

## **COURSE INSTRUCTOR CHECKLIST FOR THE CONSIDERATION OF STUDENT ACCESSIBILITY FOR FIELD-BASED LEARNING**

### **FIELD-BASED LEARNING PRE-PLANNING**

- Have relevant legislation, university policies, and professional standards been reviewed and shared with field-based learning partners as applicable?
- Are the goals and objectives of the field-based learning clear?
- Is there flexibility for the achievement of goals and in the methods and/or tools for evaluation?
- Are all field-based learning environments accessible? Is an audit tool regarding the sites' universal accessibility necessary?
- Does the university require a placement agreement in order for this field-based learning to take place?
- Are the physical and psychosocial demands on students when learning in each environment outlined?
- Are there a variety of learning sites from which students can choose?
- Is the course appropriately advertised, listing the field-based learning requirements, outlining options for any altered hours, and listing any additional costs? Is this information available in the course calendar?
- Is there a statement in the course outline that students with disabilities are welcome?

### **LEARNING SITE REQUIREMENTS**

- Does the learning site have specific policies or procedures that will affect learning or participation?
- Are there specific health and safety regulations at the site? Does the student need to undergo WHMIS training?
- Is a police check required?
- Does the student need to show proof of immunizations?
- Is student liability insurance required?

### **STUDENT PREPARATION**

- Have the students been provided with information regarding the available sites at least six weeks prior to field-based learning?
- Have the students been told to contact the course instructor with regard to any special considerations or learning needs?
- Have students been encouraged to register with Student or Accessibility Services to create a listing of required accommodations?
- Has there been an invitation and opportunity to work with students requiring accommodations, in order to resolve problems and reduce barriers?

## **SITE AND PRECEPTOR PREPARATION**

- Have the site and the preceptor been informed of student accommodations in advance? Has the preceptor been given an opportunity to discuss the fit of the student to the site? Has the course instructor advocated for the student as required?
- Has the preceptor been educated on relevant legislation, policies, and documents?
- Have expectations around issues such as workload, feedback, and level of independence been discussed with the preceptor and student? Has this included the opportunity to provide creative solutions?
- Will any additional funding be required for environmental adaptations or equipment?
- If group learning is to take place, have other students been informed of student accommodations as required?
- Has privacy and confidentiality been maintained in all communication?

## **DURING FIELD-BASED LEARNING**

- Is it clear how and when to contact the course instructor as required?
- Has there been communication with the students and preceptors mid-way through the learning experience?
- If there are student performance issues, has the student created personal learning objectives and had opportunity to discuss requirements and strategies for success with the preceptor, the course instructor, and the Student Services/Accessibility counselor as required?

## **AFTER FIELD-BASED LEARNING**

- Have students been given the tools to provide feedback to the site and preceptor?
- Has there been an opportunity to reflect on the learning experience?
- Have the preceptors been given the tools and opportunities to provide feedback to the student and course instructor?
- Has time been taken to reflect on student and preceptor feedback to enhance teaching and learning for future field-based learning?