

Faculty of Rehabilitation Medicine
Student Accommodation/Illness/Students at Risk
Procedures

A Living Document

May 25, 2010

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KEY:	Student Responsibilities	pale green
	Instructor Responsibilities	pale blue
	Department Responsibilities	orange
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A. Introduction

This document has been developed by the Faculty of Rehabilitation Medicine to provide procedural guidelines for the accommodation of students in classes & clinical practicums/fieldwork. This procedural document applies to all students in and applicants seeking admission to the Faculty of Rehabilitation Medicine. The Faculty of Rehabilitation Medicine supports the principle of accommodation and all reasonable efforts to meet students' accommodation needs including disability related needs of our students. In collaboration with Specialized Support and Disability Service (SSDS), the Faculty of Rehabilitation Medicine endeavors to play a leadership role in instituting practices that maximize inclusion and participation of students with disabilities.

Staff and Students are advised to review the University of Alberta's Reasonable Accommodation Policy (see University GFC Policy Manual (Section 44.8) and the University's Policy for Students with Disabilities (Section 108.5). The University of Alberta will take reasonable steps to accommodate individuals who are disadvantaged by employment, tenancy or educational rules, standards, policies or practices because of their race, religious beliefs, colour, gender, physical or mental disability, marital status, age, ancestry, place of origin, family status, source of income, sexual orientation, or political belief, to the extent required by law. (GFC Policy).

B. Definitions (from GFC Policy Manual)

- 1. Duty to Accommodate:** This term describes the Human Rights obligation to address or correct situations of discrimination by providing reasonable accommodation. A duty to accommodate is part of the University's larger duty not to discriminate on the basis of race, gender, sexual orientation, physical or mental disability, ancestry, religious beliefs, colour, marital status, age, place of origin, family status, source of income or political belief. Accommodation of students with disabilities involves activities such as making adjustments or alternate arrangements in the educational environment to ensure the environment does not have a discriminatory effect on a student because of the student's disabilities.

Physical and mental disabilities include but are not limited to:

- Hearing disabilities
- Mobility disabilities
- Psychological and psychiatric disabilities
- Vision disabilities
- Learning disabilities
- Neurological disabilities
- Disabilities related to chronic health problems
- Disabilities as a result of serious illness such as cancer
- Developmental disabilities

- 2. Accommodation:** Accommodation as it applies to students in the Faculty of Rehabilitation Medicine is any change made to the educational environment, including clinical practice/fieldwork, or environment which enables a member of a class against whom discrimination is prohibited, to enjoy equal opportunities with others.

Discrimination does not always give rise to a duty to accommodate. In some limited circumstances, the discrimination will be “reasonable and justifiable” and no accommodation will be required. The duty to accommodate extends only to the point of undue hardship. The Faculty of Rehabilitation Medicine is committed to accommodating students admitted into its programs to the point of undue hardship. Possible “accommodations” include such things as allowing a student to write an exam on an alternate date when the original date falls on a day of religious observance or working with SSDS to meet the needs of a student with a disability in class or clinical placement/fieldwork.

NOTE 1: *The duty to accommodate does not require the University or the Faculty of Rehabilitation Medicine to modify admission or educational program requirements where the integrity of the educational standards of the University or its degrees or the safety of the public would be compromised. To do so would amount to undue hardship.*

NOTE 2: *Accommodation does not relieve the student of responsibility to develop and demonstrate the essential skills and competencies expected and required of all students in meeting the requirements of their professional program. This includes developing and demonstrating the essential skills and competencies expected and required of all entry level students in fieldwork/clinical placements.*

3. Undue Hardship: Undue hardship has been interpreted to mean undue expense or excessive disruption of or interference with the student’s education in the Faculty. In assessing undue hardship, relevant factors include but are not limited to:

- Financial costs
- Business or institutional convenience/efficiency
- Disruption to or safety of the public
- The effect or impact on the rights, health, safety or morale of others
- Size and resources of the institution
- Health and safety considerations including the nature and magnitude of the risk and the identity of those who bear it.

Whether a particular accommodation is reasonable will depend on the circumstances present in each individual case.

C. Accommodation Due to Disability

1. Limits on the Duty to Accommodate

Discrimination does not always give rise to a duty to accommodate. In some limited circumstances, the discrimination will be “reasonable and justifiable” and no accommodation will be required. For example, requiring all students to demonstrate that they are able to communicate in English to a certain level before they will be granted admission to the University may adversely impact students from countries where English is not widely spoken. Although this requirement may disadvantage those students because of their race or place of origin, it is a requirement which is nevertheless reasonable and justifiable because instruction and testing at the University is in English.

Even where the law imposes a duty to accommodate, there are limits on that duty. The first limit is that of reasonableness. Buying a \$5000.00 desk to accommodate a wheelchair will not be a reasonable accommodation when four blocks placed under the corners of an existing desk will work just as well.

NOTE: *Normally, the Faculty will not entertain requests for accommodation “after the fact” (i.e. after a final low grade or a failure has been assigned or the student has been informed that he or she is failing). It is the student’s responsibility to ensure requests for accommodation are made in a timely manner.*

2. Accommodation Procedures for Classes

a. When a student needs and requests accommodation, the student is responsible for:

- i.** Providing reasonable advance notice to his or her Instructor, Graduate Coordinator, or Department Chair or other university agent in writing of the need for an accommodation.

NOTE: *Any requests by the student for accommodation to the Department or Faculty must be made in writing.*

- ii.** Students must make the request for accommodation directly to the Department. In cases of accommodation involving disability, the Chair of the Department or designate will normally notify SSDS and the Associate Dean, Professional Programs and Teaching.
- iii.** Providing sufficient relevant and timely documentation which may include relevant medical reports or other materials as are required to verify the need for accommodation and for identifying his or her specific accommodation needs. The documentation should be provided by a physician, other treating professional or relevant individual (e.g. a religious leader) and should address how the students’ disability or specific need impacts the ability of the student to participate in the normal requirements of the course. This information must be provided to the Department, preferably at the same time the request for accommodation is made.

NOTE: *Failure by the student to provide relevant and timely documentation in support of a request for accommodation may result in the Department being unable to provide reasonable accommodation.*

- iv.** Cooperating in searching for and implementing a reasonable accommodation.
- v.** Accepting reasonable accommodation. The individual asking to be accommodated cannot expect a perfect solution.
- vi.** **In accommodation cases involving Specialized Support & Disability Services, SSDS advises its students to make appointments with each instructor to introduce themselves and to explain the services and accommodations they require.** At or prior to this meeting, the instructor

should receive a *Letter of Introduction* from the student, signed by an SSDS Advisor (Appendix 1). Since disclosure of disability can be a difficult matter (e.g. due to newness of disability, type of disability, associated stigma) and since SSDS (and the student's Department/Faculty) has documentation of each student's disability on file, SSDS leaves it up to students to determine the degree of disclosure to course instructors. SSDS asks that instructors respect students' decision in this regard. Where students require examination accommodations, they should provide the instructor with an "Exam Instructions and Authorization (orange) (Appendix 2) form one week in advance of each exam.

vii. In cases of accommodation for clinical/fieldwork placements, students must advise their Department of the accommodation request well in advance optimally at the time of admission. The request for accommodation must occur no later than one term prior to the planned fieldwork/clinical practice. (see also section 3, page 13)

viii. Where accommodation measures have been put in place for a student, the student has an obligation to advise the Department in a timely manner if he or she requires changes or revisions to the accommodation measure(s). The Department may ask for additional relevant documentation to be provided by the student to support the need for changes to the accommodation measure.

