

Preceptor Perspectives on Disability-Related Accommodations in Pharmacy Experiential Education

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Background

- Limited information is available regarding preceptor perspectives on disability-related accommodations in pharmacy experiential education.
- It was hypothesized that a need exists for preceptor development and resources to meet accommodation requests.

Objective

- To describe preceptor perspectives on disability-related accommodations and inform ways that schools/colleges of pharmacy (S/COP) can support preceptors in meeting access needs.

Methods

- A survey was developed and electronically distributed to preceptors from investigator institutions in spring 2024.
- The survey collected data on preceptor demographics, preceptor experiences with accommodation requests, associated support/education offered by the affiliated S/COP, and preceptor identified needs in this area.
- Survey results were analyzed using descriptive statistics and open-ended responses were reviewed for themes.

Results

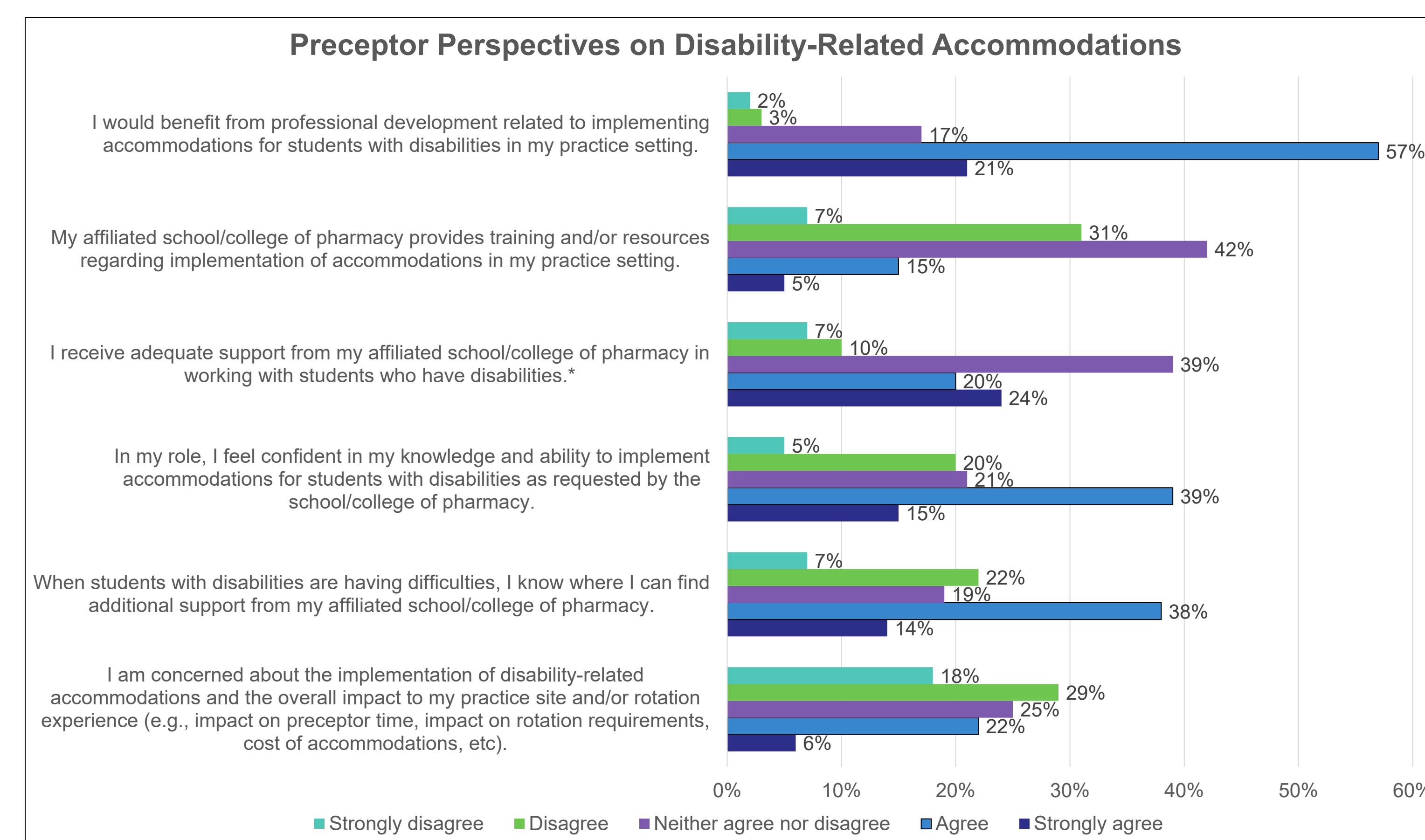
- Completed surveys that met inclusion criteria = 271
- Of respondents who had been notified of the need for accommodation, 55% were notified only by the student.

