



American
Occupational Therapy
Association

INSPIRE

2022 Annual Conference & Expo

Supporting Students Requiring Accommodations During the Fieldwork Experience

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Meet the Presenters



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Course Learning Objectives

- Participants will identify the top five diagnoses affecting students enrolled in OT and OTA fieldwork education.
- Participants will identify strategies for a student with a disability requiring accommodations during a fieldwork experience.

Background

- Identifying best practices regarding students with disabilities in occupational therapy education (OT and OTA) programs is a common issue facing academic fieldwork coordinators, fieldwork educators, faculty, and students.
- Students with disabilities are attending higher education institutions at a greater rate than in the past and that number is expected to continue to increase (Abreu, Hillier, Frye, & Goldstein, 2016).

Background

- Increased student numbers, coupled with the rise in documented disabilities in higher education, leads to a need for academic institutions to better understand accommodations and the Americans with Disabilities Act (ADA).

First Survey Information

Spring/Summer 2018 (initial survey)

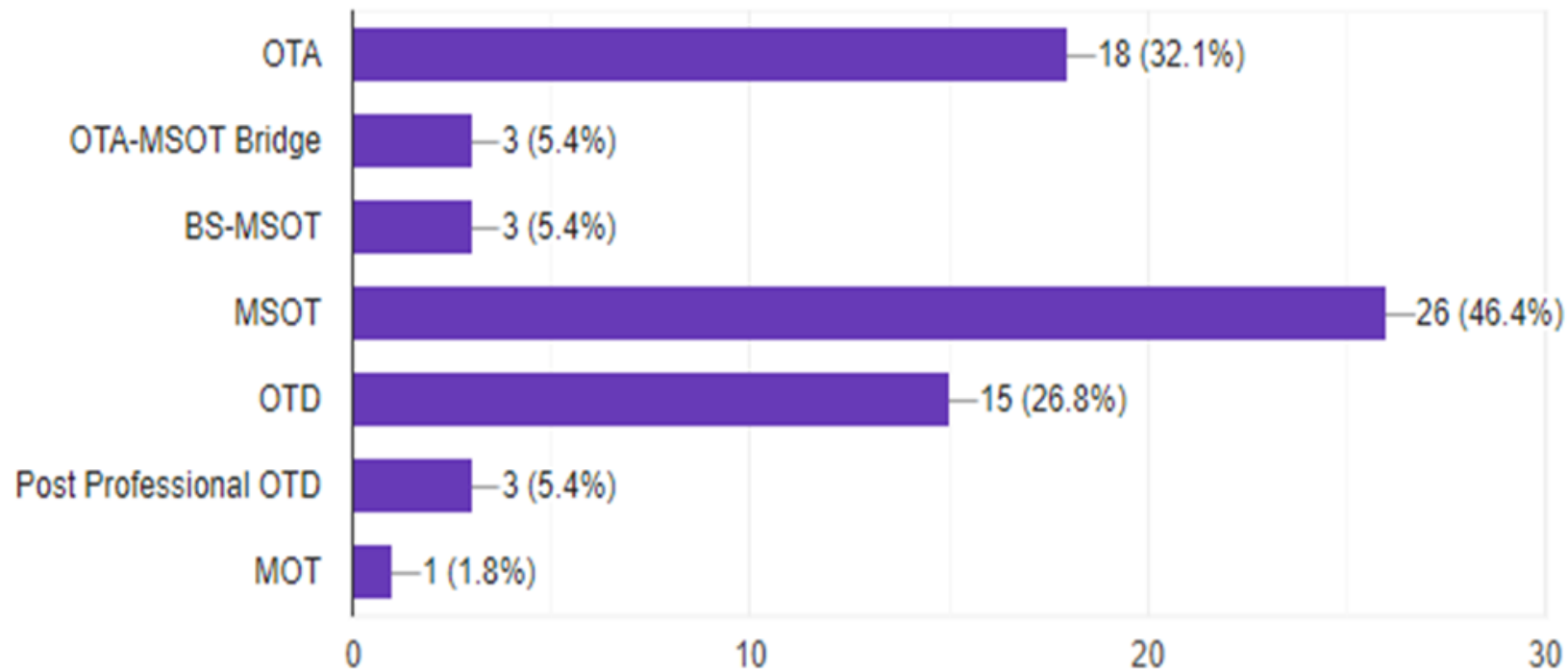
American Occupational Therapy Association (AOTA)