b. In the event that a staff member/instructor thinks a student needs accommodation, he/she should:

ii. Invite the student to make a request for accommodation and refer the student to the appropriate Department or Faculty contact.

iii. Advise student to check the various websites (eg. The Faculty (FRM & FGSR), Department, SSDS, GSAP) for possible help.

iv. Make sure information on accommodation is available in their course outline.

v. Refer requests by the student for accommodation to the appropriate Department chair or designate.

vi. In cases of accommodation for clinical/field placements, instructors refer the student to the Academic Coordinator of Clinical Education & the Department chair or designate.

vii. Consider "Prompts" for staff that may indicate a student needs accommodation:

1. Poor performance: overall or in specific areas, discrepant performance on different kinds of testing
2. Abrupt change in performance (disabilities may be acquired while in their program: post concussive syndrome, symptoms no longer manageable)

3. Socially withdrawn
4. Lack of social awareness
5. Communication or comprehension issues
6. Observed physical disability
7. Observed pattern of erratic behavior

c. If a student asks for accommodation, Instructors are responsible for:

- i. Directing the student to the appropriate Department administrator to ensure that consistent rules of accommodations are carried out.
- ii. Reviewing & Understanding the services offered by Specialized Support & Disability Services (SSDS) and consultation with SSDS about accommodation options. (Appendix 3).
- iii. Where students are using the support of SSDS, be aware of SSDS support in the following areas.
 - 1) **Note taking services**
 - 2) **Exam accommodations**
 - 3) **Conversion of Print Material to Alternate Formats**
 - 4) **Communication Support Services.**
 - 5) **Syllabus Notice.**
 - 6) **Field and Practicum Placement Supports.**

Please see website for details of each:

<http://www.uofaweb.ualberta.ca/SSDS/nav02.cfm?nav02=60731&nav01=60548>

NOTE: *Students registered with Specialized Support and Disability Services (SSDS) who will be using accommodations in the classroom or the lab or who will be writing exams through SSDS are required to provide a “Letter of Introduction” (Appendix 1) to the course instructor and/or a lab coordinator by **at least 3 weeks in advance of the exam.** Those student who need accommodated exams must provide the instructor or lab coordinator with an “Exam Instructions & Authorization” (orange) form (Appendix 2) **one week before each exam.***

d. If a student asks for accommodation, the Department is responsible for:

- i. Outlining how students can initiate requests for accommodation, the responsibilities of staff, and students and timelines involved.
- ii. Where appropriate, working with SSDS to best meet the accommodation needs of the student.

Note: *If the Department feels it can meet the accommodation needs of the student without involvement of SSDS, it may do so. However, in the majority*

of cases, especially those involving disability, the Department should consult with SSDS before any accommodation decision is made.

- iii. Requesting from the student seeking the accommodation whatever relevant medical or other information is reasonably necessary to confirm the need for an accommodation and to identify sufficiently that student's specific needs. This information must be provided to the Department. In cases involving the accommodation of a disability, the Chair of the Department or designate will normally notify SSDS and the Associate Dean, Professional Programs and Teaching.
- iv. Considering the specific needs of the student to determine what reasonable accommodation can be made (short of undue hardship), in order to meet those needs so that the student can access and use university facilities. For example, consider things such as the possibility of providing a headset to a student who has suffered an injury to his or her arms and is incapable of holding a telephone receiver or the possibility of permitting a physically disabled student who requires that accommodation, a reasonable amount of additional time to write an examination
- v. Identifying the problem and what the student needs in terms of accommodation.
 - 1) Is this a situation that gives rise to a duty to accommodate?
 - 2) Is there sufficient information documented?
 - 3) Need for accommodation
 - 4) Specific needs of student
 - 5) How can information best be provided (eg. Medical certificate, letter from religious leader)
 - 6) Ask student to provide any reasonable additional information to ensure the student has suitable grounds for accommodation
- vi. Considering and effecting a reasonable accommodation. Doing what is required to provide reasonable accommodation to a student, to the extent required by law. The Department must determine what would be required or involved in providing the accommodation under consideration. Are there any significant costs associated with it, would it result in significant disruption or conflict? If accommodation is made for the student, would the accommodation deviate from or undermine the qualifications, educational program requirements or performance standards set by the University's governing bodies? The Department must consider the implications of the accommodation not only for the student asking for it, but also, where applicable, for others who may be affected by it including other students in the Department, Faculty (FRM & FGSR) and the University as a whole. Where those efforts are unsuccessful, a review will be undertaken to determine if a reasonable accommodation can be made at an institutional level. The duty to accommodate is ultimately an institutional obligation. Accordingly, any department may be called upon to facilitate a reasonable accommodation and has a duty to cooperate in that regard.
- vii. Seeking advice, assistance or input from:
 - 1) The office of the chair (or designate) of the Department in all those situations where the accommodation under consideration MAY

deviate from the, educational program requirements set by the University's governing bodies. Advice, assistance and input might also be sought, for example, from the Associate Dean of Professional Programs and Teaching within the Faculty, other instructors in the same discipline, and/or SSDS, as appropriate.

- 2) Detail the basis for the concern in writing and seek input, advice and assistance from the Dean, Associate Dean of Professional Programs and Teaching, or the University's Office of Safe Disclosure and Human Rights and such other resources as may be appropriate.

viii. Identifying how reasonable accommodation will be arranged. For example in the case of the student requiring a deferred examination, ensure that he/she is told that he/she is responsible for making a formal application for exam deferral, how he/she does that and when the exam will be.

ix. Making arrangements for follow-up where appropriate. Where the reasonable accommodation will be of an ongoing nature, consider implementing a time frame for monitoring or reviewing the situation to make sure that it is working.

x. Keeping clear written records of:

- 1) The request for accommodation;
- 2) The options considered;
- 3) The form of reasonable accommodation offered to the affected student and his/her response;
- 4) The date the reasonable accommodation was provided; and ,
- 5) Where appropriate, follow-up with the affected individual to see whether the reasonable accommodation has been successful.

xi. Providing the details of the reasonable accommodation to those who need to know.

xii. Identifying the specific needs of the individual in consultation with the individual and identifying and reviewing the reasonable options to meet the individual's needs, once the need for accommodation has been verified and sufficient information provided.

xiii. Providing timely written feedback with concrete ideas on whether the accommodation is meeting the needs of the student and whether the student is meeting his/her obligations, when accommodation is granted by the Department. The student also has an obligation to advise the Department in a timely manner if he or she does not feel that the accommodation measures(s) is meeting his or her needs.

xiv. Ensuring that all course outlines have a statement regarding accommodation.

xv. Have a person (usually chair or designate) who is responsible for dealing with accommodation matters.

xvi. Providing information on accommodation on the Department

website, how the student can initiate requests for accommodation, staff responsibilities, student responsibilities, timelines involved, links to campus resources.

- xvii. Where applicable, working with Specialized Support & Disability Services (SSDS) on accommodation for disability. SSDS assists students and instructors by providing background information (see the website: www.ualberta.ca/SSDS and within it two specific sections “Services at a Glance”: <http://www.uofaweb.ualberta.ca/SSDS/pdfs/servicesataglance.pdf> and “Accommodating Students with Disabilities – A Short Guide for Faculty” <http://www.uofaweb.ualberta.ca/SSDS/pdfs/ssdshelpingstudents.pdf>

e. **If a student asks for accommodation, the Faculty of Rehabilitation Medicine is responsible for:**

- i. Communicating on the Faculty website the details of the reasonable accommodation to those with a need to know if a student asks for accommodation (ie. a copy of this document).
- ii. Ensuring consistent standards of accommodation across the Faculty.

