



Supporting Students
Requiring
Accommodations
During the
Fieldwork
Experience

Presentation by Mary Jean Hughes and Deja
Stockdale

Course Learning Objectives:

1. Participants will identify the top five conditions affecting students enrolled in OT and OTA fieldwork rotations.
2. Participants will identify strategies for a student with a disability requiring accommodations during a fieldwork experience.
3. Participants will take away tools they can use with their students during level II FW.

Background:

1. 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.
2. 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).
3. 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).

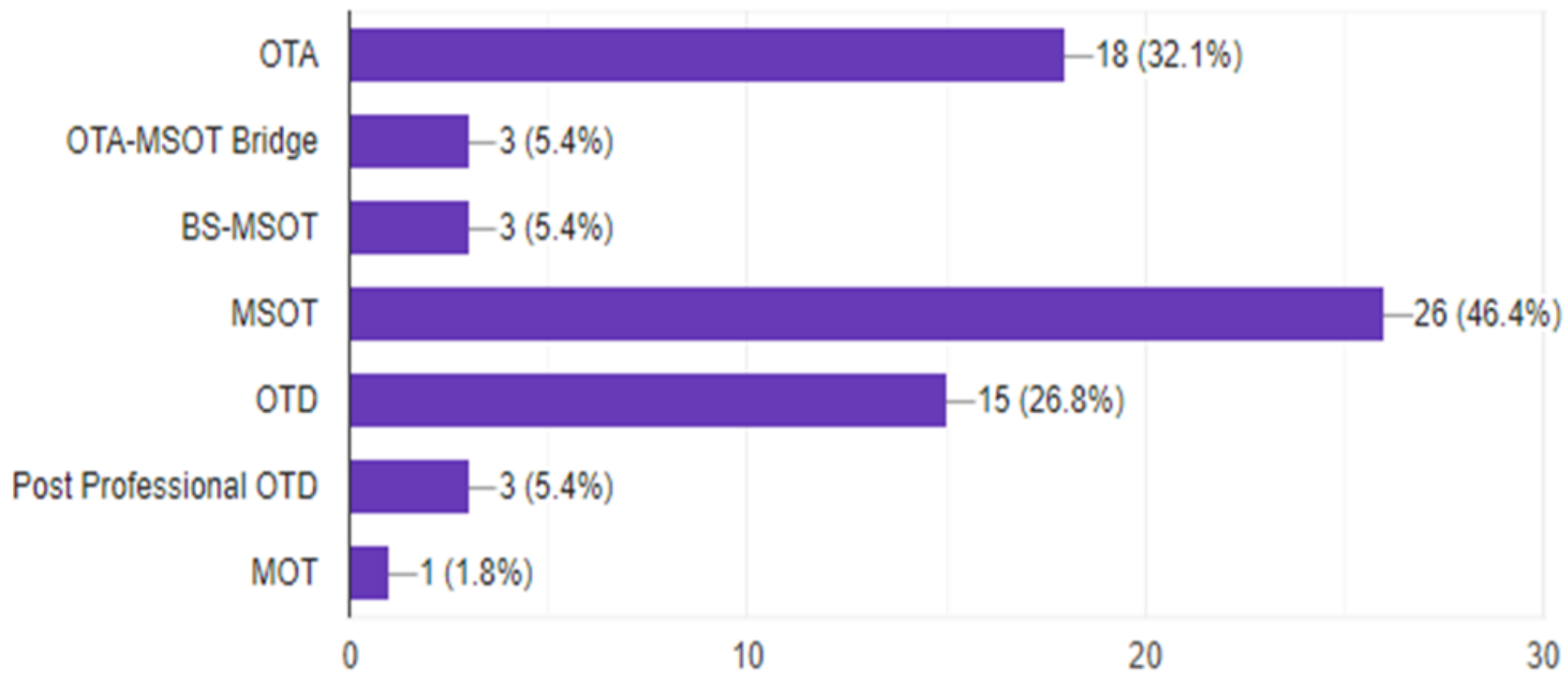
First Survey Information:

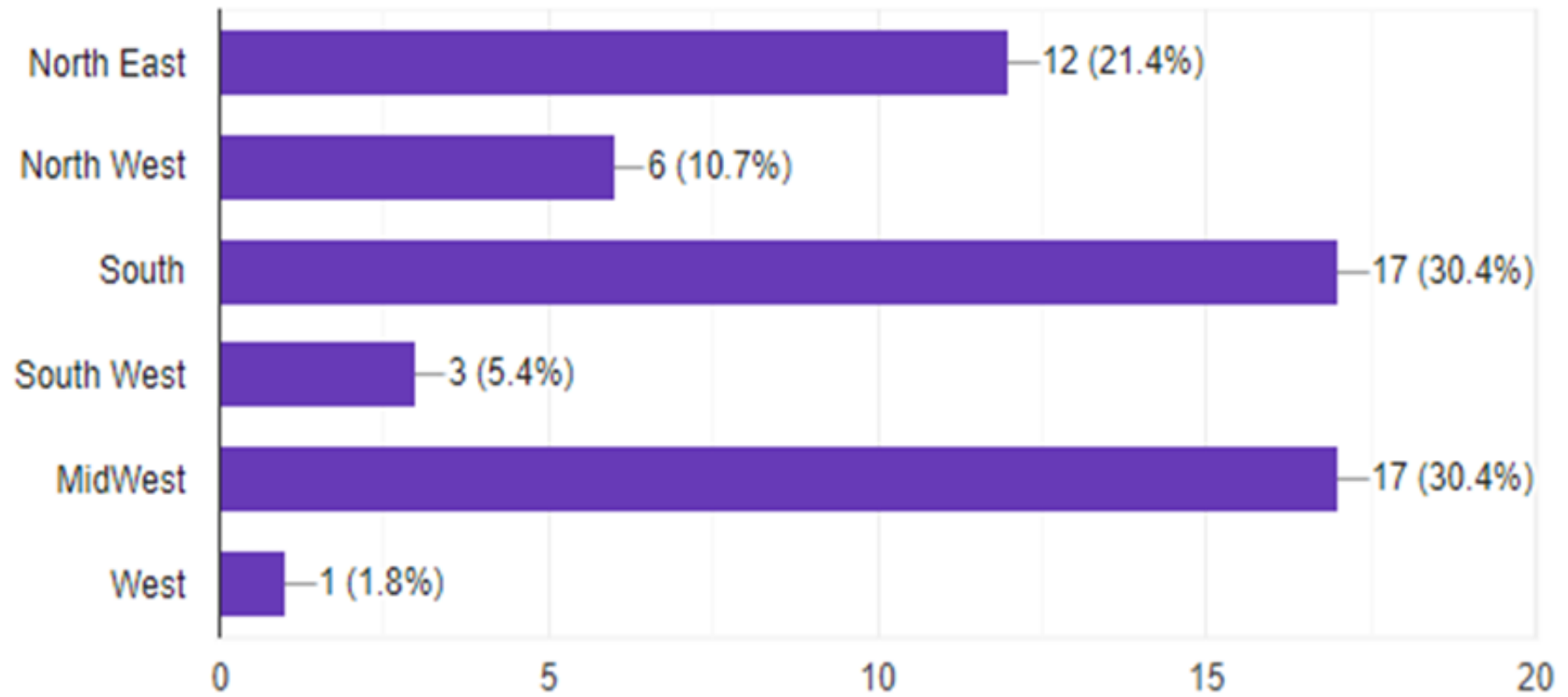
Spring/Summer 2018 (initial survey)
American Occupational Therapy Association (AOTA)
Survey occurred on the AOTA AFC National Listserv

