

PRACTICE EDUCATION STANDARD

STUDENT ACCOMMODATIONS

JULY 2026

Introduction

The British Columbia (BC) Practice Education Guidelines and Standards (PEGS) provide BC Health Care Organizations (HCOs) and BC Post-Secondary Institutions (PSIs) direction for working together to plan and direct Student Practice Education for all healthcare disciplines in BC. The PEGS apply to a broad range of disciplines in diverse organizational contexts across the province. Visit the BC Student Practice Education [website](#) to view the full complement of PEGS and related information.

*Note: Words or phrases in **bold** are defined in the online [PEGS Glossary](#) and capitalized throughout the document.*

Supporting Guidance

To support the implementation of the Student Accommodations **Standard**, this document outlines:

1. The legislative framework guiding **Student Accommodations** in BC
2. Principles for collaborative implementation of Student Accommodations in the Practice Education setting
3. Roles and responsibilities for HCOs, PSIs, Students and **Preceptors** and **on-site Faculty** related to Student Accommodations for Practice Education Placements

Note: This document provides high-level guidance for supporting Student Accommodations in **Practice Education Placements**. Individual operational practices may differ by organization.

Overview

Decolonization, Indigenization, Equity, Diversity, Inclusion, and Accessibility are foundational to quality Practice Education Placement experiences. Guided by the [BC Human Rights Code](#) and the [Accessible British Columbia Act](#), HCOs and PSIs share a responsibility to create Practice Education Placement environments where all Students, including those requiring Accommodations, can equitably and meaningfully participate in

STANDARD

PSIs are responsible for assessing and determining Accommodations required by a Student to fully participate in a Practice Education Placement on a case-by-case basis.

PSIs and HCOs should collaboratively approach each Student Accommodation need and identify reasonable Environmental Attributes and Conditions to support the Student within the Practice Education setting, in accordance with relevant legislation and organizational capacity.

HCOs are responsible for leading the implementation of Student Accommodations within the Practice Education Placement settings.

All communication about Student Accommodation needs, and implementation of Student Accommodations in the Practice Education Placement setting, should be thoroughly documented by the PSI and HCO, respecting the Privacy and Confidentiality of all related Personal Information.

Practice Education Placements. By embedding Accessibility into the planning and delivery of Practice Education Placements, HCOs and PSIs:

- Uphold the human rights of Students
- Support students with diverse needs, strengths and identities;
- Foster respectful, culturally safe and psychologically safe learning environments; and
- Advance a provincial commitment to building a diverse and inclusive **Health Care** workforce that reflects the communities and populations it services (Ministry of Health and Ministry of Post-Secondary Education and Future Skills, 2025).

The [BC Human Rights Code](#) identifies specific personal characteristics—known as **Protected Grounds**—that are legally safeguarded against **Discrimination**. These include Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental **Disability**, sex (including gender identity and expression), sexual orientation, age, political belief, and conviction offences unrelated to employment (Human Rights Code, 2025). The [Accessible British Columbia Act](#) reinforces the Province of British Columbia commitment to removing barriers and promoting inclusion for persons with various disabilities. Within the context of Student Practice Education Placements, HCOs and PSIs are expected to uphold these laws by fostering respectful, inclusive environments where Practice Education Placements are person-centered, provide equal opportunity, and acknowledge the unique experiences of people with overlapping identities.

Key Terms

Accessibility: “Making sure that information, activities and spaces can be understood, used and enjoyed by everyone” (BC’s Office of the Human Rights Commissioner, 2023)

Accommodation: “Removing a barrier so people can participate in areas of daily life protected by the BC Human Rights Code” (BC’s Office of the Human Rights Commissioner, n.d.)

Disability: “An inability to participate fully and equally in society as a result of the interaction of an impairment and a barrier” (Accessible British Columbia Act, 2026)

Environmental Attributes and Conditions: The physical, sensory, organizational, and social features of a Practice Education Placement setting that can be adjusted or arranged to support a Student’s equitable participation. This could include factors such as workspace layout, noise and distraction levels, access to equipment or technology, workflow structure and scheduling, communication methods, and other contextual elements that influence a Student’s ability to meet the Practice Education Placement learning objectives.

