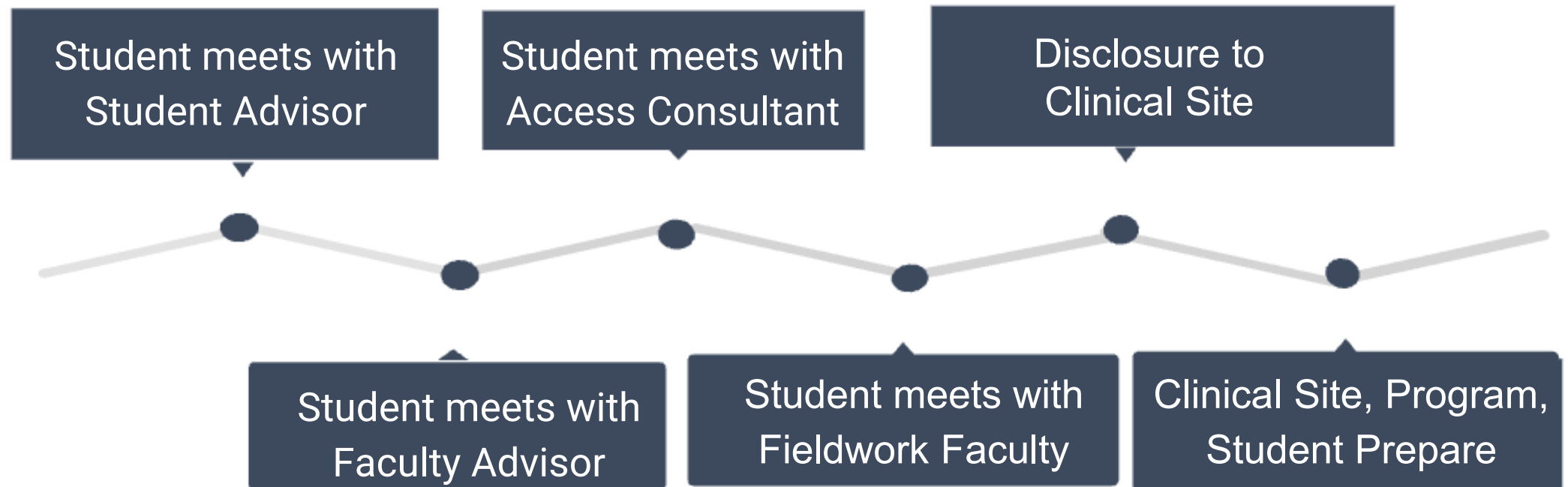
Student/
Faculty Meet

Student/
Access Consultant
Meet

Access
Consultant
checks in with
Faculty

Access Consultant
confirms with student

Scenario 2 - Large Public



Disability Resources Through Clinical Sites

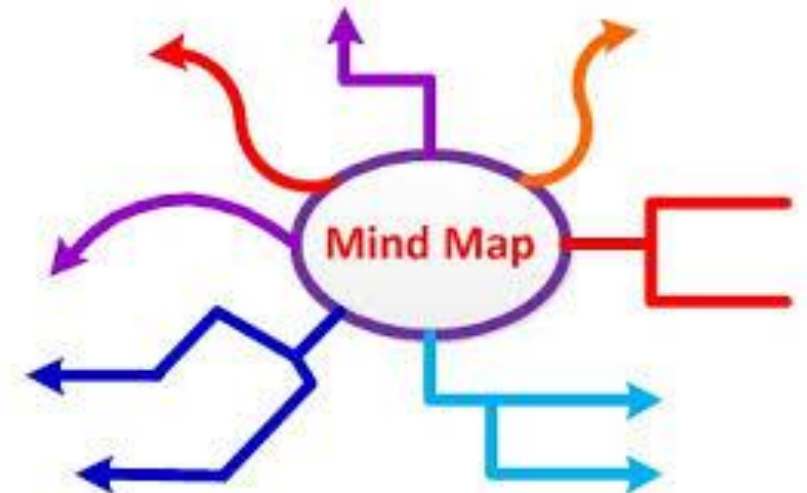
- Some fieldwork or clinical sites have their own disability office / personnel
- Recommended the student receive the academic institutions DRC accommodation assessment / approval; then share it with the site's disability personnel
- Accommodations between the academic institution and clinical site should NOT be vastly different and match the programs technical standards
- Updates to accommodations need to be approved by both stakeholders

Mind Map

Activity 1: Mapping Your Process

Directions: Pair with peers and complete a mind map of:

1. Interest holders / partners
2. Communication processes
3. Academic programmatic processes
4. Resources available



Objective 2

Describe strategies to support accommodations use during experiential learning across practice settings and roles in education