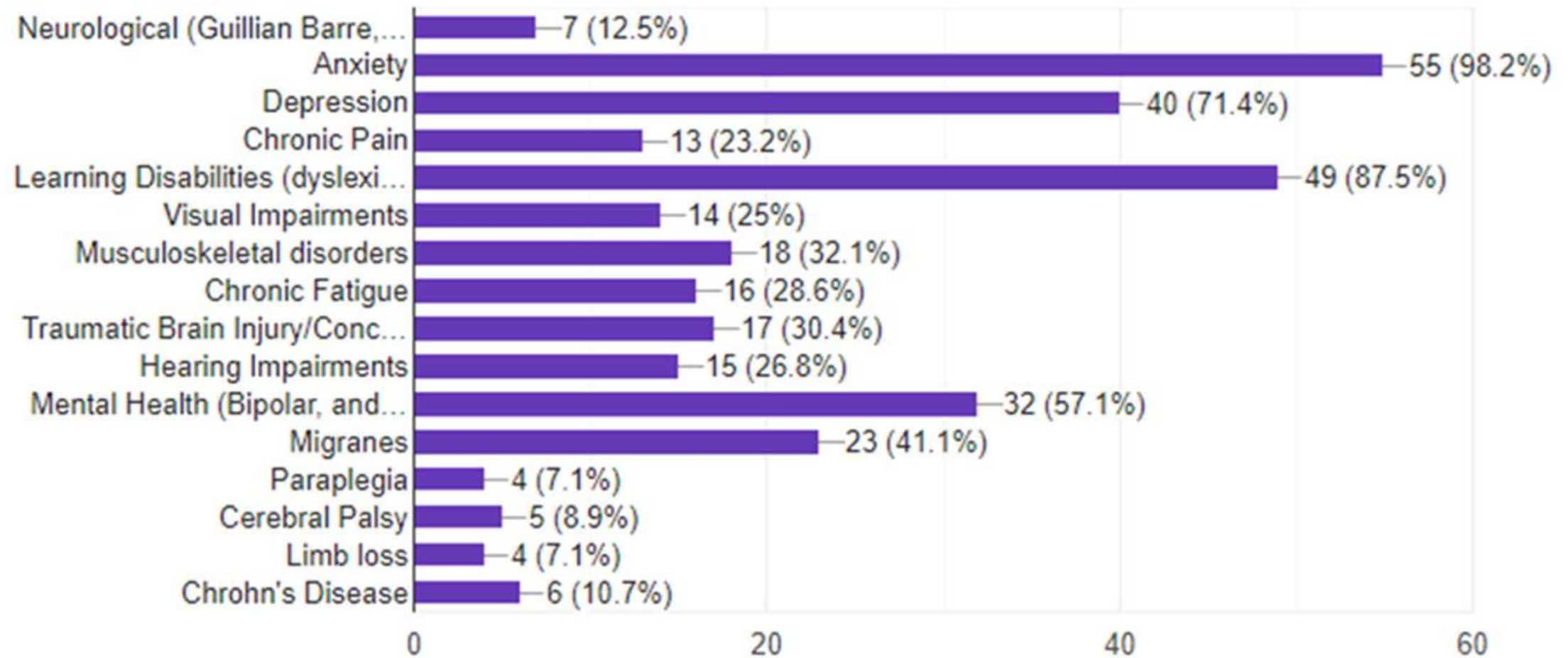
Goal:

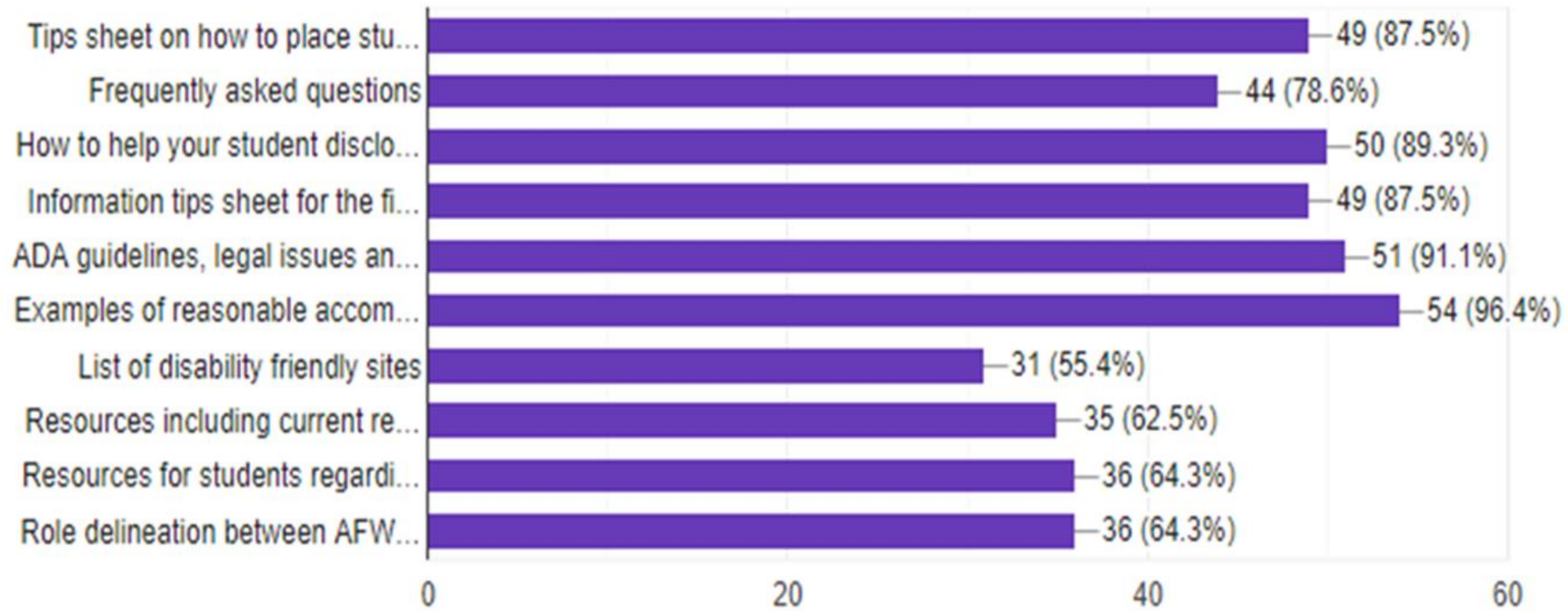
- To identify the types of disabilities/diagnoses that AFWCs support
- To identify the resources needed to support AFWCs in their role and now will support fieldwork educators in their role.