| Accommodation requests received by preceptors | n (%) [*] |
|---|--------------------|
| Alternate assignment | 13 (6%) |
| Alternate environment | 18 (8%) |
| Assistive technology | 8 (3%) |
| Deadline extension | 21 (9%) |
| Interpreting services | 1 (<1%) |
| Service animal | 1 (<1%) |
| Other | 6 (3%) |
| None have been received | 189 (81%) |

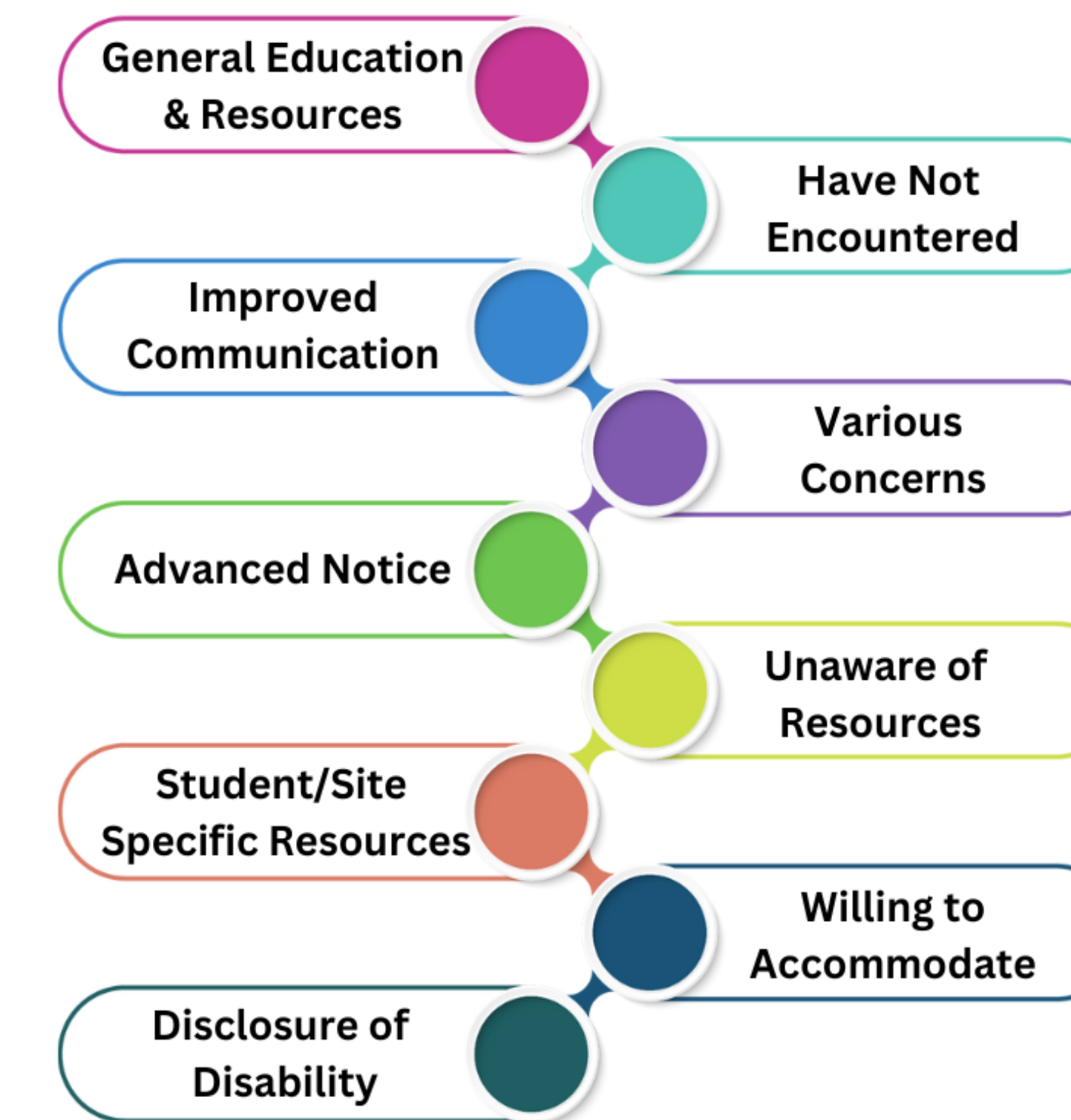
^{*}Total for column greater than 100% as respondents selected all applicable options.
No respondents selected available options of: Alternate media, Attendance flexibility, Rotation format modification, Formal instruction or feedback process modification, Use of mobility aids, Personal assistant