Undue Hardship: “The point at which it is too unsafe, difficult, or expensive to remove barriers so people can participate in work or other areas of daily life. The point of undue hardship depends on the circumstances of each situation.” (BC’s Office of the Human Rights Commissioner, n.d.)

*Note: Words or phrases in **bold** are defined in the online [PEGS Glossary](#) and capitalized throughout the document.*

Guiding Principles

Upholding Student human rights in Practice Education Placements requires a shared understanding of core values and legal responsibilities. These guiding principles for PSIs and HCOs provide a foundation to promote collaborative, Student-centered Accommodation approaches that honor the diversity of Students, their human rights and the dynamic nature of Practice Education Placement settings:

- Accessibility is for everyone: it includes all types of abilities and identities
- Accommodations endeavor to support equitable and meaningful participation of Students in Practice Education Placements
- The Student voice is an essential and foundational starting point in the development, implementation and maintenance of an Accommodation plan
- Accommodation needs are distinct from personal preferences or requests for flexibility
- Accommodation information is treated as Private and Confidential and is only shared as necessary to support Accommodations in a Practice Education Placement
- PSIs and HCOs must collaborate with each other to ensure Accommodations are reasonable and feasible
- Accommodations are designed to address individual circumstances
- Accommodations are implemented as promptly as reasonably possible, recognizing that timelines vary based on individual circumstances, Practice Education Placement settings, and the nature of the Accommodation need

While every individual Student Accommodation must be considered on a case-by-case basis, PSIs and HCOs are expected to follow the standard process outlined in [Appendix A](#) to establish what is required to meet a Student's need and successfully implement any modifications to the Practice Education Placement.

Identifying and Recognizing Accommodation Needs

A Student's need for an Accommodation in the Practice Education setting can be identified in various ways. Students often need to self-identify with their PSI and likely disclose relevant **Personal Information** for the PSI to support the Accommodation need. Students are not required to self-identify or disclose any Personal Information to HCOs to receive an Accommodation. However, in some circumstances the PSI may need to disclose some of a Student's Personal Information to an HCO to communicate the Environmental Attributes and Conditions needed to support the Accommodation. In such instances, the Personal Information shared with the HCO must be limited to the minimum amount of information required to support the Accommodation and is subject to the Student's written **Express Consent**. In addition, although a Student may have academic Accommodations in place at their PSI, a Student's Accommodation needs may be different for the Practice Education Placement setting.

If Student Accommodation needs are identified during a Practice Education Placement, the Student should be encouraged to contact their PSI Accessibility office, Accommodation office or similar such student support services as soon as feasible (i.e., duty to inquire) (BC Human Rights Tribunal, 2024). Any information sought to

support Accommodation planning should focus on needed Environmental Attributes and Conditions and no other forms of Personal Information (e.g., medical diagnosis) (BC Public Service Agency, 2025b).

A Student's Accommodation needs can evolve over time and may be supported in different ways based on the Practice Education Placement learning objectives and setting. In addition, Accommodation needs are based on Protected Grounds and the province's commitment to removing barriers and promoting inclusion for persons with various disabilities. Accommodation needs differ from a Student's preferences or requests for flexibility. Accommodations must be reasonable and need not be perfect.

Alignment with Learning Objectives

PSIs are expected to assess and confirm that a Student can meet the essential requirements of their educational program and Practice Education Placement learning objectives, with an Accommodation in place. PSIs should reach out to an HCO before entering a Practice Education Placement request into HSPnet to gain a broader understanding of what general types of Accommodations are possible at a specific site, while maintaining Student **Privacy** and **Confidentiality** (see [Appendix A](#); [PEGS: Privacy and Confidentiality](#)). See [Appendix B](#) for illustrative examples of Practice Education Accommodations.