3. Accommodation Procedures for Clinical Placements/Fieldwork

a. **If a students asks for accommodation for support in Clinical Placements/Fieldwork:**

As the student is enrolled as a student in the Faculty of Graduate Studies and Research in the Rehabilitation professional programs, the Faculty of Rehabilitation Medicine through each Department Academic Coordinator of Clinical Education (ACCE) and Department Chair is responsible for facilitating accommodation in fieldwork/clinical placements. However, the duty to accommodate is ultimately a shared responsibility between the student seeking accommodation, the University, and the Faculty of Rehabilitation Medicine. While the clinical placement site must agree to any accommodation requests before the student goes to the placement site, it is the responsibility of the University to ensure the accommodation needs of the student in the clinical placement are met (ie. the University/Departments must cover any accommodation costs not the clinical practice site). Policy and direction for accommodating students with disabilities has been provided by the Alberta Human Rights and Citizen Commission, the GFC Policy Manual, Specialized Support and Disability Services, and the Office of Safe Disclosure and Human Rights.

Students with disabilities may require accommodation support in clinical placements, internships, cooperative placements, or other experiential learning courses. Clearly, supports that have been suited to the classroom environment do not necessarily transfer to the work-like placement environment. Thus SSDS has established a strong working relationship with Faculties to provide supports for students’ success in placements.

In any reasonable accommodation process, both the student with a disability and the postsecondary institution has rights and responsibilities. They must also be aware of the rights and responsibilities of the clinical practice sites. Clear communication and

collaboration between all parties is the most reliable way to arrive at, and implement, effective field placement accommodations. While the instructors of the Department delivering the course have knowledge regarding the competencies required for successfully passing a placement, the student has knowledge about the implications of the disability in meeting academic demands and specific tasks and SSDS has knowledge about reasonable accommodations. The value of planning is clear. Thus, SSDS recommends to any students who foresee requiring support in their learning experience courses, that **the student initiate discussion with both the ACCE and Department Chair or designate and SSDS as soon as possible and before the start of clinical placements/fieldwork. Likewise, the Faculty contact recommends that the student consult with SSDS.**

Prior to placements, Departments should familiarize themselves with the Human Rights Commission's "Duty to Accommodate" Bulletin. Any instructors who teach experiential learning courses are invited to consult with, the SSDS Student Field Placement Liaison who has particular expertise in this area.

- b. If a student is asking for accommodation for clinical placement/fieldwork, the student is responsible for:**
- i.** Providing reasonable advance notice of the request for accommodation, optimally at the time of admission. For fieldwork/clinical placements, the **request for accommodation must normally occur no later than one term prior to the planned clinical practice/field work experience to the ACCE representing the Department.** Students should also initiate contact with SSDS at this time. Students are responsible for approaching SSDS in a timely manner to arrange for disability-related funding which can be applied towards the costs of accommodation provision.
 - ii.** Completing the Clinical Placement/Fieldwork Accommodation Request Form (Appendix 4) in consultation with SSDS and the Department ACCE and submitting it to the Department. This form and supporting documentation will be placed in the student's file.
 - iii.** Providing sufficient, relevant and timely documentation to the Department including relevant medical reports and other materials as are required to verify the need for accommodation and for identifying the student's specific accommodation needs. This information must be provided to the Department. Students must make the request for accommodation to the Department. In cases of accommodation involving disability, the Chair of the Department or designate will normally notify SSDS and the Associate Dean, Professional Programs and Teaching. The documentation of disability should be provided by a physician or other treating professional and should address how the student's disability impacts on his or her ability to participate in fieldwork/clinical placements. The documentation provided in support of an accommodation request should be provided to the Department as close as possible to the time that the accommodation request is made. Failure to ultimately provide relevant and timely documentation in support of a request for accommodation may result in the Department being unable to provide reasonable accommodation.

- iv. Cooperating in, searching for, implementing and evaluating a reasonable accommodation.
- v. Accepting the practical limitations of reasonable accommodations. While reasonable accommodation is intended to respond to relevant disability-related needs, the term does not imply a perfect solution.
- vi. Where accommodation measures have been put in place for a student in a clinical placement or fieldwork, the student has an obligation to advise the Department in a timely manner if he or she requires changes or revisions to the accommodation measures(s). The Department may ask for additional relevant documentation to be provided by the student to support the need for changes to the accommodation measure.

NOTE 1: *The regulations for Fieldwork/Clinical placements are contained in each Department's field Manual Guide on each Department website:
http://www.uofaweb.ualberta.ca/ot/Clinical_Education_Fieldwork_OT.cfm,
<http://www.rehabmed.ualberta.ca/clinicaled/>
<http://www.uofaweb.ualberta.ca/spa/ClinicalComponent.cfm>*

NOTE 2: *Each Fieldwork/Clinical Placement website provides specific information about fieldwork/placement and outlines what is expected of students. All students are expected to access and review this before the beginning of the fieldwork/placement.*

c. If a student is asking for accommodation for a fieldwork/clinical placement, academic staff are responsible for:

- i. Directing the student to the Chair or designate of the appropriate Department. If the student approaches the ACCE, the ACCE should direct the student to the SSDS website and refer the student to SSDS for consultation. If the accommodation does not involve a disability, then the ACCE should work with the Department Chair or designate to resolve the accommodation issue.

d. If a student is asking for accommodation for a clinical placement/fieldwork, the Department is responsible for:

- i. Reviewing the Fieldwork/Clinical Placement Accommodation Request form (Appendix 4), the medical reports and other documentation provided by the student in support of the student's request.

NOTE: *This information must be provided to the Department. The ACCE and Department Chair (or designate) should work with SSDS when dealing with disability accommodation*

- ii. Requesting from the student seeking the accommodation whatever additional medical or other information, which, in the Department's opinion, may be reasonably necessary to confirm the need for an accommodation and to identify sufficiently that student's specific needs.

- iii. Considering the specific needs of the student to determine what reasonable accommodation can be made, short of undue hardship, and, to this end, developing an Accommodation Plan (Appendix 5) in consultation with Specialized Support and Disability Services (SSDS) and the student.
- iv. Seeking advice, assistance or input from resources within and outside the university community, as necessary.
- v. In cooperation with SSDS and the student, doing what is required to provide reasonable accommodation to the extent required by law.
- vii. Keeping clear written records relating to the accommodation process.
- viii. Providing the details of reasonable accommodation to those who need to know including the clinical practice/fieldwork site in order to facilitate the accommodation request, while respecting FOIP guidelines regarding the sharing of confidential information.

NOTE 1: *As the person seeking accommodation is a student of the University of Alberta it is the University/Department that must cover any accommodation needs (including costs) of the student in clinical practice. Students with disabilities (who are Canadian Citizens or landed immigrants) can apply for disability grants to support such costs. (Contact SSDS for more information)*

NOTE 2: *In determining the type of accommodation required and to facilitate the development of an accommodation plan, a needs assessment in a fieldwork/clinical placement setting experiences setting, or a functional capacity assessment may be required. Any arrangement and participation of the student seeking accommodation in a needs or functional capacity assessment is solely for accommodation needs evaluation purposes and data collection, and does not constitute an attempt at a fieldwork/clinical placement. Students will not receive credit towards formal clinical practicum/fieldwork experience while participating in a needs or functional capacity assessment.*

e. Examples of Accommodation in Clinical Placements/Fieldwork.

i. Program Requirements

The student's schedule may be altered to accommodate transportation requirements, and/or health requirements, (e.g. fatigue), where the need for the same is supported by adequate and timely documentation of disability. Students will normally not be allowed to complete their fieldwork/clinical placement on a part-time basis. Deviation from normal practicum requirements does not relieve the student of the requirement to complete all necessary requirements of his/her professional program. Students seeking accommodation must still complete the requisite number of academic and practicum courses but may have their practicum periods extended to ensure that the requisite number of weeks is completed.

ii. Student Evaluation in Fieldwork/Clinical Placements

A student's ability in a particular area will be judged by a standard appropriate for the expected level of training evaluation. Student evaluation verifies that sufficient competence has been demonstrated to advance to the next placement. Emphasis for evaluation is on verification that a student possesses and has sufficiently demonstrated the knowledge, skills and attributes for his/her level of training.