| Challenges encountered by preceptors related to implementing accommodations | n (%) [*] |
|---|--------------------|
| Lack of clarity regarding requested modification / alteration | 16 (22%) |
| Uncertainty regarding how to apply within the preceptor's practice | 18 (25%) |
| Impact to preceptor time | 12 (16%) |
| Insufficient resources (e.g., equipment, assistive technology) | 7 (10%) |
| Inadequate physical space to meet accommodation | 8 (11%) |
| Inadequate communication between preceptor and the student | 9 (12%) |
| Inadequate communication between preceptor and S/COP | 9 (12%) |
| Preceptor has not encountered any relevant challenges | 34 (47%) |
| Other | 6 (8%) |

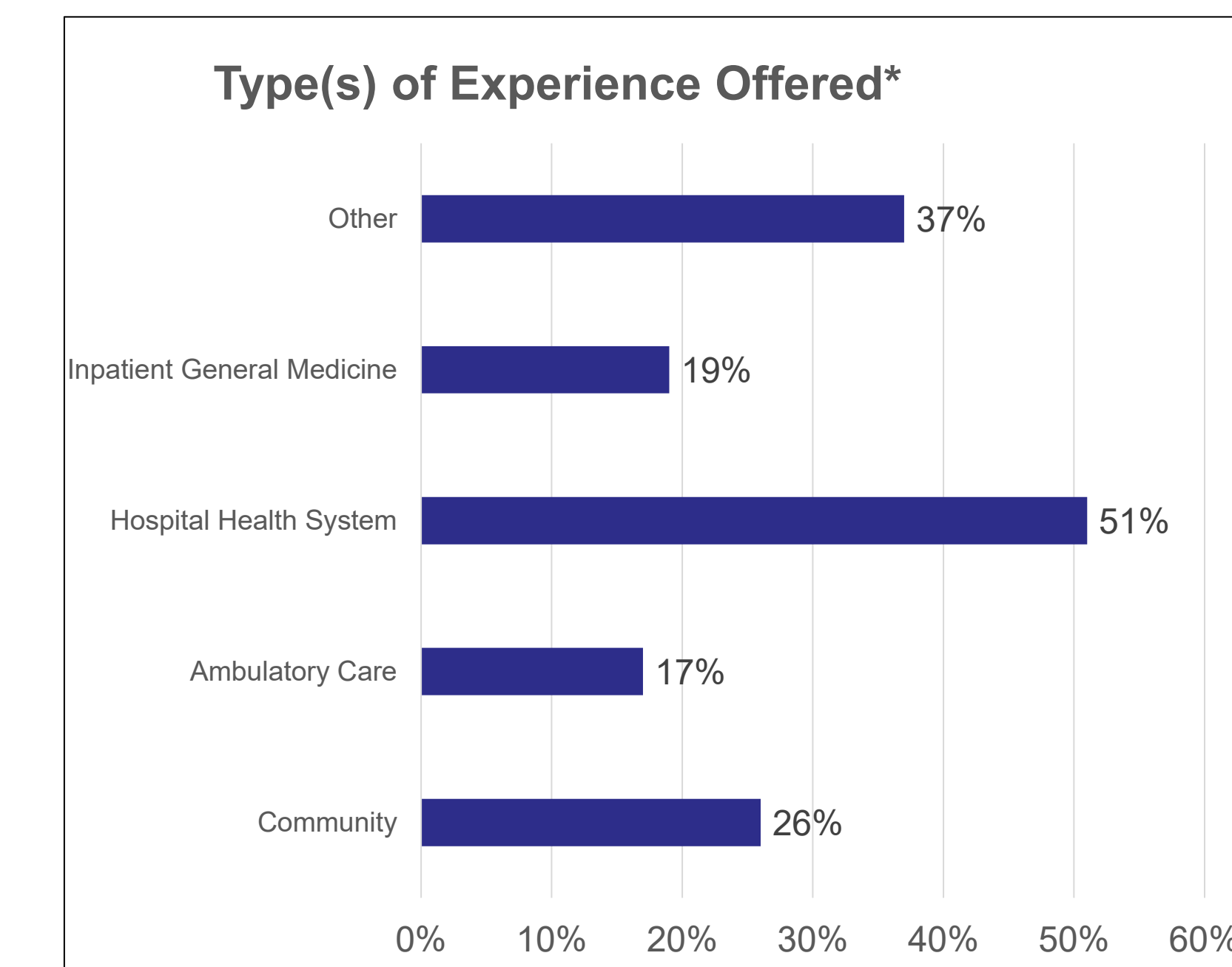
^{*}Total for column greater than 100% as respondents selected all applicable options.



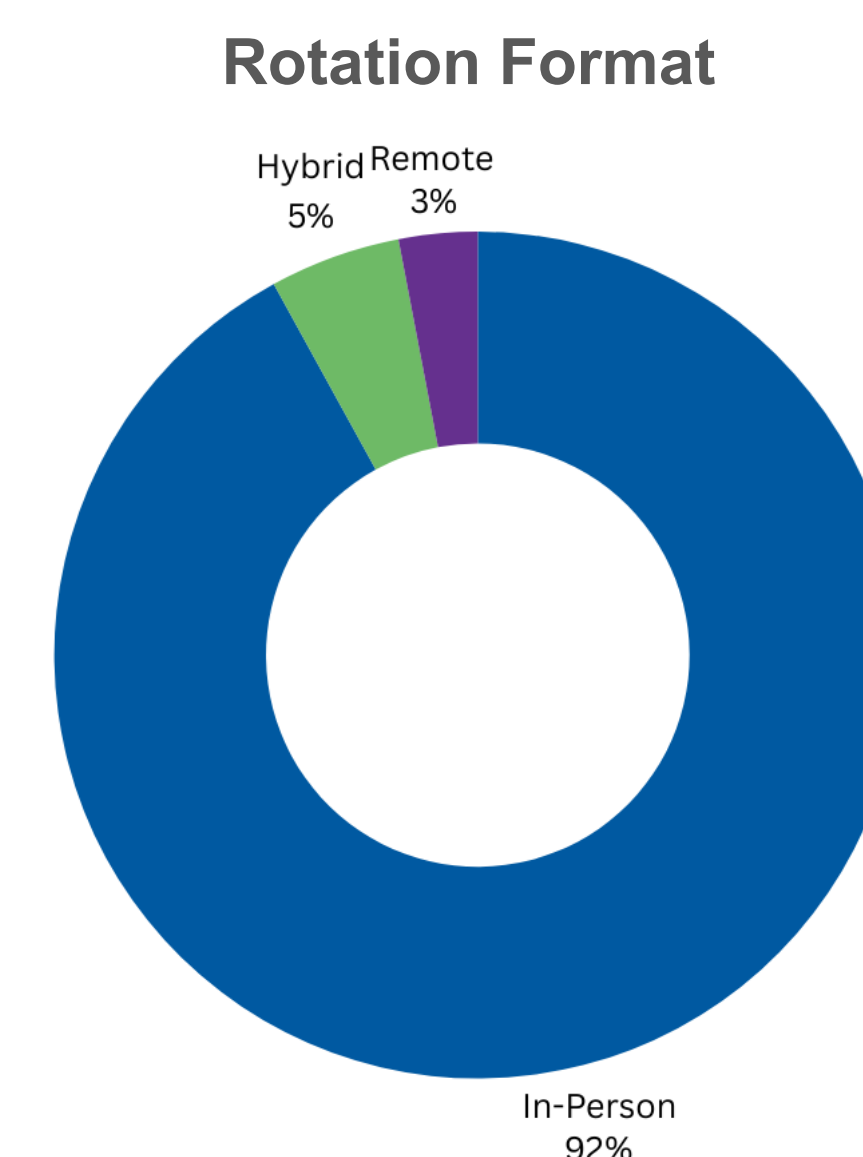
Themes Identified in Preceptor Open-Ended Responses