Addressing Bias and Stigma

Students with Accommodation needs often experience stigma, which can create hesitancy to disclose their needs or seek support within Practice Education Placement settings (Gross et al., 2025; Jain et al., 2026; Pereira-Lima et al., 2023). This reluctance may result in unmet needs and inequitable learning experiences (Gross et al., 2025; Pereira-Lima et al., 2023). PSIs should proactively offer and normalize Accommodation supports as early as possible in a Student's educational program, in addition to student self-advocacy. PSIs and HCOs are expected to identify and eliminate barriers within Practice Education Placement environments, including those arising from stigma, bias and power dynamics that may deter Students from disclosing Accommodation needs.

Student Practice Issues

Student **Practice Issues** can arise for all Students, independent of Student Accommodation needs. While some Student Practice Issues may intersect with a Student's Accommodation needs, they are not inherently linked. (See [PEGS: Student Practice Issues for guidance on identifying and responding to Student Practice Issues](#).) In all cases, the HCO should inform first the Student and then the PSI when the risk of a Practice Issue is identified so a collaborative approach can be developed to provide the Student with support. If the need for a potential Accommodation plan arises from a Student Practice Issue, the PSI and HCO should encourage the Student to access their PSI's Accessibility office, Accommodation office or similar such support services.

Accommodation Planning

Communicating Student Accommodations

Communication regarding Student Accommodations should follow the process outlined in [Appendix A](#). Information related to an Accommodation should never be entered into HSPnet. Communication and collaboration in developing an Accommodation Plan, and implementing Student Accommodations, should use

the ‘Need to Know’ and ‘Least Privilege’ Principles, respecting the Privacy and Confidentiality of Student Personal Information (see [PEGS: Privacy and Confidentiality](#)).

Accommodations must be reasonable and are not required to reflect a Student’s preferred option for Environmental Attributes and Conditions. Reasonableness is determined through collaborative communication among the Student, the PSI and the HCO, considering individual Accommodation needs, Practice Education Placement learning objectives, and HCO capacities, without resulting in **Undue Hardship**. See [Appendix B](#) for illustrative examples of Practice Education Placement Accommodations.

If the need for a Student Accommodation is identified after a Practice Education Placement has started, the HCO Preceptor or on-site PSI Faculty should encourage the Student to access their PSI’s Accessibility office, Accommodation office or similar such support services, as outlined above under the *Identifying and Recognizing Accommodation Needs* section. The identification of an Accommodation need during a Practice Education Placement does not, in itself, require the Placement to be paused. Decisions on how best to support the Student should be made collaboratively by the HCO, PSI and Student, considering the current Practice Education Placement learning objectives, safety of all parties and operational feasibility.

Responding to Student Accommodation Inquiries

HCOs are expected to collaborate with PSIs to develop reasonable options that will align with the Environmental Attributes and Conditions needed to support a Student Accommodation. If a specific HCO site cannot support a Student Accommodation without Undue Hardship, the HCO and PSI are expected to collaborate to explore alternative reasonable Accommodation options, potentially at another HCO site. Communication within an HCO on identifying a Practice Education Placement that can support a Student’s Accommodation should focus on the required Environmental Attributes and Conditions of the Accommodation and not include any Student Personal or **Confidential Information**.

Declining to Support a Student Accommodation due to Undue Hardship

Student Accommodations are expected to be implemented by HCOs whenever reasonably possible. HCOs should only decline to support a Student Accommodation when the Accommodation would cause the HCO Undue Hardship (BC Public Service Agency, 2025a). HCOs should work closely with their internal Legal teams when deciding whether to decline to support a Student Accommodation based on Undue Hardship. In many circumstances, the threshold of Undue Hardship can be very difficult to meet (BC Public Service Agency, 2025a). HCOs must carefully document any determination of Undue Hardship and the rationale for the decision.

Collaboration between PSIs and HCOs to identify a reasonable Accommodation plan is not considered declining to support a Student Accommodation, even if the reasonable Accommodation identified does not reflect the Student’s preferred option. Each Accommodation plan is developed to balance individual Student needs, Practice Education Placement learning objectives, and the safety of all parties, including Patients.