Goal:

- To identify the types of disabilities/diagnoses that AFWCs support
- To identify the resources needed to support AFWCs in their role

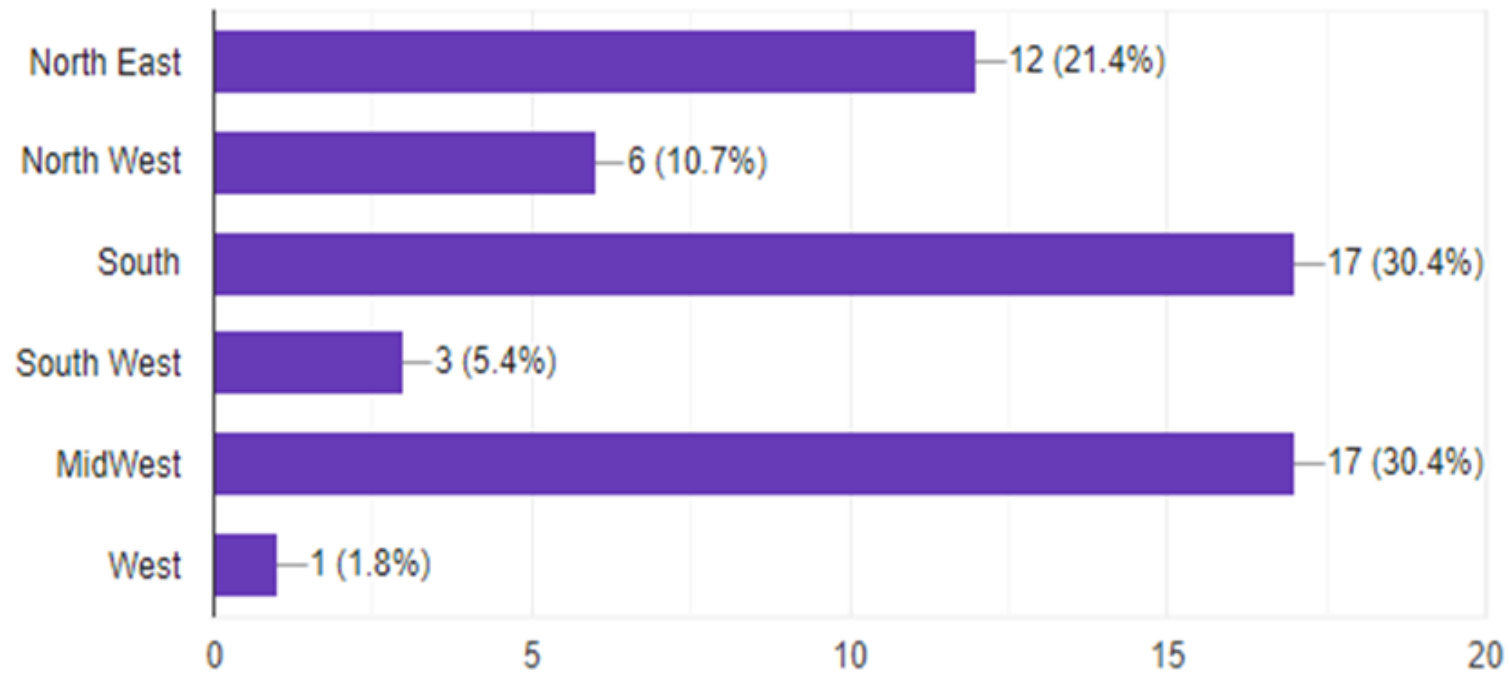
First Survey Outcomes

