
Accommodations in Clinical Education

SIG 11

INTRODUCTION

This SIG 11 activity explored the increasing enrollment of students with disabilities in speech-language pathology and audiology graduate programs and examines the feasibility of accommodations in external clinical placements. While academic accommodations have been well-established, there is limited research on their implementation in clinical externships. The study surveyed 49 external clinical educators, revealing that only nine had supervised students with disabilities. Most educators learned about students' disabilities or accommodation needs after placements began, with attendance modifications, timing adjustments, and load/course variations being the most requested accommodations. The findings highlight that external clinical educators are generally willing to support students with disabilities, with coaching, assistive technology, and timing accommodations being the most feasible. However, challenges such as inconsistent disclosure processes, FERPA-related barriers, and physical limitations in clinical settings were noted. Despite these challenges, accommodations were reported to have minimal negative impact on student learning and service delivery, and educators expressed a strong willingness to mentor students with disabilities. The study emphasizes the need for standardized processes for disability disclosure and accommodation implementation, as well as increased training for clinical educators to better support students with disabilities. It concludes that fostering inclusivity in clinical education is essential for developing a diverse and representative workforce in communication sciences and disorders.

LEARNING OUTCOMES

You will be able to:

- explain two barriers to disability disclosure by students in speech-language pathology and audiology externships.

Assessment Type

Self-assessment—Think about what you learned and report on the Completion Form how you will use your new knowledge.

CONTENTS

Student Clinical Accommodations in Speech-Language Pathology and Audiology Externships: A Survey Study by Erin Redle Sizemore, Anu Subramanian, and Stacie M. Hatfield

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: September 26, 2025

End date: September 26, 2030

To earn continuing education credit, you must complete the learning assessment on or before **September 26, 2030**.



This course is offered for 0.10 ASHA CEUs (Intermediate level, Related area).