



## **Remote Learning Documentation Guidance for Healthcare Providers**

**Institutional Context:** Oregon State University anticipates [offering primarily in-person instruction](#) for the 2021-2022 academic year. Many of the university's academic programs have important in-person components. Requests for remote learning may be approved as a reasonable accommodation if, for example, a student's disability makes it unable for the student to participate in-person. Students who are granted an accommodation of remote learning are approved for each term as approval is contingent upon determining feasibility for the student's courses in collaboration with their faculty as well as on-going disability related needs to attend classes via remote learning. In general, this accommodation is not intended to be used for multiple terms in a row, nor to convert an in-person program into an all-virtual experience.

### **Your Role:**

As a clinician we appreciate your diligence in following your professional training, scope of practice and ethics. What university decision-makers are requesting is your professional judgement with regards to the student's health status and related needs.

### **Content for Letter of Support:**

Below is the information the university is looking for in evaluating a student's request for remote learning, for an in-person class, as an accommodation. Please include the following in your letter of support:

- 1. Please describe your treatment relationship with the student on which you are basing your treatment plan/recommendations** (e.g. type of treatment, length/history of relationship).
- 2. Confirm the student's relevant medical or mental health diagnoses that you feel rise to the level of disability. \***
- 3. A statement of support for remote learning participation, including an estimated end date when the student should be able to resume in-person participation, if applicable.** If you have recommendations on parameters or accommodations to support their return to in-person participation, please share.

**4. Describe how the student's disability creates a significant barrier to their full and meaningful participation in an in-person class environment.**

Questions to consider include: Compared to their peers, what significant negative impacts will this student face if they are in-person for class? How would remote learning mitigate these negative impacts in ways that go beyond the typical benefits any individual receives from having online classes? Do you believe that remote learning is essential for the student to effectively participate in and benefit from their academic work?

- For students **with** [CDC-recognized COVID-high-risk conditions](#) (e.g. diabetes): The description should include a holistic assessment of the student's health risks for being in-person for class and on campus (utilizing other in-person services: library, student activities, etc.), considering: their unique medical profile, the latest information on vaccine efficacy, and the university's safety practices.
- For students **without** CDC-recognized high-risk conditions (e.g. mental health conditions): The description should include an explanation of how being in an in-person learning environment will disproportionately affect them compared to their peers such that remote learning is recommended as a reasonable accommodation. This impact must go beyond the typical stress or nervousness that most people are expected to feel in readjusting to an in-person experience.

\*The legal definition of disability is a mental or physical condition that substantially limits a major life activity. Substantial in this context is somewhat subjective but means a notable, significant, meaningful limit/difference to the manner in which the individual engages in the activity, the conditions necessary for them to engage in the activity, the duration for which they can engage in the activity or the frequency which they engage in the activity. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and the proper functioning of major bodily systems.