PROGRAM TYPES, PROGRAM LOCATION, SURVEY RESULTS INCLUDING STUDENT DISABILITIES,
AND REQUESTED RESOURCES WILL BE REPORTED ON NEXT SLIDES









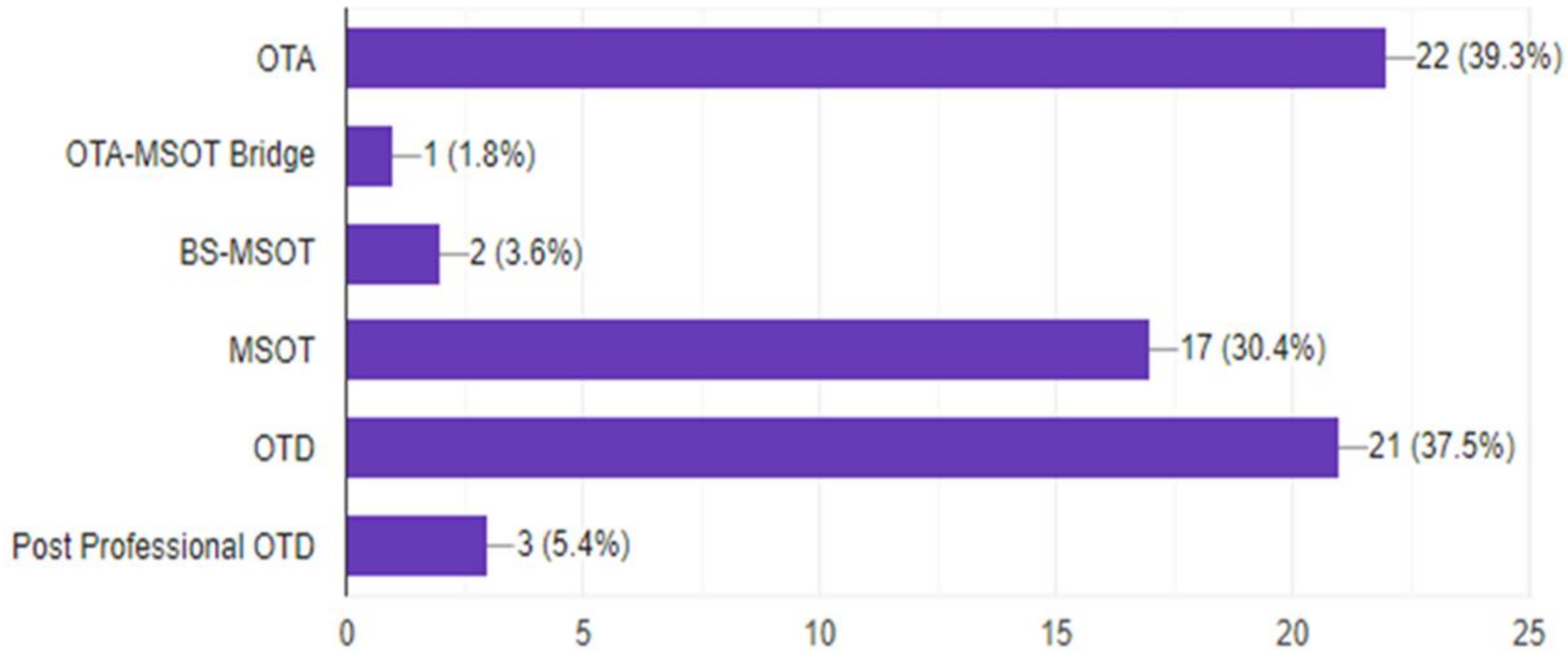
Second Survey Information:

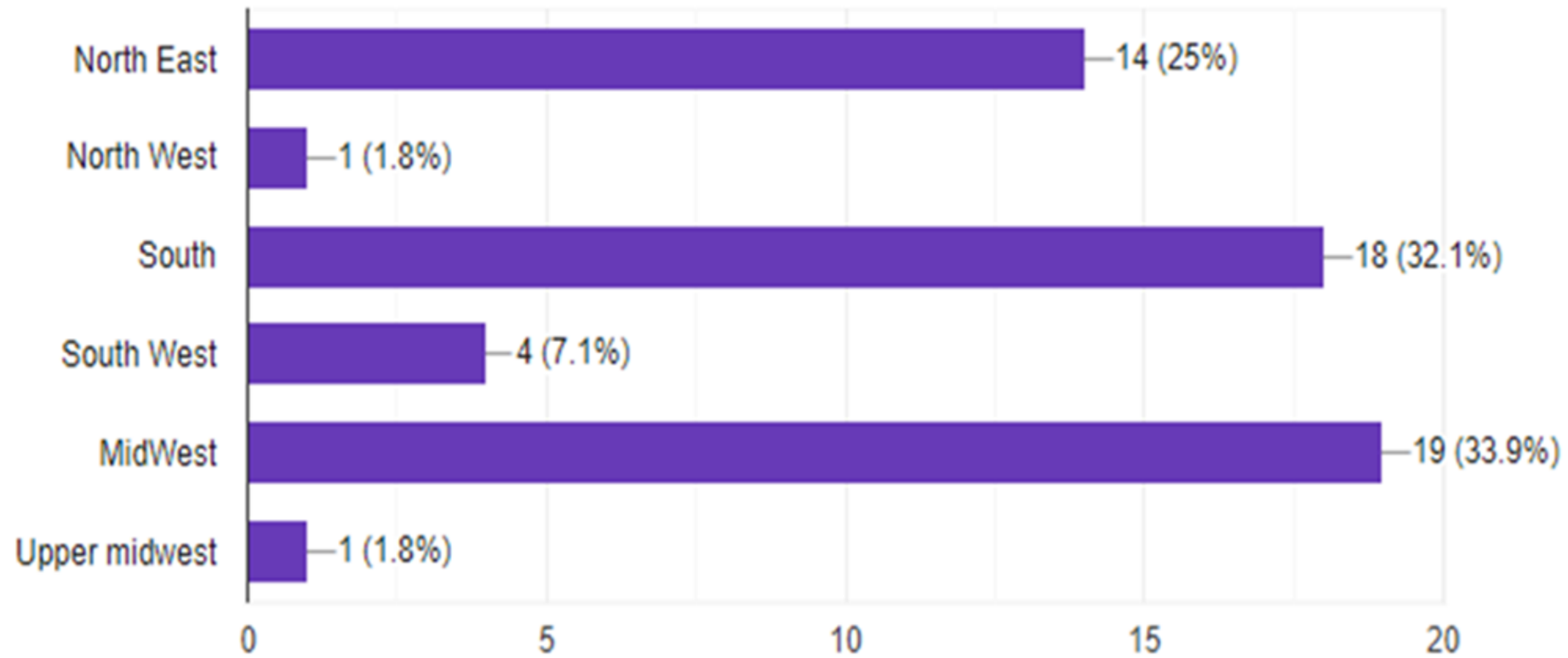
Spring/Summer 2021