Disability Personnel

- 1 Review technical standards, essential job functions, program learning objectives for health science programs
- 2 Collaborate with health science faculty
- 3 Create a communication strategy and process
- 4 Complete site visits of healthcare organizations
- 5 Provide resources / strategies for students to advocate for their needs

Faculty

- 1 **Implement** communication opportunities early and each term
- 2 **Evaluate** fieldwork sites to match student learning & accommodation needs
- 3 **Facilitate** the accommodation disclosure process
- 4 **Collaborate** with fieldwork site and educators on resources and strategies
- 5 **Foster** opportunities for students to trial accommodation(s) in Level I Fieldwork

Fieldwork Educator / Site Strategies

- 1 Review over fieldwork essential job functions, objectives, facility expectations.
- 2 Connect with site leadership to review accommodation request.
- 3 Sign and return letter of request with final decision.
- 4 Prepare for incoming student success. **Check in** with student during FW.
- 5 Follow up with AFWC to review over student experience.

Student Strategies

- 1 Read & Understand technical standards of program
- 2 Communicate with program faculty early & often
- 3 Identify needs & Advocate for reasonable accommodations
- 4 Maintain relationships with faculty & set goals for success
- 5 Be Open Minded & Flexible to prioritize career longevity

Activity 2: Think, Pair, Share

- 1) Reflect on your own strategies to support accommodation use
- 2) Pair with a peer and share 1-2 **strategies** that are used at **your institution or department** for supporting accommodation establishment and disclosure.
- 3) In large group, share your paired strategies.



Think, Pair,
Share

Student Testimony- Leah's Experience



Successful Accommodation Bridge: Takeaways

- 1) Communicate and planning with the student early and routinely
- 2) Develop a process to routinely collaborate with the health science programs regarding technical standards bridging and feasibility
- 3) Facilitate the trial of accommodation(s) in simulated environment
- 4) Foster a accommodation(s) in short duration experiences before the longer duration experiences
- 5) Educate clinical sites on accommodation legal, regulatory, and professional expectations for students with and without accommodation(s)

Reflection

- 1) What might you do differently regarding your accommodation process or approach for students in health science programs?
- 2) How might disability personnel aid in ensuring the **bridge** of accommodations is successful from classroom to fieldwork/clinical experiences?

Question & Answer

Recommended Resources

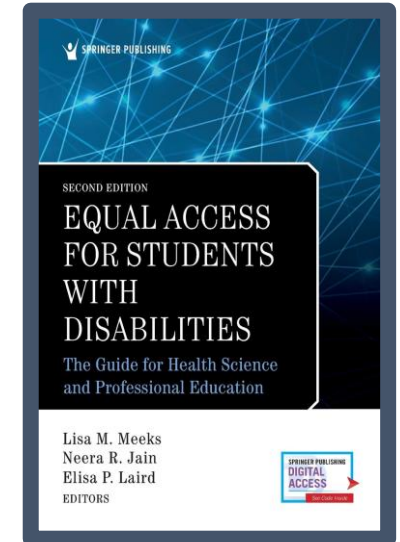
Books

- Meeks et al. (2020). **Equal access for students with disabilities.** 2nd Edition. Springer

Professional Position Papers / Opinions

- Oldenburg, H., Green, V., Trenary, T., Olson Rand, J., & Sorenson, L. (April 2024). ***A Model for Bridging Accommodation from Classroom to Fieldwork. OT Practice.*** American Occupational Therapy Association.

<https://www.aota.org/publications/ot-practice/ot-practice-issues/2024/a-model-for-bridging-accommodations-from-classroom-to-fieldwork>



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Americans with Disabilities Act (n.d.) *Introduction to the Americans with Disabilities Act*.
<https://www.ada.gov/topics/intro-to-ada/>

Carter, Angela M. et al. (2023). Experiences of Multiply-Marginalized, Disabled, Graduate Studies. University of Minnesota, *Manuscript in Process*.

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Ozelie, R., Bock, J., Gervais, S., Schneider, L., & Silhavy, C. (2022). Is it reasonable? Reasonable and unreasonable accommodations for occupational therapy students in clinical settings. *Open Journal of Occupational Therapy*, 10(2), 1-15. <https://doi.org/10.15453/2168-6408.1913>

Session Evaluation



tinyurl.com/AHEADFeedback

Your feedback helps shape future programming.

Thank you for attending!

Case Application

Health Science Profession: Occupational Therapy

Diagnoses: Anxiety and Depression

Assigned Clinical Setting: Hospital

- 1) What are potential accommodations?
- 2) The student wants to disclose to her fieldwork site, how would you prepare the student for disclosure process?
- 3) What steps will you take to ensure the accommodation meets the health science program technical standards?