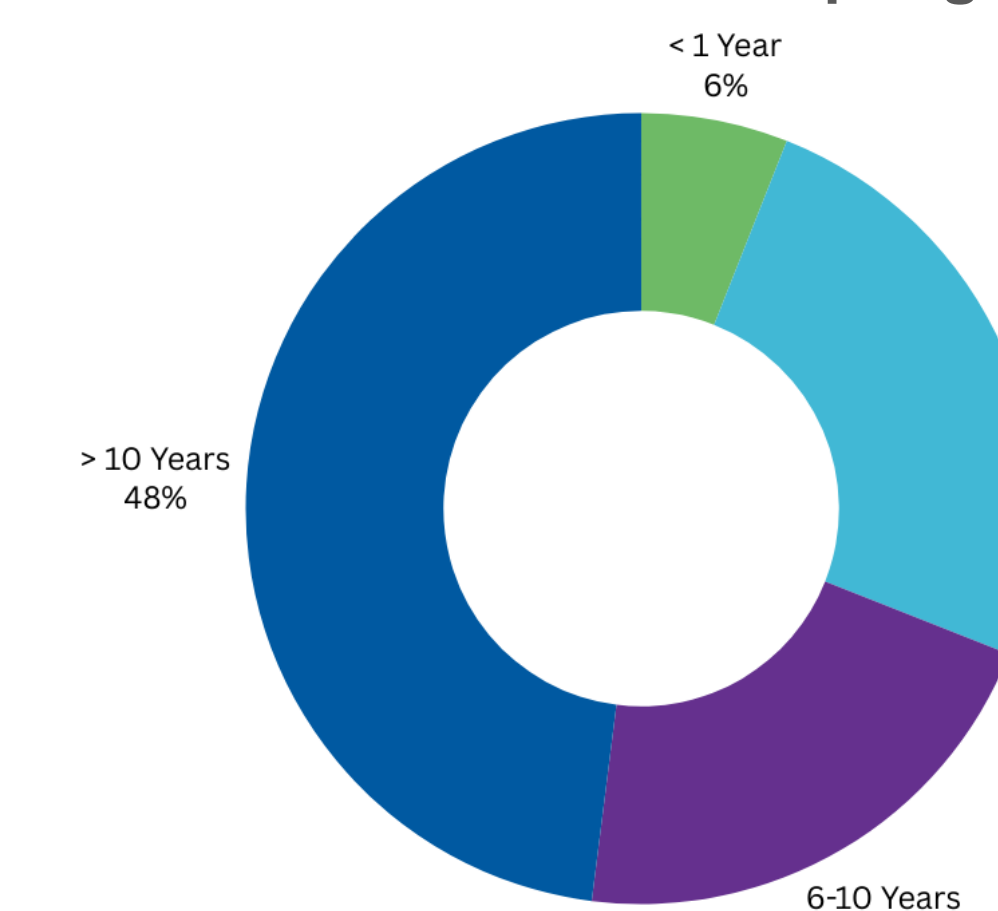
Participant Demographics



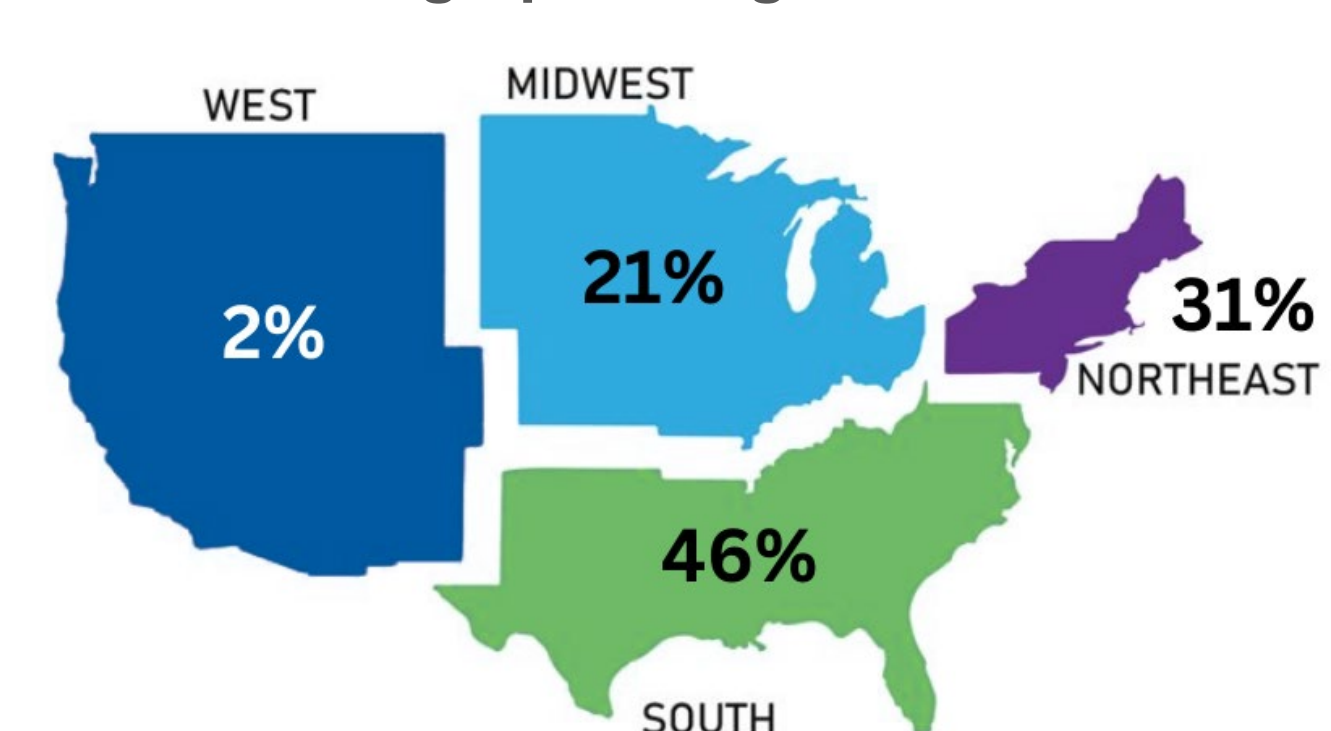
*Participants selected all applicable options.



Duration of Precepting



Geographic Region



Conclusions

- Areas of opportunity for S/COP to support preceptors in providing accessible rotation experiences include enhanced communication with the S/COP and preceptor development related to disability and implementing accommodations.
- Further studies can focus on implementation and assessment of such preceptor development programs.