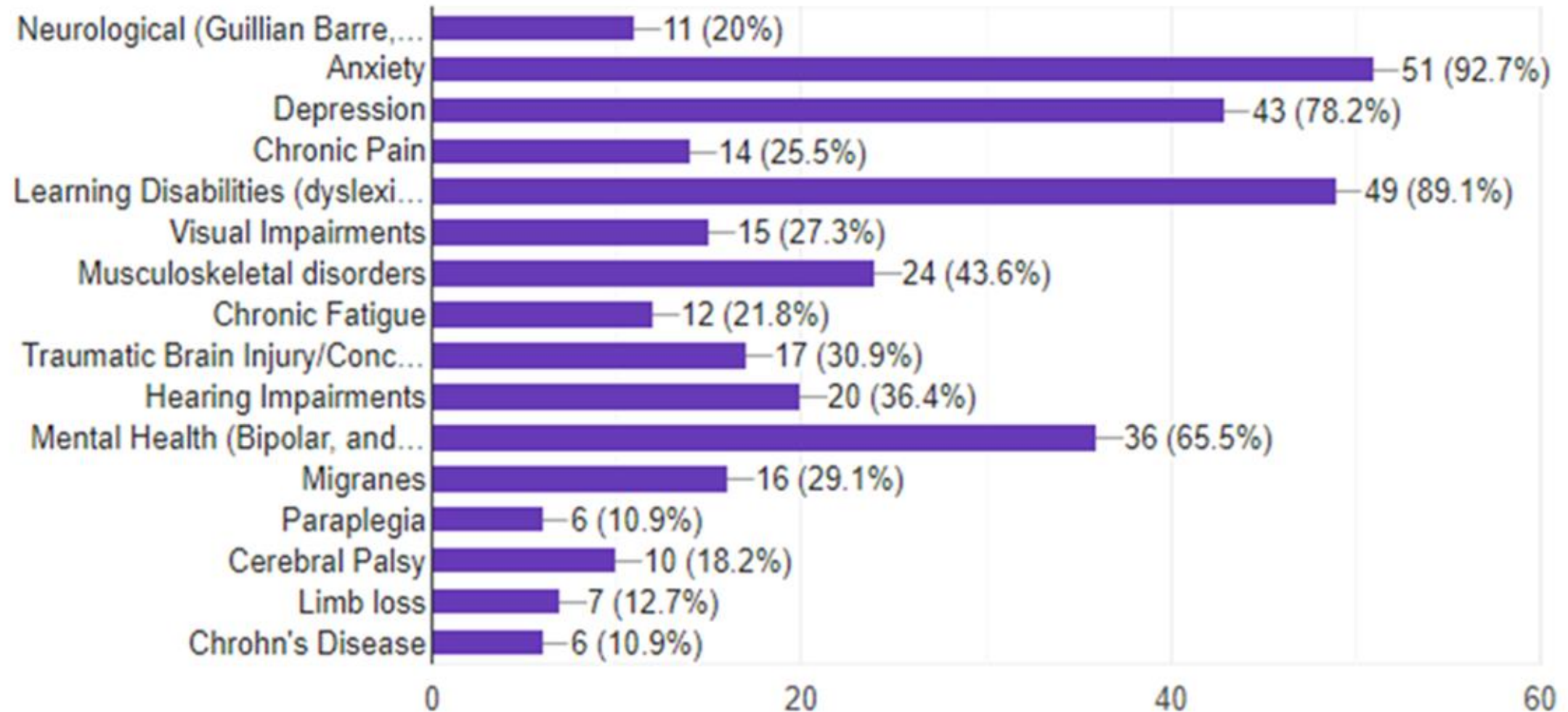
American Occupational Therapy Association AFWC List Serv.