Accommodation Implementation

HCOs lead the assessment of feasibility and implementation of Student Accommodations within their Practice Education Placement settings, while PSIs coordinate and support the process. When known in advance of a Practice Education Placement, HCOs must implement any Student Accommodation plan promptly at the start of the Practice Education Placement to ensure timely support and continuity in learning (BC Public Service Agency, 2025b). Throughout the Practice Education Placement, regular check-ins by the PSI and on-site Faculty or HCO Preceptor with the Student are encouraged – once this process is approved by the Student – to assess whether there are needed adjustments to how the Accommodation is implemented. The PSI should consult with Students about how they would like to receive support related to their Accommodation. The Student may decline and reschedule check-ins, as required.

HCOs are expected to implement reasonable Accommodations as described in the Environmental Attributes and Conditions information shared by PSIs, and to communicate any concerns or additional Accommodation needs to the PSI promptly, ensuring transparency and collaboration in addressing Student needs (BC Public Service Agency, 2025).

HCOs should only negotiate aspects of Accommodation implementation with a Student directly in limited circumstances where immediate attention is required to address safety, Privacy or other regulatory obligations, and will promptly and collaboratively communicate any required Accommodation adjustments with the PSI.

Complex or Specialized Environmental Attributes and Conditions

When a Student Accommodation involves specialized, complex or non-routine Environmental Attributes and Conditions within a Practice Education Placement, the HCO, PSI and Student should collaboratively establish any specialized roles and responsibilities for implementation and support in advance of the Practice Education Placement.

Follow-Up

PSIs and on-site Faculty or HCO Preceptors should regularly follow up with Students regarding the implementation of an Accommodation, with a frequency mutually agreed upon by the Student. If modifications to the Accommodation plan are needed, the HCO, PSI and Student should work collaboratively to modify and implement a revised Accommodation plan (BC Public Service Agency, 2025b).

Accommodation Expenses

PSI and HCO financial and resource support for Student Accommodations must be considered on a case-by-case basis. The Environmental Attributes and Conditions required to support an Accommodation will vary depending on the nature of the Accommodation and Practice Education Placement context. Student Accommodations may be supported through existing structures or may require additional resources from the PSI, HCO, or both, depending on the Accommodation and Practice Education Placement setting. Funding and resource considerations should be addressed collaboratively between the HCO and PSI and as part of Accommodation planning. In some circumstances, third-party funding sources (e.g., WorkSafeBC) may be available to support resources required for a Student Accommodation within a Practice Education Placement.

Documentation

PSIs must maintain records of Accommodation plans and required Environmental Attributes and Conditions, and only share relevant information with HCOs in accordance with Privacy and Confidentiality standards (see [PEGS: Privacy and Confidentiality](#)). All parties must respect the Privacy and Confidentiality of Student Personal Information (BC Public Service Agency, 2025b) (see [PEGS: Privacy and Confidentiality](#)). PSIs and HCOs should keep detailed **Records** on the Accommodation communication, planning and implementation process (see [PEGS: Privacy and Confidentiality](#)).

For HCOs, Records documenting the assessment of a Student Accommodation inquiry or the planning or implementation of a Student Accommodation should be retained for up to seven (7) years following the conclusion of the Practice Education Placement, to demonstrate a good-faith Accommodation process, or longer where required under an approved Operational Records Classification System (ORCS) retention authority or applicable HCO polic(ies) (see [PEGS: Privacy and Confidentiality](#)). Such Records could include formal letters of Accommodation from a PSI's Accessibility services office or similar such services, and supporting information (BC Public Service Agency, 2025b). The following are illustrative examples of Documentation that may be maintained, as appropriate to the Accommodation context:

- ✓ Student Accommodation inquiries or how on-site Faculty or HCO Preceptors became aware of a Student Accommodation which needed support, including any supporting information about needed Environmental Attributes and Conditions
- ✓ Dated notes on efforts made to understand a specific Accommodation
 - If it is determined that an Accommodation can be easily supported within a specific Practice Education Placement, notes on the rationale for the decision
- ✓ Dated notes of conversations and communication related to the Student Accommodation
- ✓ Record of options considered for supporting the Student Accommodation, including options that are rejected with a rationale of the decision (e.g., unsuitable for specific Placement setting)
- ✓ Recorded expert advice to support the Accommodation planning and implementation
- ✓ Written offers of Student Accommodation supports
 - Records of if PSI or Student response to proposed Accommodation supports
- ✓ Records of any changes to the initial Accommodation implementation plan, as needed, if changes are implemented after the Placement has started

Compliance

HCOs and PSIs are obligated to meet legislative and regulatory requirements directing the planning and implementation of Accommodation plans for Students. Further, HCOs and PSIs have a shared responsibility to establish solutions that support Students Accommodation needs. Failure to meet these obligations may result in the termination of the Education Affiliation Agreement between the PSI and HCO or other legal action from those adversely affected.

Shifting Accessibility Landscape

The Accessibility landscape in BC continues to evolve as legislative and regulatory implementation frameworks emerge and mature. As this landscape develops, the approaches and expectations around Student Accommodations in Practice Education Placements will continue to shift. This Student Accommodation Standard is a living resource and will be updated over time to reflect new Standards, strengthened practices, and the ongoing commitment of PSIs and HCOs to support equitable, accessible and quality Practice Education learning environments.

Roles and Responsibilities

Students, on-site Faculty, HCO Preceptors, PSIs and HCOs have the following roles and responsibilities related to Student Accommodations in the Practice Education setting:

 Health Care Organizations	 Post-Secondary Institutions	 Students
✓ Collaborate with PSIs to assess the feasibility of supporting the Student Accommodation at HCO destination ✓ Ensure the Student Accommodation is implemented, except in cases where it would result in Undue Hardship ✓ Act in good faith to support Student Accommodations and uphold principles of inclusion, adaptability and Equity in Practice Education Placements ✓ Maintain Documentation of communication and actions taken to support Student Accommodation in accordance with Privacy and Confidentiality standards (see PEGS: Privacy and Confidentiality) ✓ Respect Privacy and Confidentiality by applying 'Need to Know' and 'Least Privilege' principles for all communications and record-keeping	✓ Inform Students of their rights and responsibilities related to Accessibility and Accommodations in the Practice Education Placement setting ✓ Assess and determine Student Accommodation needs on a case-by-case basis, guided by applicable legislation and PSI organizational policies ✓ Communicate needed Environmental Attributes and Conditions to HCO in advance of a Practice Education Placement start date (when possible), using secure and appropriate channels and in accordance with Privacy and Confidentiality standards (see PEGS: Privacy and Confidentiality) ✓ Collaborate with HCO and Student to develop and implement reasonable and necessary, individualized Student Accommodation plan ✓ Maintain Documentation of communication and actions taken to support Student Accommodations in Practice Education Placements, in accordance with Privacy and	✓ Communicate to PSI Accessibility office (or similar such PSI service) barriers of the Practice Education Placement environment, if an Accommodation is being sought, with ideally as much advance notice as possible ✓ As required by PSI processes, provide current, valid and reliable information to support Accommodation planning, as applicable ✓ Actively participate and collaborate in the development, implementation and maintenance of Accommodation plan ✓ Implement agreed-upon Accommodation plan and check-in schedule during Practice Education Placement ✓ Communicate with PSI and HCO in a timely manner if changes to the Accommodation plan are warranted during the Practice Education Placement ✓ Act in good faith when engaging in Accommodation processes (e.g., seek Accommodation

 Health Care Organizations	 Post-Secondary Institutions	Students
	Confidentiality standards (see PEGS: Privacy and Confidentiality) ✓ Act in good faith to support Student success, and uphold principles of inclusion, adaptability and equity in Practice Education Placements ✓ Respect Privacy and Confidentiality by applying ‘Need to Know’ and ‘Least Privilege’ principles for all communications and record-keeping	supports for needs, not personal preferences)