NOTE: *Although the placement process may be altered to accommodate a student's needs, students being accommodated will be assessed with the same evaluative criteria and standards as all other students taking the program.*

iii. Physical Environment

Fieldwork/clinical placements are made in clinical facilities and with mentors who volunteer to take students from the University of Alberta. Students from the Faculty of Rehabilitation Medicine are "guests" of the facility. The Department will work with mentors and facilities to facilitate and make accommodation to the physical environment up to the point that the mentor facility, or Department believes such accommodation would disrupt the learning process; pose health and safety concerns for patients/clients or for the student seeking accommodation; or would otherwise constitute undue hardship. Accommodations to the physical environment will vary depending on the institution and may include but are not limited to:

- 1) Arranging furniture to provide easy and efficient physical access for instruction and supervision to a student using a wheelchair or other mobility aids and also to facilitate interaction between the student and the patients/clients.
- 2) Placing students in facilities with accessible washroom facilities, ramps and/or lifts.
- 3) Adding devices and adaptive technologies, e.g., computers, projectors, voice projection/amplification.

iv. Intermediaries

Health and safety concerns for the student or for the patients/clients may warrant the use of an intermediary. Accommodations related to intermediaries may include but are not limited to: scribe/note taker, sign language interpreter, helper/companion animals

v. Devices/Adaptive Technology

Devices and adaptive technology may be used in the fieldwork/clinical placement and for meeting the core competencies and essential qualifications of the fieldwork/clinical placement. Where devices / adaptive technology are applied, the student requiring accommodation must demonstrate proficiency

of said devices / adaptive technology for identified tasks or competencies prior to the fieldwork/clinical placement. Both the student's proficiency with the devices/adaptive technology and the criteria used to determine the student's proficiency will be determined by SSDS, the Department (ACCE), and the mentor. In the event that agreement cannot be reached between SSDS, the Department and the mentor regarding the student's proficiency with the devices/adaptive technology or the criteria used to determine the student's proficiency, SSDS will make the final determination. Accommodation devices / adaptive technology may include but are not limited to the use of:

- a digital tape recorder or other recording device
- a portable FM amplification system
- a lap top computer
- a portable dictionary/thesaurus (e.g., Language Master)
- a computer with scanner and appropriate screen reading program
- speaker phone
- voice recognition software

f. The Accommodation Process for Fieldwork/Clinical Placements

- i. Students seeking accommodation are required to initiate the process of identifying the type and extent of accommodation required for the fieldwork/clinical placement or the classroom.
- ii. Students seeking accommodation in a fieldwork/clinical placement must review the *Faculty of Rehabilitation Medicine – Fieldwork/Clinical Placement Accommodation Procedures*.
- iii. Students seeking accommodation will review support services available through Specialized Support and Disability Services, (SSDS).
- iv. Students seeking accommodation will submit an *Accommodation Request Form* (Appendix 4) directly to the Chair of his/her Department or designate with evidence of the need for accommodation. Timely, written documentation of disability from a physician or other appropriate professional is required. The documentation will describe how a student's disability will impact on his or her ability to participate in a class or fieldwork/clinical placement.
- v. If necessary, for fieldwork/clinical placements, a needs assessment (ie., site visit conducted by SSDS and the ACCE) and/or a functional capacity assessment conducted by the ACCE may also be required by the Department or student. Requests should be submitted as early as possible and no later than a term prior to the planned fieldwork/clinical placement.
- vi. The student, an SSDS Student Advisor, and the Department Chair or designate and the ACCE or designate will meet to review the accommodation needs identified and define the next steps in developing the accommodation plan. When considering what is needed to provide the necessary accommodation,

the parties will consider any recommendations made by the physician or other appropriate professional in the written documentation of disability. However, the decision as to what accommodation is ultimately provided will be made by the Department in consultation with SSDS (see Appendix 6 for SSDS Recommendations for Accommodation) and the student. At the meeting, the requirement for a needs assessment and/or functional capacity assessment in a fieldwork/clinical placement setting, to assist in identifying or better defining the accommodations required, will also be determined. If it is decided a needs assessment is required, the objectives, timing, and duration are to be determined.

NOTE: *If the requested accommodation needs to be modified or is no longer needed, a letter with supporting documentation should be sent by the student to the Department and SSDS.*

vii. The Department, SSDS, and the student will develop an *Accommodation Plan* (Appendix 5).

viii. The *Accommodation Plan* is reviewed with the student, SSDS Student Advisor, and other vested parties (eg. clinical practice/fieldwork site) to ensure the student's needs the professional program requirements and issues regarding public safety and the clinical practicum/fieldwork site rules and regulations are addressed.

ix. The student must demonstrate the defined professional proficiency(ies) to the ACCE in the use of the determined devices / adaptive technology in consultation with SSDS **prior to the class or fieldwork/clinical placement.**

x. Prior to the fieldwork/clinical placement, the Department will coordinate a meeting with all vested parties to review the accommodation plan and expectations. Inherent in the accommodation plan will be that the student will maintain contact with Chair or designate, ACCE and SSDS and bring any concerns or problems with their accommodated fieldwork/clinical placement to the attention of Chair or designate in a timely manner.

xi. The student, SSDS Student Advisor, and Chair or designate review and complete the *Accommodation Checklist* (Appendix 7).

xii. Resources on Campus:

1) Reasonable Accommodation Policy: Section 44.8, GFC Policy Manual
http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID_page=37660§ion=38765&contentshow=section

2) Policy for Students with Disabilities: Section 108.5, GFC Policy Manual
http://www.uofaweb.ualberta.ca/GFCPOLICYMANUAL/content.cfm?ID_page=39168§ion=39188&contentshow=section

3) Services on Campus: Office of Safe Disclosure and

Human Rights

<http://www.uofaweb.ualberta.ca/gfcpolicymanual/policymanualsection44-6-3.cfm>

4) Specialized Support and Disability Services

<http://www.uofaweb.ualberta.ca/SSDS/>

D. Accommodation Due to Short Term Illness or Other Short Term Reason

1. *First and foremost* the student should take care of his or herself and get the medical assistance he/she needs. The student should stay home in bed if that is what is needed. Unless the student needs to visit the physician, he/she should stay home until he/she is well enough to resume normal activities.

2. Student Responsibilities in case of short term illness.

a. If the student has missed term work or a midterm exam in case of illness, it is the student's responsibility to:

- i. Contact his/her instructor by phone or e-mail as soon as he/she is able to in order to advise him/her of the absence. **The student does not need to do this in person.**
- ii. Keep the instructor advised of when he/she will be well enough to return to class.
- iii. Request an excused absence from the term work or midterm exam as soon as he/she is well enough. Delay in doing this may harm the student's chances of getting the excused absence approved.