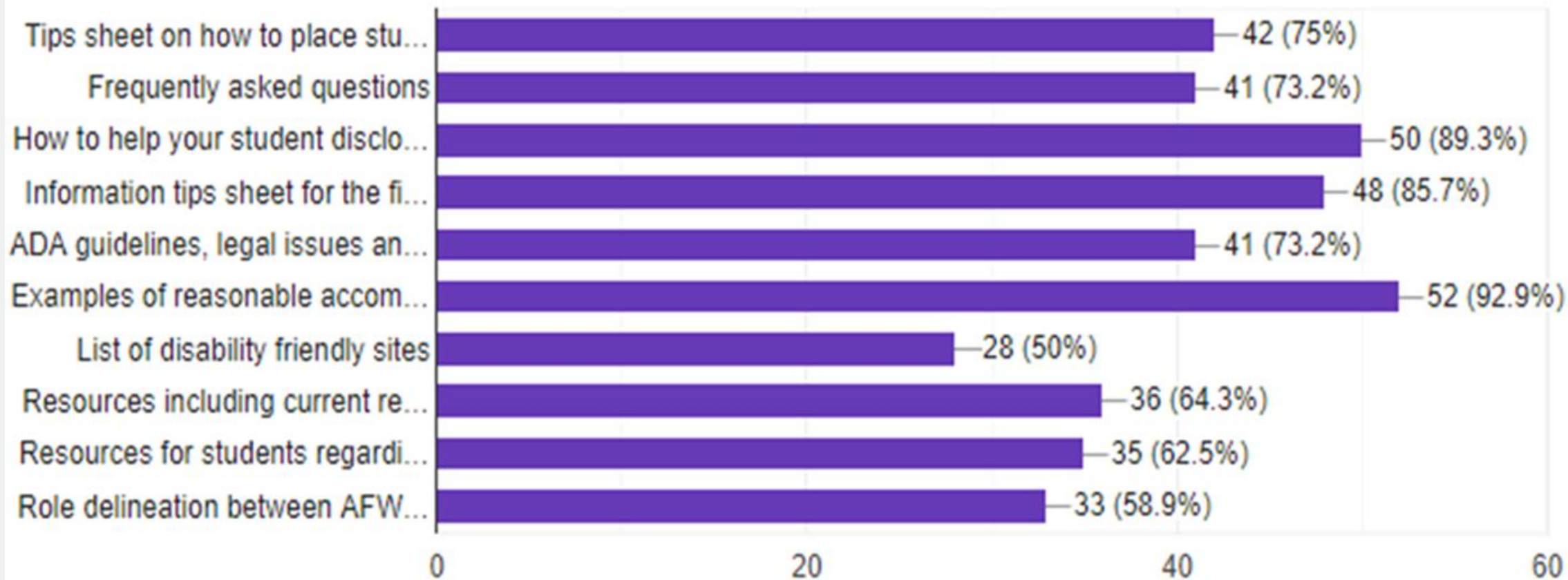
Goal:

1. To identify the disabilities/diagnoses that AFWCs commonly support.
2. To identify the resources needed to support AFWCs in their role which will assist fieldwork educators as well.
3. To compare the new survey findings to the initial findings.









Comparing the data:

Similar diagnoses were identified

Reported in the same order as the initial survey except for number five

Anxiety, Learning Disabilities, Depression, Mental health, and Migraines in first survey and in second survey fifth was musculoskeletal issues, which was the only difference

Same needed resources were identified:

However, the order was different compared to the initial survey

Initial survey : Examples of accommodations, ADA guidelines, Navigating student disclosures, tip sheet for fieldwork educators and tip sheet for placing students were tied.

Second survey: Examples of accommodations, navigating student disclosures, tip sheet for FW educators, tip sheet for placing students, and FAQs and ADA guidelines were tied.

Third Survey (post COVID-19)

Reported Disabilities below in order from most to least

1. Learning Disabilities 83.8%
2. Mental Health issues (manic depressive illness) 70.3%
3. Anxiety 62.2%
4. Depression 45.9%
5. Migraines 43.2%

The demographics in third survey are below:

MSOT programs 38%

OTA programs 26%

OTD programs 22%

Resources Requested:

Examples of reasonable accommodations

How to help your student disclose

Tips sheets on how to plan for a student with disability

Third Survey Data

An interesting note is Anxiety dropped on the third survey (perhaps from the world pandemic coming to an end).

Also, learning disabilities was number one (perhaps again due to the fact of a world pandemic was going on and students were sent home in a day's notice).

Tips for Fieldwork Educators:

- 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 (We are a team. Please reach out to the AFWC at the college or university for support if, and when you need it).
- Set Goals daily and or weekly.
- Take time to complete formal meetings to stay on track!

Tips for Fieldwork Educators (continued)

- 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

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 (continued)

- 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:

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 to help with grounding:

- Deep Breathing
- Describe what's around you
- Body Scan
- Hot or Cold
- Mindfulness
- Mindful walking, eating and meditating for thirty minutes during FW Placements
- 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?





**Baker
College**



Regis
COLLEGE

UNIVERSITY OF
SOUTHERN INDIANA[®]

**College of Nursing and
Health Professions**

FOR MORE INFORMATION:

Sample Accommodations



References