Program Type



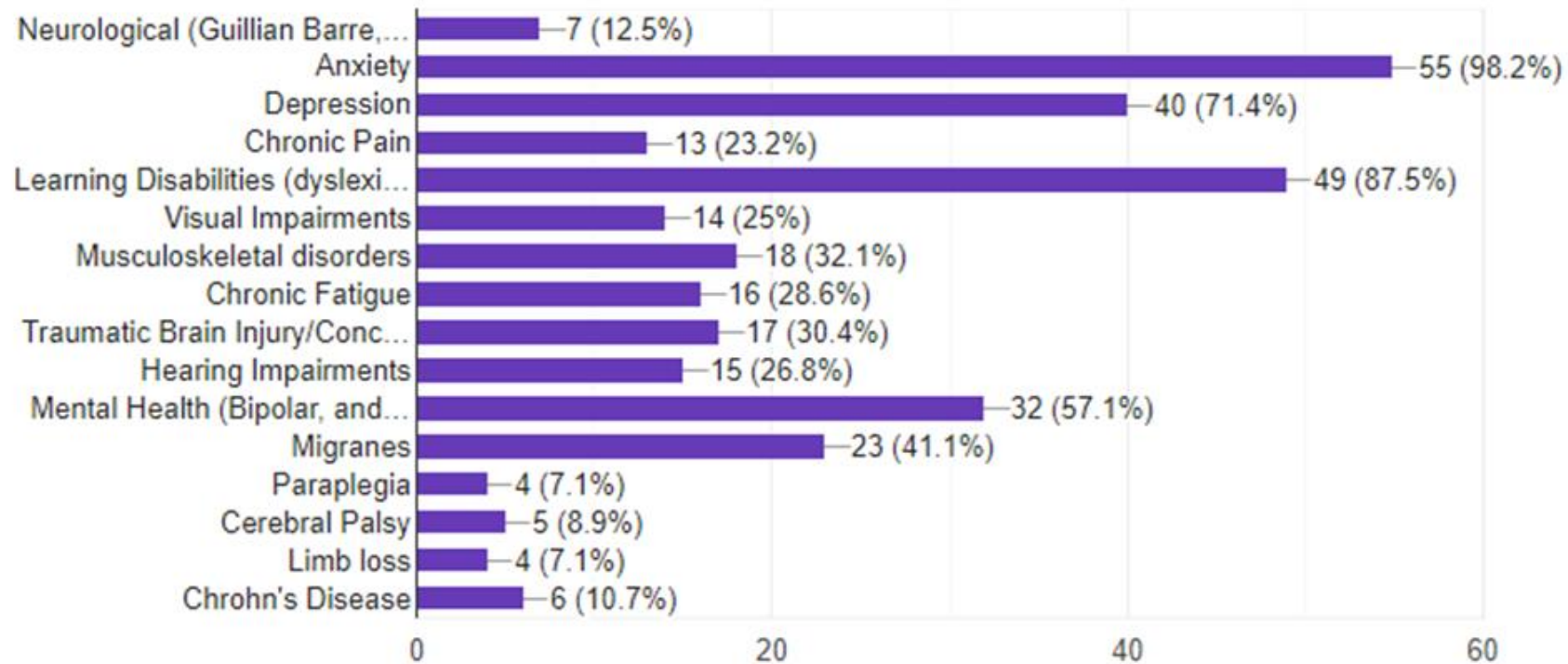
First Survey Outcomes

Program Location



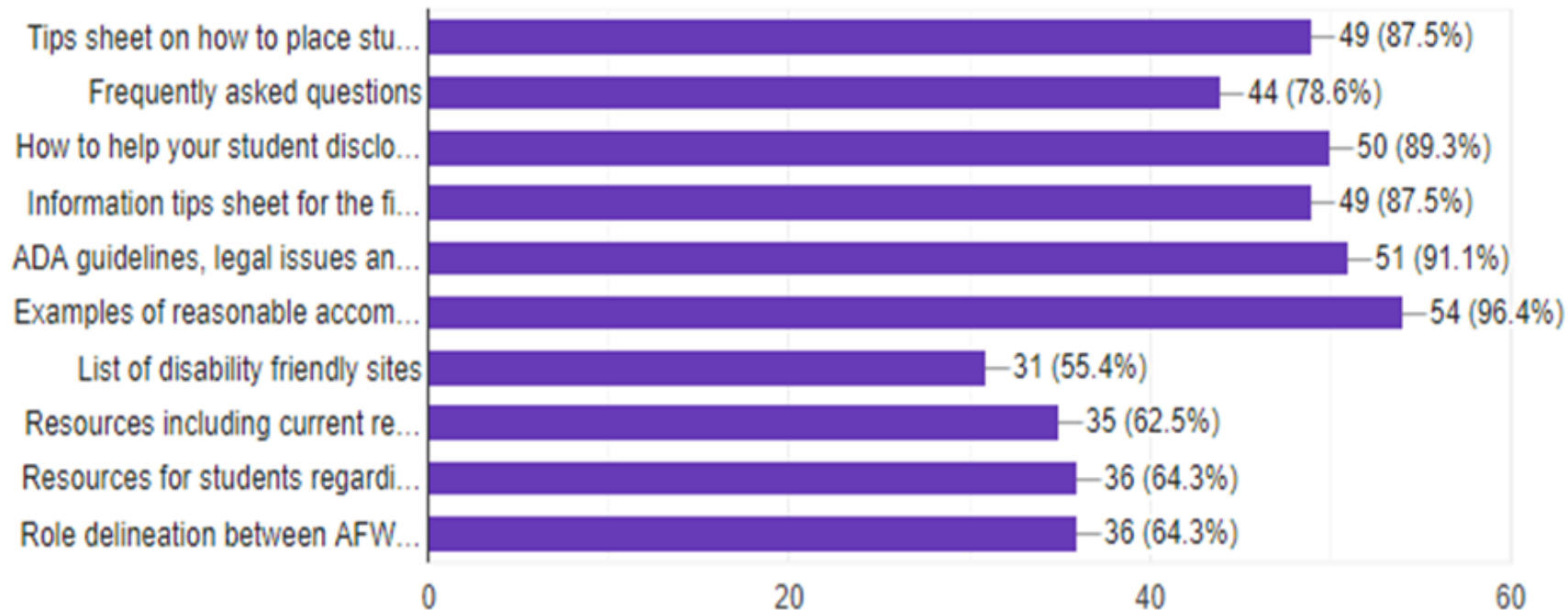
First Survey Outcomes

Student Disabilities Identified in your Role as AFWC