NOTE 1: *The instructor may ask the student for some documentation of the illness. A medical note cannot be required so the student cannot be required to go to the doctor if he/she chooses not to. If the student does go to the doctor and wants to provide a medical note, the student can visit the Registrar's website, Online Services section, for the appropriate form at www.registrar.ualberta.ca (Appendix 8)*

NOTE 2: *If a deferred exam is permitted, it is the student's responsibility to keep him or herself informed of the progress of the request for a deferral and the time set to write the exam.*

- iv. If the student has no medical documentation, he/she can provide alternative documentation to the instructor if the instructor requests it by using a Statutory Declaration, signed by a Commissioner of Oaths (Appendix 9) available from the student's Department Office. For detailed information or if the student has any questions about the process, see sections 23.4(3) and 23.5.6(1) of the University Calendar. Making false statements or statutory declarations may

lead to charges being laid under the Code of Student Behavior and the Professional Code of Conduct of the student's chosen profession.

NOTE 1: *In most cases **the instructor may** at his or her discretion, provide an alternative method for the student to complete the missing term work or exam, or may shift the weight of the missing term work or exam on to the final exam. **The student should check** with his/her Department for the Department's regulations in this case*

NOTE 2: *Excused absences are not automatically granted even where the student provides documentation.*

b. If the student has missed a final exam due to illness, it is the student's responsibility to:

- i. Contact his/her home Department by phone or e-mail as soon as he /she is able to in order to advise them of his/her absence. **The student does NOT need to do this in person.**
- ii. Visit his/her Department Office to request a deferred examination as soon as he/she is well enough to do so. Delay in doing this may harm the student's chances of getting the deferral approved.

NOTE: ***Rehabilitation Medicine students must also receive approval from FGSR for deferred examination.***

- iii. Provide the Department with some documentation of the illness. A medical note cannot be required so the student cannot be required to go to the doctor if he/she chooses not to do so. If the student does go to the doctor and wants to provide a medical note, the student can visit the Registrar's website Online Services section for the appropriate form (www.registrar.ualberta.ca). If the student has no medical documentation, he/she can provide the alternative documentation to his/her Department if he/she requests it by a Statutory Declaration (see Appendix 6) available from his/her Department Office.
- iv. Contact his/her Faculty Office if he/she have any questions about the process or for detailed information see section 23.5.6 (2) of the Calendar.

NOTE 1: *Deferred exams are not automatically granted even where the student provides documentation. The student should speak to his/her Faculty Office about detailed requirements.*

NOTE 2: *If a deferred exam is permitted, it is the student's responsibility to keep him or herself informed of the progress of the request for a deferral and the time set to write the exam.*

c. If the student becomes sick while writing an exam, it is the student's responsibility to:

- i. Speak immediately to an exam supervisor, hand in his/her paper and request that it be cancelled.
- ii. Follow the process above in “a” or “b” that applies depending on whether the exam is a midterm or final exam.

Note 1: Unacceptable reasons for an absence from midterm and final exams and missed term work:

- Vacations
- Weddings
- Travel Arrangements

- iii. Contact his/her Department Office and FGSR if he/she have any questions about the process or for detailed information or see section 23.5.6 (2) of the Calendar.

3. Student Responsibilities in case of short term reason for missing assignments and examinations (excused absence other than illness)

- a. Students may seek a temporary exemption (excused absence other than illness) from handing in assignments at the required time or missing examinations. Examples of temporary exemptions (excused absences) include, but are not limited to:
 - religious conviction
 - Representing the university at events (eg. Athletic championships)
 - domestic affliction

b. It is the student's responsibility to:

- i. contact his/her instructor and his/her Department in advance of the due date or time of examination to advise him/her of the request for excused absence. If a student fails to notify an instructor and Department within a reasonable time of his/her request for excused absence other than illness, the Instructor may deny the request unless the student provides a legitimate reason for the delay.
- ii. The instructor or Department may ask the student for documentation to support the request (eg. letter from religious leader, coach)

NOTE: *Temporary exemptions (excused absences, other than illness) are not automatic and, in the case of term work or midterm exam, are at the discretion of the instructor and Department subject to the University's duty to accommodate set out in Sections A and B above. Instructors may request supporting documentation from students to support the request. There are many forms that this documentation can take depending on the reason for absence (e.g. police report, death notice, court documents, letter from religious leader, coach).*

4. Student Responsibilities if missing time (excused absence) in Fieldwork/Clinical Placement.

- a. Students should not go to the placement site if they are ill.
- b. Consult his/her Department student handbook
- c. Contact the Academic Coordinator of Clinical Education of his/her Department to find out requirements for making up any missed time

5. Instructor Responsibilities in case of student with short term sickness or potential sickness

- a. Review University Calendar Section 23.5 on examinations.
- b. **Midterm Exams or Term Work:** When a student is absent from a midterm examination or fails to hand in assignments or other term work on time the student may apply for a temporary exemption (excused absence). Students are required to contact the instructor and the Department as soon as they are able, having regard to the circumstances. If a student fails to notify an instructor within a reasonable time of his/her request for an excused absence, the instructor may deny the request unless the student provides legitimate reason for the delay. According to the University of Alberta Calendar, the following are examples of conditions that would justify consideration for an excused absence:
 - Illness
 - Domestic Affliction
 - Religious Conviction (Note: advanced notice should be given by the student in this case)
 - Representing University at official events (Note: advanced notice should be given in this case).

There are many circumstances where a student has been legitimately prevented from attending a midterm or completing term work. Instructors should use common sense and compassion in deciding whether circumstances justify granting an excused absence.

NOTE: *Excused absences are not automatic and, in the case of term work or midterm exams, are at the discretion of the instructor, subject to the University's duty to accommodate as described in Sections A and B above. Instructors may request supporting documentation from students to support the request, subject to section 23.5 of the University Calendar. There are many forms that this documentation can take depending on the reason for absence (e.g. police report, death notice, court documents).*

- c. **Instructors who have concerns about the legitimacy of a request** for an excused absence should refer the student to the Department Chair or designate who can, in consultation with the Associate Dean, Professional Programs and Teaching, request supporting documentation or a statutory declaration if he or she believes the reason for the absence is not acceptable. The following are examples in the calendar of some of the unacceptable reasons:

- Vacations
- Weddings
- Travel Arrangements

d. **When the Instructor has decided that an approved absence should be granted**, he or she has the discretion to decide how the missing exam or term work should be made up. The instructor has a number of choices:

- An equivalent examination or assignment could be required.
- The weight of the missing work could be transferred on to the final examination.
- A modified final examination could be required that would include material covered on the missing examination.

e. **Final Exams**

- i. When a student is absent from a final examination for a legitimate reason, that student may apply to FGSR for a deferred examination. Students in the Faculty of Rehabilitation Medicine would apply to the Faculty of Graduate Studies and Research with a copy to the Instructor and Department involved. **Instructors cannot give or withhold permission for a deferred final exam.** However, instructors may be asked for information concerning the student's request. Instructors often have valuable information about the student and his/her performance to date which can assist FGSR in making informed decisions about the granting of a deferred final examination.
- ii. If a student has missed a final examination and has applied for a deferred exam, instructors calculate a final grade for the student using zero as the value for the final exam. This will be the grade that the student will get if he/she is not granted the deferred exam or if he/she does not write the deferred exam.
- iii. If the student is granted the deferred exam, FGSR will normally advise the Department offering the course, and the Department would normally then advise the Instructor. **The Instructor has the right to set the time for the deferred exam.** A deferred exam may be schedule in one of many ways. Please see Calendar section 23.5.6 and follow Department specific policies and guidelines. Instructors should include a clear statement on their course outline as to which of these methods will be used. Instructors also need to ensue that they are following FGSR or Department policy on the procedures to be used in the event of an excused absence.
- iv. Where missing term work or exams include any clinical, practicum, physical activity or other practical component, the Department offering the course must be consulted for policies and guidelines on how to make up the missing work.

