NEOTEC
Lunch & Learn

Thursday January 25, 2024

Deja M. Stockdale

"Taking on a fieldwork student is like taking on another client"

Roadmap

- Quick stat/ trend review
- Capstone Research
  - Overview
  - Recommendations
- Reasonable Accommodations Examples
- Take Away Tool - JAN

Review

Common Disabilities

Disability	2018 Pre-Covid	2021 "Post" Covid	Shift of …	
Anxiety	98.2%	92.7%	↓	-5.5%
Learning Disabilities	87.5%	89.1%	↑	+1.6%
Mental Health	57.1%	65.5%	↑	+8.4%

These are all.....

Invisible Disabilities

Additional Review…

Previous research shows us that FWE and OTPs request…		
Resource	2018	2021
Examples of Reasonable Accommodations	#1 96.4%	#1 92.9%
ADA Guidelines and Legal Information	#2 91.1%	#4,5(tied) 73.2%
How to Help a Student Disclose	#3 89.3	#2 89.3
Info/Tip Sheet for FWE		#3 85.7%

Hughes et al, 2021

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Doctoral Capstone Summary

Title: Invisible Disabilities and Accommodations: Implications for Occupational Therapy and Program Development

Faculty Mentor and Advisor: Ryan Whitney, OT, OTD, OTR

Doctoral Capstone Summary

- Survey
  - Demographics: age, yrs as OT, years as FWE, practice area
  - Mixed: qual/ quant, some items had free responses (optional)
- Perceptions of known accommodations
  - Academic vs. Workplace ("Fieldwork")
  - Results broken down by practice area
- Common (and most effective) Resources
- Focus Group
  - OTPs, OT academics, FWE experience
  - Disclosure

Research Questions / Aims —› Findings

What do FWE need from AFWCs and OT Departments to better support the success and overall FW experience for OT/s and OTA/s who have invisible disabilities?

- FWE education re: reasonable accommodations, especially across different settings *revisit
- Collaboration opportunities
- Personalized support/ mentorship for FWEs, new FWEs

Research Questions / Aims —> Findings

How can academic programs better prepare their students for discussions regarding disclosure with OTPs and future colleagues?

- student support groups, seminar
  - Formal/informal
  - Facilitate problem solving, advocacy, collaboration
- Student panels of disclosure success stories prior to FW
  - Exposure to the benefits of disclosure
- Practice disclosure conversations with AFWC prior to FWE

Demographics

- 52% (n=14) had 10+ years experience as an OT
- N=17 had <u>at least</u> 10+ years of experience as a FWE
  - Of those, 59% had at least 11+ students over the course of their career

Demographics - Area of Practice

- Inpatient; 9
- School Based; 6
- Outpatient Pediatrics; 6
- Emerging Practice Area; 4
- Mental Health; 4

- Hand Therapy; 3
- Outpatient Adults; 2
- Community Based; 2
- Outpatient Acute; 1

*NOTE: total # of FWEs represented here exceeds # of survey respondents due to FWEs practicing in multiple practice areas a time of participation in survey.

Examples of Reasonable Accommodations

1. More Time

2. Larger Text

3. ASL, AAC, Braille

4. Different Responsibilities

5. Deadline Extensions

6. Physical Assistance

7. Additional PTO, Sick Leave

8. Sensory/ Quiet Areas

9. Modified Schedules

10. Adaptive Technology

Perceptions of Reasonable Accommodations; Academic vs. Workplace

Item	Academic		Workplace		Note
	n	%	*n*	%	
More Time	26	96	19	70	26% difference; notable
Larger Text	24	89	23	85	4% difference
ASL, AAC, Braille	20	74	18	67	7% difference
Different Responsibilities	15	55	13	48	7% difference
Deadline Extensions	25	93	13	48	45% difference; notable
Physical Assistance	20	74	18	67	7% difference
Add'l PTO, Sick Time	11	41	12	44	3% difference; only variable where workplace perceptions > academic
Sensory/ Quiet Areas	23	85	22	81	4% difference
Mod. Schedules	22	81	19	70	11% difference
Adaptive Technology	25	93	23	85	8% difference

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Perceptions of Reasonable Accommodations; Academic (A) vs. Workplace (W)