First Survey Outcomes

Needed Resources to Support AFWC in their Role



Second Survey Information

Spring/Summer 2021

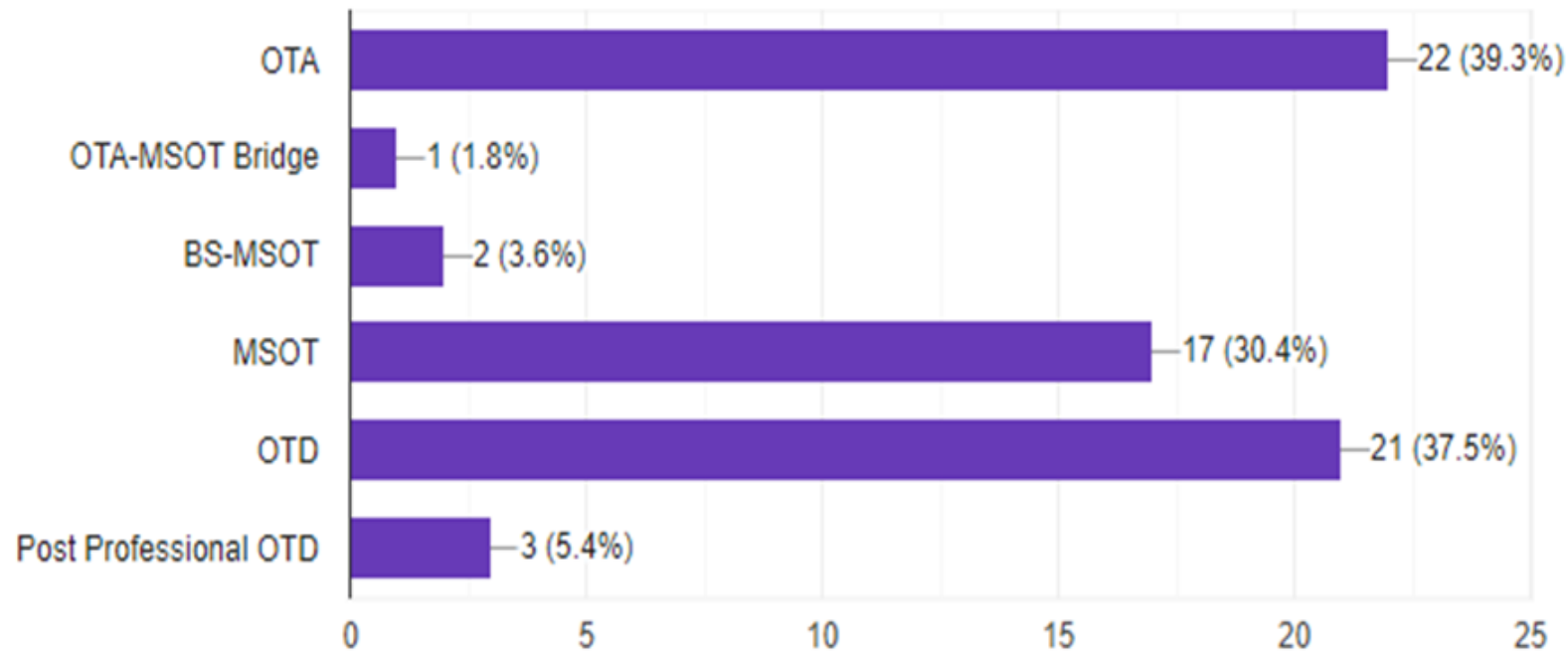
American Occupational Therapy Association AFWC ListServ

Goal:

- To identify the disabilities/diagnoses that AFWCs commonly support
- To identify the resources needed to support AFWCs in their role
- To compare the new survey findings to the initial findings