6. Department Responsibilities in cases of short term illness and other reasons for temporary exemption (excused absence).

- a. In all cases, act as advisor to both student and instructor to ensure a consistent policy is applied to all students in the Faculty of Rehabilitation Medicine.
- b. Consult with the Associate Dean, Professional Programs and Teaching concerning (a) above.
- c. Keep clear written records of the student's request, supporting documentation and reason for decision. (Copy of decision should be given to instructor & Associate Dean, Professional Programs and Teaching and inserted in student's file).

E. Procedures for Dealing with "Individuals at Risk"

1. The University has in place various systems to provide assistance to students. One such system is the **Helping Individuals at Risk Policy and Procedure (the "HIARP")**, which deals with **"individuals at risk"** and **"at risk behavior"**. Recognizing **"at risk behavior"** and responding with interest and concern are critical factors in preventing potential violence (including harm to self, others and University property). University Policy is designed to create a system that will allow for the gathering of reports of At Risk Behaviour from across the University in order to facilitate a "connecting of the dots" of what could otherwise be viewed as isolated and less urgent incidents. If the connection between those incidents leads to the conclusion that an individual is in need of assistance, the existing support systems in place for members of the University community would work with the "individual at risk" in an effort to provide that individual with the assistance required and therefore minimize the possibility of a situation escalating. For more information, you may contact the "Helping Individuals at Risk (HIAR) Case Team Co-ordinator" by calling 780-492-4372.
2. Definitions:
 - a. **At Risk Behavior:** A person's words or conduct that, while not indicative of a clear immediate threat, give rise to a reasonable apprehension that he or she may engage in conduct injurious to others or himself or herself in the future.
 - b. **Individual At Risk:** A member of the University community who has exhibited At Risk Behavior
3. The **HIARP** states that the University will not tolerate any reprisal, directly or indirectly, against anyone who, in good faith and based on reasonable belief, makes a report under the policy. However, reports shall not be malicious, frivolous or vexatious.
4. All individuals about whom a report is made under the HIARP will maintain the rights, privileges and protections afforded to them through the *Freedom of Information and Protection of Privacy (FOIPP) Act* and other applicable government legislation, University policies, and collective agreements.
5. Anonymous reports will normally not be acted upon under the HIARP without corroborating information.

6. In extreme cases, Campus Security (<http://www.css.ualberta.ca>) advise or involvement may be sought or the Protocol for Urgent Cases of Violent, Threatening or Disruptive Behavior (http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID_page=38967) may be followed.
7. **The Graduate Student Assistance Program (GSAP)** provides all Graduate Students with 24/7 access to psychological counseling services, as well as access to a wide range of health, wellness, lifestyle and work life services through Human Solutions. Services are available face to face, over the internet and via telephone.
 - a. Visit <http://www.virtualwellness.ualberta.ca/docs/vw/GSAPBrochure.pdf> for a copy of the GSAP brochure which outlines the program and available services in greater detail.
 - b. Students can access the Human Solutions health and wellness resource library and information on e-services by visiting <http://www.humansolutions.ca> and logging in to Member Services. Enter Graduate Student Assistance Program when asked for a Company Name.
 - c. Additional resources related to mental health and mental illness can be obtained by visiting <http://www.virtualwellness.ualberta.ca>. Select Facing Facts from the side menu, then click on Getting Help.
 - d. Visit <http://virtualwellness.ualberta.ca> for current information on health promotion and wellness resources on Campus including Facing Facts – mental illness awareness campaign. The site is updated regularly, so students are encouraged to visit often.

F. References

1. General Faculties Council Policy Manual
2. Faculty of Education – Field Experiences Accommodation Policy for Persons with Disabilities
3. University of Alberta Calendar
4. Specialized Support and Disabilities Services Documentation
5. University of Alberta Ombudservice

Appendix 1

SSDS Letter of Introduction

LETTER OF INTRODUCTION

Date _____

Dear _____

Re: Course _____ Section _____

This is to confirm that _____ I.D. _____ is registered with Specialized Support and Disability Services (SSDS) and has provided documentation of disability that warrants accommodations.

Guided by the mandate of the University of Alberta's official *Policy for Students with Disabilities* of "attracting and retaining qualified students with disabilities" (Section 108.5 *GFC Policy Manual*), SSDS provides support services to assist students with disabilities in achieving their academic goals. We offer to act as a liaison between students and instructors regarding accommodations.

Accommodations recommended depend on the individual's particular disability-related needs. Accommodations this student will be accessing include:

- | | |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input type="checkbox"/> exam arrangements ¹ | <input type="checkbox"/> special furniture and/or seating ² |
| <input type="checkbox"/> note taking ³ | <input type="checkbox"/> alternate format of print material ⁴ |
| <input type="checkbox"/> field and practicum placement support | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> timetable accommodations -- reduced course load | |

We request your cooperation in assisting us in providing these accommodations.

The above named student may discuss with you in greater detail her/his own particular issues, but if you have any questions, please do not hesitate to contact me at any time at 492 3381.

Yours truly,

Student Advisor

Exam Arrangements

¹ See back side for more details.

² Arrangements for these needs will be made by SSDS, your assistance in the classroom to ensure other students do not inadvertently use the items would be appreciated.

³ Within the first two weeks of classes, a volunteer from our office will require approximately three - four minutes at the beginning of a class to recruit willing students registered in your course to act as note takers. Paper will be provided to them to fulfill these duties. We ask you assist the recruiter in getting the attention of the class to begin the presentation.

⁴ Examples of alternate formats include: e-text, Braille, enlarged print, and audio-tape. In order to convert print matter, these materials must be delivered to SSDS in advance. We prefer exams to be sent electronically two - three days in advance. See the reverse side of this form, as well as the Exam Instructions and Authorization (orange) form for more details.

It is my recommendation that _____ write exams, administered by Specialized Support and Disability Services (SSDS), with the following accommodations:

- extended time
- assistance of a reader/scribe/typist
- special space and / or furniture requirements
- alternate format (e.g., large print, Braille, e-text, audio tape)
- one exam per day
- a computer
- adaptive technology

For more information about each of these accommodations visit our website at www.ualberta.ca/ssds Resources for Faculty, Services and Your Course, Exam Accommodations (<http://www.uofaweb.ualberta.ca/SSDS/facultyexams.cfm>).

I have asked the student to speak to you about this request as early as possible in the term (i.e., during the first two weeks of classes). Your cooperation is requested by noting these exam procedures:

1. The student will provide, in advance of the exam date, the orange *Exam Instructions and Authorization* form for you to complete. This provides SSDS with all pertinent details regarding the writing and proctoring of the exam. **Please enclose it with the exam.**
2. Please deliver or forward a copy of the exam to SSDS **at least one day in advance** of the exam date. If the student requires the exam to be converted to an alternate format {noted above} the exam must arrive **two days** in advance of the exam; it is more efficient for the conversion process if these exams can be provided in an electronic format. Exams can be sent by e-mail to ssds.exams@uss.ualberta.ca.
3. During the term, **Midterm exams, quizzes, and tests** are administered at the class' usually scheduled time, with extended time added for this student, if required. **Midterm exams for full year courses** which are written during finals week will be treated as **end of term Final exams** for scheduling purposes.
4. End of term **morning Final exams** commence at: 8:30 a.m.
End of term **afternoon Final exams** begin at: 11:30 a.m. if they are 3 hours long
and at: 1:00 p.m. if they are 2 hours long.
See orange *Exam Instructions and Authorization* form for more information.
4. **Students with evening exams** write on the same day and, if possible during SSDS office hours. Unless otherwise authorized, for *all* examinations administered by SSDS, students will remain under supervision at SSDS until a **minimum of 30 minutes** has elapsed after the class' scheduled start time, in accordance with University of Alberta Calendar Conduct of Exams 23.5.1 (4).
5. Due to limited resources, SSDS is not able to pick up or return exams. Exams will be returned as per your instructions on the orange *Exam Instructions and Authorization* form.