Survey Respondents		More Time		Deadline Extensions		Add'l PTO, Sick Leave		Modified Schedules	
Area of Practice	# OTs	A	W	A	W	A	W	A	W
School Based	6	83	83	83	66	*33*	*33*	83	66
Outpatient Pediatrics	4	100	75	100	75	50	50	75	75
Inpatient	9	100	77	88	44	55	66	77	77
Emerging Practice Area	4	*100*	*50*	*100*	*25*	25	25	75	50
Hand Therapy	3	*100*	*0*	*100*	*0*	0	33	66	66
Outpatient Adults	2	*100*	*0*	*100*	*0*	0	50	50	50
Mental Health	4	100	75	*100*	*50*	50	50	75	75
Community Based	2	*100*	*0*	*100*	*50*	0	0	0	0
Outpatient Acute	1	*100*	*0*	0	0	*0*	100	*0*	100

Learning Objective 2: Participants will identify strategies for a student with a disability requiring accommodations during a fieldwork experience

Fieldwork Accommodation

How to Implement & Examples

Adapted from Ozelie et al., 2019

Learning Objective 2: Participants will identify strategies for a student with a disability requiring accommodations during a fieldwork experience

Altered daily schedule

Arrange daily schedule to meet needs of students while adhering to ACOTE standards and productivity

Example: Allow student to begin chart reviews at 7am instead of 8am to provide increased prep time at start of day for student with anxiety.

Learning Objective 2: Participants will identify strategies for a student with a disability requiring accommodations during a fieldwork experience

Increased breaks throughout the day

Schedule sensory breaks throughout the day

Example: Include three 10-minute breaks throughout the day and extend work day by 30 min to accommodate for breaks for a student with Autism, ADHD, or chronic fatigue

Learning Objective 2: Participants will identify strategies for a student with a disability requiring accommodations during a fieldwork experience

Part Time schedule

Engage in early communication to arrange for the student to complete the fieldwork on a part-time basis

Example: arrange for placement that accommodate 20 hrs/wk for 24 wks.

Consider different educator: student ratios. Example: 2 FWE splitting supervision time with 1 student

Learning Objective 2: Participants will identify strategies for a student with a disability requiring accommodations during a fieldwork experience

Extra time for documentation

Depending on facility policies, FWE may not need to stay during this extra time

Example: allow the student to come in earlier or stay later than the regularly scheduled work hours

Provide clear indications of expected time per documentation, evaluations, reports, etc with extra time deadlines/ on time deadline

Learning Objective 2: Participants will identify strategies for a student with a disability requiring accommodations during a fieldwork experience

Quiet work space to document

Create or find a quiet space for the student to complete documentation in to minimize distraction/ maximize concentration

Example: Hospital library, unused office space, etc

Allow use of noise cancelling headphones

Learning Objective 2: Participants will identify strategies for a student with a disability requiring accommodations during a fieldwork experience

Physical environmental modifications

Your ability to physically alter your space may vary widely. Consider benefits to all students, advocate for change at workplace if necessary

Example: allow for accessibility to spaces with different kinds of lighting, ergonomic seating, technology, and other materials

Resource for Further Exploration

JAN
Job Accommodation Network

A TO Z OF DISABILITIES AND ACCOMMODATIONS

Home

If you are looking for information on job accommodations, the Americans with Disabilities Act or Rehabilitation Act, or topics related to disability employment, see the listings below for various topics covered by JAN.

JAN provides the following A to Z listings by disability, topic, and limitation. This information is designed to help employers and individuals determine effective accommodations and comply with Title I of the Americans with Disabilities Act (ADA). You will find ADA information, accommodation ideas, and resources for additional information.

JAN's A to Z is a starting point in the accommodation process and may not address every situation. Accommodations should be made on a case by case basis, considering each employee's individual limitations and accommodation needs. Employers and individuals are encouraged to contact JAN to discuss specific situations in more detail. To get started, choose one to find what you are looking for.

By Disability	By Limitation	By Work-Related Function	By Topic	By Accommodation

By Disability - Find information on various disabilities, impairments, and conditions.

Filter Disabilities [Begin typing search phrase to filter results]   Category: [- None -]

Addison's Disease	Chronic Fatigue Syndrome/Myalgic	Hepatitis	Phobias
Aging	Chronic Pain	Human Immunodeficiency Virus (HIV)	Poliomyelitis (Polio)/Post Polio

Employer Live Chat

Show Reader

MyJAN

Accommodating Employees with Anxiety Disorder

People with anxiety may develop some of the limitations discussed below, but seldom develop all of them. Also, the degree of limitation will vary among individuals. Be aware that not all people with anxiety will need accommodations to perform their jobs and many others may only need a few accommodations. The following is only a sample of the possibilities available. Numerous other accommodation solutions may exist.