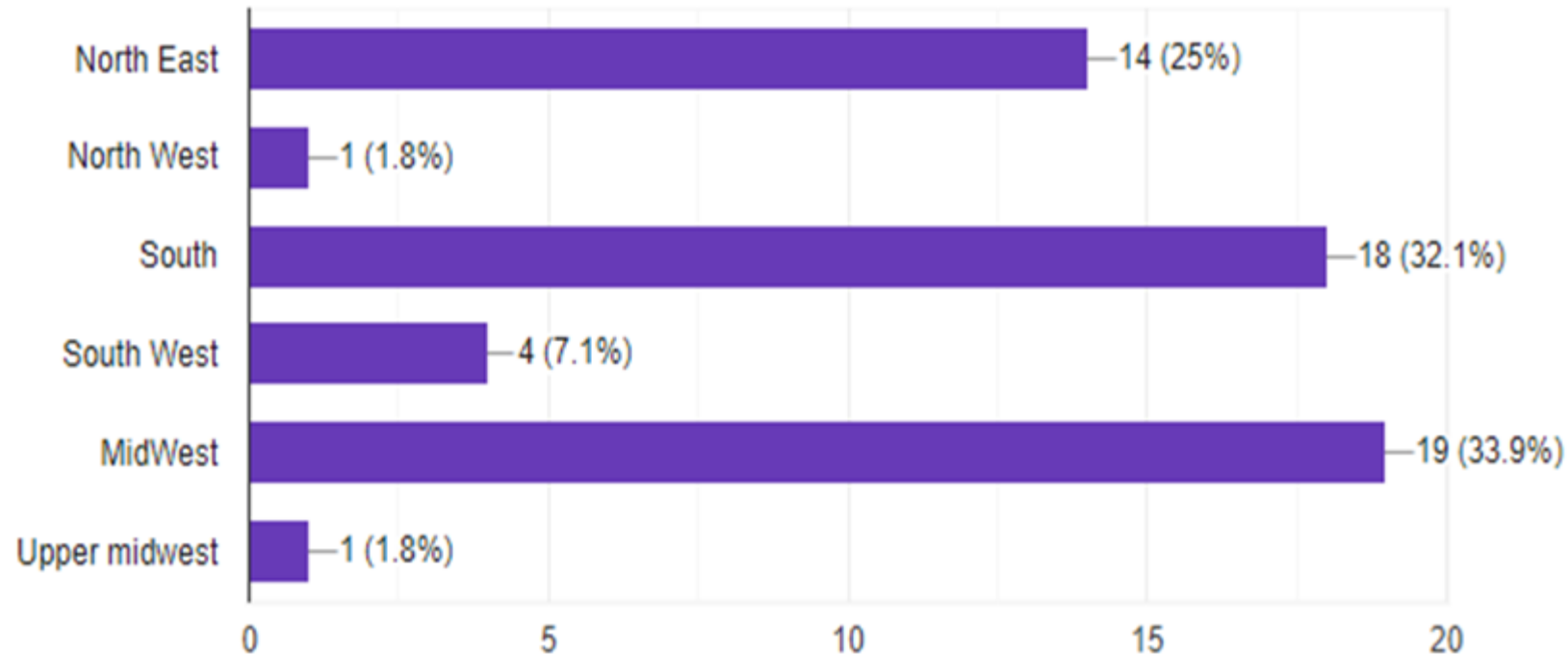
Second Survey Outcomes

Program Type



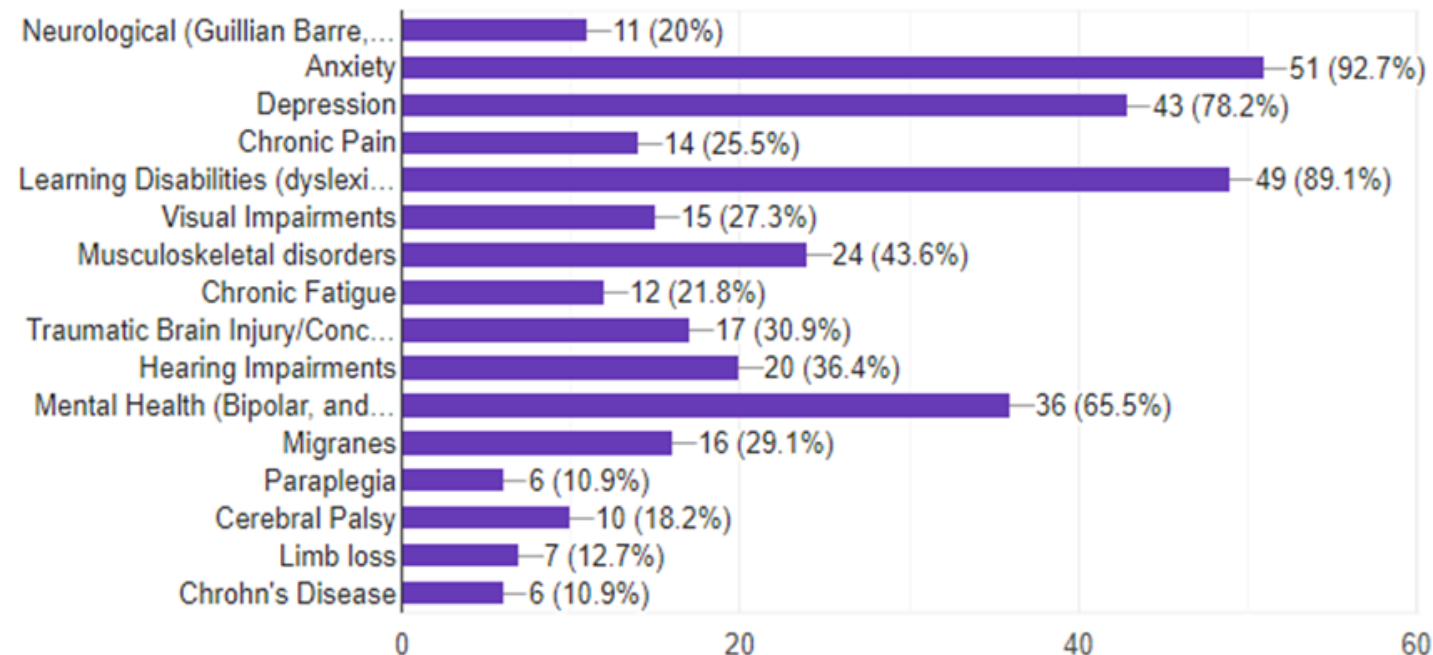
Second Survey Outcomes

Program Location



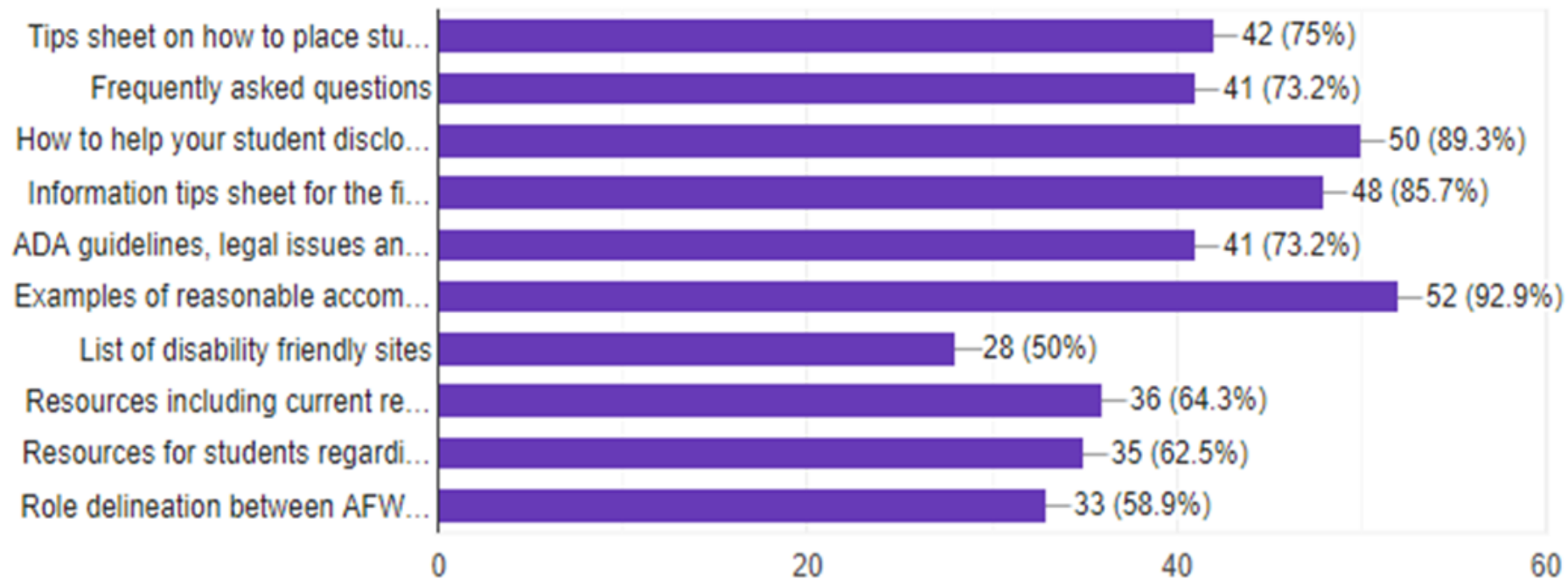
Second Survey Outcomes

Student Disabilities Identified in your Role as AFWC



Second Survey Outcomes

Needed Resources to support the AFWC in their Role



Comparing the Data

Findings Revealed:

1. Same diagnoses were identified
 - a. Reported in the same order as the initial survey
 - i. Anxiety, Learning Disabilities, Depression, Mental health, and Migraines

Comparing the Data

Findings Revealed:

2. Same needed resources were identified
 - a. The order was different compared to the initial survey
 - i. Initial: Examples of accommodations, ADA guidelines, Navigating student disclosures, tip sheet for fieldwork educators and tip sheet for placing students were tied for 4th place, and FAQs
 - ii. New: Examples of accommodations, navigating student disclosures, tip sheet for FW educators, tip sheet for placing students, and FAQs and ADA guidelines were tied for 5th place.

Tips for FWEs and AFWCs

- Review job performance expectations
 - Consider the accommodations and how it can work effectively in the OT setting
- Communication among all parties: AFWC, FW educator and student
- Set Goals
 - daily and or weekly
- Take time to complete formal meetings to stay on track

Tips for FWEs and AFWCs

- Document all discussions
- Foster a supportive environment
- Hold the student responsible for the technical standards (with the accommodation)
- Consider placements that are a good fit for the student
- Encourage health and wellness, and life balance for both you and the student

Tips for Students

- Know your resources
 - Student success office, student disability office, AFWC, AOTA, ADA
- Review technical standards for your clinical placement
 - What accommodations can you anticipate?

Tips for Students

- Advocate
 - Talk knowledgeably about your disability and how you can advocate for your needs
- Keep communication open
 - Know your triggers and learning style
- Maintain a balance
 - Practice good self-care

Exercises to Address Student Anxiety and Help with Grounding

- Below suggestions all address anxiety and are aimed to help with that condition which was the highest reported disability from our research. All but number 7 can be completed during the Level II FW Placement. Number 7 can be done on the weekend.

Exercises to Address Student Anxiety and Help with Grounding

1. Deep Breathing
2. Describe what's around you
3. Body Scan
4. Hot or Cold
5. Mindfulness
6. Mindful walking, eating and meditating for thirty minutes during FW Placements
7. Forest Bathing

Let's Practice!!!

INHALE
(4)

HOLD
(2)

EXHALE
(6)



Student Testimonials:

What was difficult in fieldwork?

Student Testimonials

“I had some difficulties in completing challenges in my fieldwork due to short term memory loss because of my traumatic brain injury.” Karla G

Student Testimonials

“Adjusting to the demands of the clinic. I was so used to the classroom environment the change made it difficult to keep up.” Jennifer D.

Student Testimonials

“At the beginning of fieldwork, I had racing thoughts, anxiety during my treatment sessions with patients, and struggled to pay close attention at times, as I was easily distracted within the environment. In addition to all of this, time management was the toughest for me.” Crystal M.

Student Testimonials

“Some things that were difficult based on my disability were working in a high paced and high productivity outpatient clinic.” Kayla L.



Student Testimonials:

What strategies were helpful?

Student Testimonials

“ What helped me was being honest about my struggles in order to receive appropriate accommodations. At the beginning of fieldwork, I was part time and my hours gradually increased as time went on. This helped me a great deal, so I was not so overwhelmed and anxious all the time.”

Crystal M.

Student Testimonials

“I received services with a reading specialist which helped me develop compensatory strategies which helped me in undergraduate and graduate school. Grammar link helped a lot too. I scheduled in time for myself. I collaborated a lot with my fieldwork educator.” Kayla L.

Student Testimonials

“I found it helpful to be organized during fieldwork since I was having difficulty with short-term memory loss.” Karla G.

Student Testimonials

“Communicating with my AFWC. She helped me examine my challenges and produce a plan for success. Ultimately it took finding a site that was a better fit.” Jennifer D.



Let's Discuss!!!

How have you had to accommodate a student on their fieldwork experiences?



Let's Discuss!!!

**Are you willing to
accommodate a student
on their fieldwork
experiences?**





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FOR MORE INFORMATION:

**Sample
Accommodations**



References