Thank you for your cooperation. If you require further information or have any questions, please contact me at 492 3381, or the Exam Administrator at 492-9816.

Appendix 2

SSDS Exam Accommodation and Authorization Form (orange form)

4. Does your student require this exam to be converted into an alternate format? Yes No
 (e.g., audio-tape, Braille, e-text, enlarged, this item would have been noted on the student's *Letter of Introduction*)

- ✓ **If yes**, please forward by e-mail *two work-days* in advance to: ssds.exams@uss.ualberta.ca.
- ✓ **If yes**, in the subject line of the e-mail, type course name & number and student's name (e.g., FREN 111, Mary Smith). You will receive a reply acknowledging receipt.
- ✓ **If yes**, and the exam is only available in hard copy (vs. electronic), please arrange delivery to the SSDS office *three work-days* in advance of the exam date.

5. Permitted items: (please *check* which apply)

- | | | | | | |
|--------------------------------|-----|----|------------------|-----|----|
| a) Data or formula sheets | Yes | No | e) Open book | Yes | No |
| b) Programmable calculator | Yes | No | f) Notes only | Yes | No |
| c) Non-programmable calculator | Yes | No | g) Textbook only | Yes | No |

Other, please specify: ___

6. Will you be available by phone, or to come in person, during or after the exam, in case the student has questions? Yes No

. Contact # or info: ___

EXAM DELIVERY Please check which method will be used:

Note, an orange *Exam and Instructions & Authorization* form must accompany every exam, OR it can be requested and returned electronically to ssds.exams@uss.ualberta.ca.

Student picks up from instructor one work-day in advance and delivers to SSDS in sealed & signed envelope

* *For exceptions, see #4 above.*

Instructor or designate delivers exam to SSDS office at least one work-day in advance

* *For exceptions, see #4 above.*

FAX to SSDS office (including both sides of this authorization form) at least one work-day in advance; 492 6701 ATT: Exam Administrator (the SSDS FAX machine is located in a secure area)

* *For exceptions, see #4 above.*

E-mail at least two work-days in advance (in case of network problems); in the subject line of the e-mail type course name & number and student name (e.g., ENGL 111, Tom Brown). Be sure to attach this (orange) *Exam Instructions and Authorization* form. Send to ssds.exams@uss.ualberta.ca. You will receive a reply acknowledging receipt – if you do not, please check whether network plms may have interfered with delivery.

Campus mail one week in advance, in sealed & signed envelope

COMPLETED EXAM RETURN Please choose one method:

Student Return: Student returns the exam in a sealed envelope that has been stamped with the Specialized Support and Disability Services' stamp and signed by one of our proctors, to the address listed below.

Instructor Pick-up: The Instructor or a designated individual picks up the exam.

Campus Mail: Exam can be returned via campus mail to the address listed below. To ensure timeliness, the first two methods of return, noted above, are recommended by SSDS.

Instructor's Name: _____ **Office Phone #:** _____
 Please Print

Department: _____ **Dept. Phone #:** _____

Address: _____

Instructor's Signature: _____ **Date:** _____

If you have any questions, feel free to contact and SSDS Exam Administrator at 492 9816.

Appendix 3

Services Offered by SSDS

In consultation with appropriate University units, Specialized Support and Disability Services will provide the following:

Major Services Provided by SSDS

- Individualized assessment of needs
- Planning for reasonable accommodations
- Advising and counseling regarding disability-related services or equipment
- Exam writing accommodations
- Adaptive technology assessments, training and support
- Access to adaptive technology in the Martha Johnson Student Lab
- Converting print materials to alternate formats
- Sign language and oral interpreting services
- CART services (realtime transcribing) for deaf and hard-of-hearing students
- Learning strategy support
- Note taking assistance
- Psycho-educational assessment of learning disabilities or attention deficit disorder, personality assessments, and other relevant assessments
- Laboratory assistance
- Field placement accommodation planning and assistance
- Library assistance
- Arranging for accessible classrooms and appropriate classroom furniture
- Specialized equipment
- Information about disability-related awards and bursaries

SSDS Programs

- Program for Students with Learning Disabilities (PSLD)
- Specialized Support Transition Course (SSTC) for students who are blind or partially sighted.

While support services will include the above, if further evidence supports the need for changes or additional services, these will be considered for implementation within the limits of the University's financial resources.

Appendix 4

Faculty of Rehabilitation Medicine

Clinical Practice/Fieldwork Accommodation

Request Form



**Faculty of Rehabilitation Medicine
University of Alberta**

FIELDWORK/CLINICAL PLACEMENT ACCOMMODATION REQUEST FORM

Date: _____

Name: _____

ID #: _____ Phone: _____

Department _____

Email: _____

Accommodation for:

Course: _____

In preparation for this request I have: (Please check each box to acknowledge completion)

- reviewed and understand the Faculty of Rehabilitation Medicine Accommodation Policy available through the Department website or on the Fieldwork/Clinical Placement website
- reviewed and understand Fieldwork/Clinical Placement Policy on the Field Experiences web site, <http://www.uofaweb.ualberta.ca/fieldexperiences>
- reviewed and understand the Faculty of Rehabilitation Medicine Regulations for Accommodation.
- attached verification of disability supporting this Accommodation Request (e.g. timely, written documentation of disability from a physician or other appropriate treating professional).

Please outline your current understanding of the challenges your disability(ies) will present in the class or placement setting and corresponding accommodations you may require. (If you require assistance determining how your disability(ies) may impact your responsibilities in a class or fieldwork/Clinical placement, please consult with your Department Chair or designate and Specialized Support and Disability Services (SSDS) prior to completing this form.)

Appendix 5

Faculty of Rehabilitation Medicine

Clinical Placement/Fieldwork

Accommodation Plan



**Faculty of Rehabilitation Medicine
University of Alberta**

Clinical Placement/Fieldwork Accommodation Plan

Date: _____

Student's Name: _____ ID #: _____

Accommodation for:

Course: _____

Location of fieldwork/Clinical Placement:

Department: _____

Mentor (if applicable) _____

The Faculty of Rehabilitation Medicine Fieldwork/Clinical Placements Accommodation Plan aims to remove or reduce barriers to the student's success arising from their disability through the provision of reasonable accommodation in the fieldwork/clinical placement environment.

Note: The provision of reasonable accommodation does not relieve the student of responsibility to develop and demonstrate essential skills and competencies expected and required of all students in a in meeting the requirements of the his/her professional program.

This Plan outlines the recommendations of the student's Department, and SSDS for reasonable accommodation based on the information and accompanying documentation presented by the student.

1. Needs Assessment in a fieldwork/clinical placement setting required: Yes No

If yes,

A. Objectives:

B. Timing:

C. Duration:

2. Functional Capacity Assessment required: Yes No

If yes,

A. Objectives:

B. Timing:

C. Duration:

3 Accommodation to Program Requirements to be made.

4 Accommodation to Physical Environment required.

5. Support of Intermediary required: Yes No

If yes,

A. Funding initiated / secured:

B. Resources arranged / secured:

C. Expectations and responsibilities defined:

6 Accommodation to Human Resources Strategies made.

7 Devices / Adaptive Technology required: Yes No

If yes, list type / nature and required proficiency of application.