Questions to Consider:

1. What limitations is the employee experiencing?
2. How do these limitations affect the employee and the employee's job performance?
3. What specific job tasks are problematic as a result of these limitations?
4. What accommodations are available to reduce or eliminate these problems? Are all possible resources being used to determine possible accommodations?
5. Once accommodations are in place, would it be useful to meet with the employee to evaluate the effectiveness of the accommodations and to determine whether additional accommodations are needed?
6. Do supervisory personnel and employees need training?

Key Accommodations:

Managing Panic Attacks: For individuals with mental health conditions, having accommodations to help manage panic attacks can be helpful.

- Flexible Schedule
- Modified Break Schedule
- Rest Area/Private Space
- Support Animal
- Support Person
- Identify and Reduce Triggers

Accommodation Ideas:

By Limitation   By Work-Related Function

> Attentiveness/Concentration

Organizing/Planning/Prioritizing

- Products
  - Apps for Organization/ Time Management
  - Desk Organizers
  - Electronic Organizers
  - Ergonomic Equipment
  - Labels/Bulletin Board
  - Note Collection Software and Technology
  - Notepad or White Board
  - Organization Software
  - Timers and Watches
  - Calendars and Planners
  - Workflow Management Software
- Services
  - Job Coaches
  - Professional Organizers
- Strategies
  - Additional Training Time / Training Refreshers
  - Checklists
  - Color Coded System
  - Color-coded Manuals, Outlines, and Maps
  - Job Restructuring
  - Marginal Functions
  - On-site Mentoring
  - Organization/Prioritization Skills
  - Recorded Directives, Messages, Materials
  - Reminders
  - Supervisory Methods
  - Task Flow Chart
  - Task Identification
  - Task Separation
  - Written Instructions

➲ Learn more about this limitation

❯ Stress Intolerance

About Anxiety Disorder

Anxiety Disorder and the Americans with Disabilities Act

Accommodating Employees with Anxiety Disorder

Questions to Consider:

Key Accommodations:

Accommodation Ideas:

Situations and Solutions:

JAN Publications & Articles Regarding Anxiety Disorder

Events Regarding Anxiety Disorder

Other Information Regarding Anxiety Disorder

Employer Live Chat
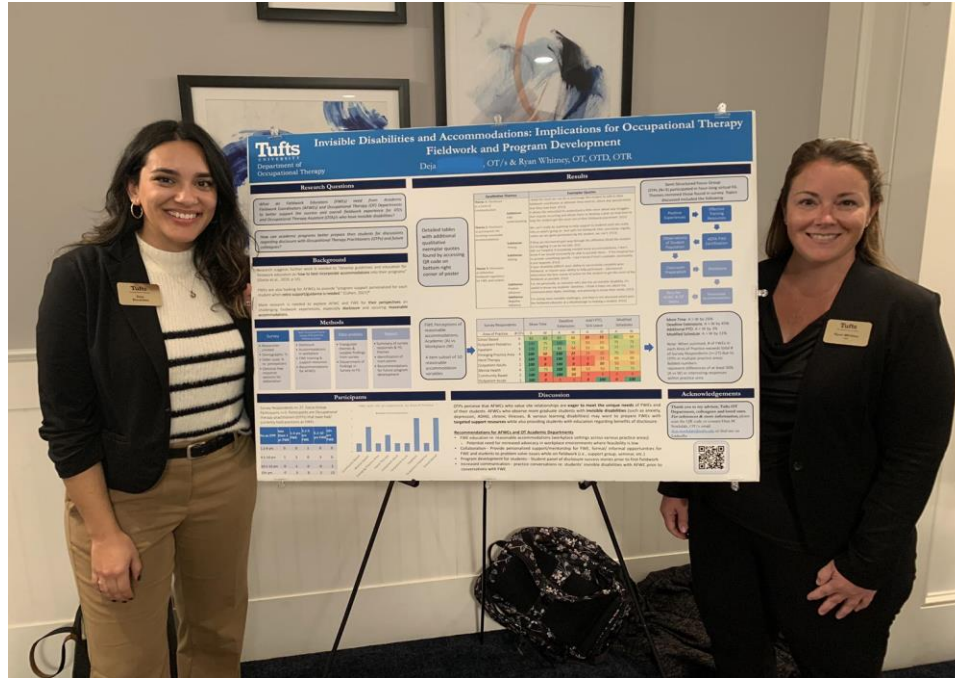
Show Reader

MyJAN

Acknowledgements

Scan QR

Locate "Invisible Disabilities & Accommodations: Implications for Occupational Therapy & Program Development

Find References, Qualitative themes from Survey Items and Focus Group, Survey

Thank you!

2023 MAOT Conference w/Capstone
Advisor Ryan Whitney, OT, OTD, OTR