Device/AT required	Purpose	Proficiency required	Date proficiency demonstrated

1. Next Steps:

a. Set follow-up meeting to gain agreement / consensus on accommodation plan.

i. Date: _____

ii. Time: _____

iii. Location: _____

iv. Attendees: _____

b. Arrange Needs Assessment for the class or fieldwork/clinical placement setting.

i. Responsibility: _____

ii. Date: _____

c. Follow up on Intermediary Resources.

i. Responsibility: _____

ii. Date: _____

d. Follow up on Devices / Adaptive Technologies.

i. Responsibility: _____

ii. Date: _____

The accommodation process is a collaborative effort and a shared responsibility of the student, his/her professional Department and Specialized Support and Disability Services (SSDS).

The Accommodation Plan has been reviewed and discussed with next steps identified:

Date: _____.

Student: _____
Printed Name

Signature

Dept. Chair or Designate _____
Printed Name

Signature

Department _____

SSDS Advisor: _____
Printed Name

Signature

Appendix 6

Specialized Support & Disability Services Recommendation for Accommodations in a Fieldwork/Clinical Placement



Specialized Support and Disability Services University Student Services

2-800 Students' Union Building • University of Alberta • Edmonton • Canada • T6G 2J7
Telephone: (780) 492-3381 • Fax: (780) 492-6701 • TTY: (780) 492-7269 • www.ualberta.ca/ssds

Recommendations for Accommodations in a Field Placement.

Date: _____
 Student: _____ ID: _____
 Practicum Level and dates: _____
 Faculty: Rehabilitation Medicine _____
 SSDS Student Advisor: _____ Phone: _____
 SSDS Field Placement Liaison: _____ Phone: _____
 FACULTY CONTACT: _____ Phone: _____

1. **accommodations for physical access/design of the work space:** (e.g., wheelchair accessible storage space for resources and materials, emergency evacuation plan in place which accommodates student’s disability as well as safety needs of others, ergonomic,)

2. **accommodations for use of support people:**(e.g., personal attendant, materials assistant to aid with timely preparation, transportation and organization of resources and materials, workplace routines which assign responsibility for non-essential physical tasks to able bodied colleagues.)

3. **accommodations for human resource strategies:**(e.g., explore feasibility of “task sharing” of certain work duties, work schedule with built in flex time to accommodate illness, time off for treatment , adapted timelines for field placement)

4. **Devices/ Adaptive technology**

Identified Need	Purpose	Responsible parties	Purchase Target Date	Training Target dates

(Use other side for additional information)

Appendix 7

Faculty of Rehabilitation Medicine

Accommodation Checklist



**Faculty of Rehabilitation Medicine
University of Alberta**

Accommodation Checklist

- _____ request letter from student submitted
- _____ supporting documentation / SSDS assessment submitted
- _____ type and extent of accommodation defined
- _____ Classroom/fieldwork/clinical placement accommodation defined
- _____ pre-placement assessment determined and planned if applicable
- _____ accommodation plan reviewed with student
- _____ accommodation implementation plan with responsibilities and timelines developed
- _____ student proficiency with devices / adaptive technology assessed and acceptable
- _____ field experience placement arranged

Appendix 8

University of Alberta Medical Statement



(Both pages of this form are to be completed and returned to the student in a sealed envelope.)

1 To be completed by the student

Students cannot be required to present a medical form. If a student chooses to do so they should use this University of Alberta Medical Statement form.

Absence from Term Work or Term Examinations: Students who have missed term work or term examinations because of incapacitating illness should present this Medical Statement form, signed by the treating physician, to their instructor as soon as they are able following the missed term work, examination, or test.

Absence from Final Examination: Students who have missed a final examination because of incapacitating illness may apply for a **deferred final examination**. To do so, students should complete this Medical Statement, have it signed by the treating physician, and present it to their Faculty Office within two working days, or as soon as they are able, following the missed final examination. An application for a deferred examination will then be initiated and the student must obtain approval of the dean of his or her faculty.

Student ID number	Faculty	Degree
Surname		Given Names
Current address: Street		City
Province	Postal Code	Telephone

2 Term work, term examinations or final examinations:

Course name, number, and section	Dates missed	Instructor	Course name, number, and section	Dates missed	Instructor

3 Student's Statement

I certify that I was unable on the date(s) given in (2) above to attend term work, term test(s)/scheduled final examination(s) in the course(s) listed above. I consent to having the health information pertinent to this specific request released by my physician to the University of Alberta with regard to my request for special consideration. I understand that misrepresentation, falsification of documentation, or withholding of requested information regarding this application are serious offences and may result in a charge under the University's Code of Student Behaviour and/or the Criminal Code of Canada. Student information is collected under the authority of the Universities Act in accordance with the *Freedom of Information and Protection of Privacy Act (Alberta)* for the purpose of determining eligibility for examination deferral. For further details, see §23 of the University of Alberta Calendar or contact the Registrar, 201 Administration Building (780) 492-3113.

Student's Signature

Date



(Both pages of this form are to be completed and returned to the student in a sealed envelope.)

Student ID number	Surname	Given names
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To be completed by the treating physician

Faculties may grant deferred examinations, or excuse absences from term work or term tests, on an individual basis in cases of incapacitating illness. This form is intended to provide accurate health information to assist deans and instructors in deciding whether deferred examinations or excused absences are warranted. The physician is requested to complete the appropriate parts of this form and to include whatever comments are felt to be useful. This information is very helpful to faculties in deciding whether sufficient circumstances exist to merit special consideration. This form will become part of the student's file in the Faculty Office.

Thank you for your assistance.

Please return this form to the student in a sealed envelope.

Date of medical examination	Date(s) of illness from	to
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1. _ _ Based on my medical examination I feel that the individual named above is/was unable to write an exam because of **incapacitating** illness.
2. _ _ I have examined the above named individual and found signs and symptoms that merit consideration for deferral.
3. _ _ I did not examine the individual named above while symptoms were present.

Physician's comments on the duration, severity and nature of the individual's illness:

Name of physician (Please print)	Address and telephone number
Physician's signature	Date

Appendix 9

Faculty of Rehabilitation Medicine

Statutory Declaration

STATUTORY DECLARATION
In the matter of absence from University Coursework or Examinations

I, _____ Student ID# _____
(Print Name in full)

of _____ in the Province of Alberta
(Address)

do solemnly declare that I missed _____
(examination or other coursework)

in _____ on _____
(Course name, number, section) (Month, Day, Year) (Instructor)

And I was absent from the University of Alberta for the following time period:

Start Date: _____ End date: _____
(Month/Day/Year) (Month/Day/Year)

I was absent because of incapacitating illness YES/NO (circle one)

The reason for my absence, other than incapacitating illness is as follows:

(Attach additional sheet if more space is required and any supporting documents):

And I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath. I understand that making a false statement on this form will constitute grounds for a charge to be laid against me under the Code of Student Behaviour and the Code of Ethics of my future Profession of _____ and may result in liability under the Criminal Code and that this declaration will be kept in my student file.

Declared before me
at the City of Edmonton
in the Province of Alberta

(Declarant's Signature)

this ____ day of _____,
(year)

(Printed Name of Commissioner)

(Commissioner for Oaths) Signature

(Expiry of Commission)

Completion of this form does not imply approval for an excused absence or a deferred examination. The personal information requested on this form is collected under the authority of the Post-Secondary Learning Act and Section 33(c) of the Alberta Freedom of Information and Protection of Privacy Act for the purpose of determining eligibility for an excused absence from University of Alberta coursework or examinations.