Box A. Guidance for HCO Preceptors and On-site Faculty

HCO Preceptors and On-site Faculty
✓ Implement Student Accommodations within the Practice Education Placement setting ✓ Collaborate with HCO and PSI to ensure Student Accommodations are understood and appropriately applied in accordance with Privacy and Confidentiality standards (see PEGS: Privacy and Confidentiality) ✓ Adapt learning activities and Environmental attributes and Conditions to align with a Student’s Accommodation plan ✓ Monitor and follow up with Students, at appropriate intervals as agreed to by the Student and PSI, to assess the effectiveness of the Accommodation and identify any required adjustments ✓ Promptly communicate concerns or barriers to Accommodation implementation to the HCO and PSI ✓ Maintain the Privacy and Confidentiality of the Student in accordance with Privacy and Confidentiality standards (see PEGS: Privacy and Confidentiality) ✓ Respect Privacy and Confidentiality by applying ‘Need to Know’ and ‘Least Privilege’ principles in all communications and record-keeping standards (see PEGS: Privacy and Confidentiality)

Additional Resources

- Legislation
 - [Accessible British Columbia Act](#)
 - [BC Human Rights Code](#)
- Other Resources
 - [Accessibility and Inclusion Toolkit](#)
 - [British Columbia Aboriginal Network on Disability Society](#)
 - [Disability Alliance BC](#)
 - [BC Office of the Human Rights Commissioner](#)
 - [Accommodations for Specific Groups of Workers](#)

- [BC Accessibility Hub](#)
- [United Nations – Convention on the Rights of Persons with Disabilities and Optional Protocol](#)
- [Managing Employee Accommodation in the Workplace](#)

Related BC Practice Education Guidelines and Standards

Related PEGS can be found on the BC Student Practice Education website, under [Policy & Guidelines](#):

- Privacy and Confidentiality
- Safety Incident Prevention, Response and Follow-up
- Student Practice Issues

Definitions

Please visit the BC Student Practice [website](#) for the [BC PEGS Glossary](#).

References

- BC Human Rights Tribunal. (2024). *Human rights and duties in employment*. <https://www.bchrt.bc.ca/human-rights-duties/employment/>
- BC Public Service Agency. (2025a). *Accommodation information for employees—Province of British Columbia*. Province of British Columbia. <https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/work-arrangements/accommodation-information>
- BC Public Service Agency. (2025b). *Managers’ guide to reasonable accommodation—Province of British Columbia*. Province of British Columbia. <https://www2.gov.bc.ca/gov/content/careers-myhr/managers-supervisors/employee-labour-relations/managing-accommodation/managers-guide-reasonable-accommodation>
- BC’s Office of the Human Rights Commissioner. (2023). *Accessibility at BC’s Office of the Human Rights Commissioner*. <https://bchumanrights.ca/resources/publications/publication/accessibility-report-2023/>
- BC’s Office of the Human Rights Commissioner. (n.d.). *Glossary*. BC’s Office of the Human Rights Commissioner. <https://bchumanrights.ca/glossary/>
- Gross, E., Jarus, T., Mayer, Y., Zaman, S., Mira, F. M., Boniface, J., Boucher, M., Bulk, L. Y., Chen, S., Drynan, D., Falcicchio, K., Kinsella, E. A., Lysaght, R., Moliner, C., O’Flynn-Magee, K., Schmitz, C., Shippam, B., & Young, M. (2025). Professional practice placement as a unique challenge for students with disabilities in health and human service educational programmes. *International Journal of Inclusive Education*, 29(4), 534–552. <https://doi.org/10.1080/13603116.2023.2195858>
- Human Rights Code, RSBC 1996, Chapter 210 (2025). https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96210_01#section1

Jain, N. R., Battalova, A., Liao, P., Young, M., & Jarus, T. (2026). Different support systems, persistent stigma: Disability inclusion experiences in US and Canadian medical education. *Disability & Society*, 1–29.
<https://doi.org/10.1080/09687599.2026.2636614>

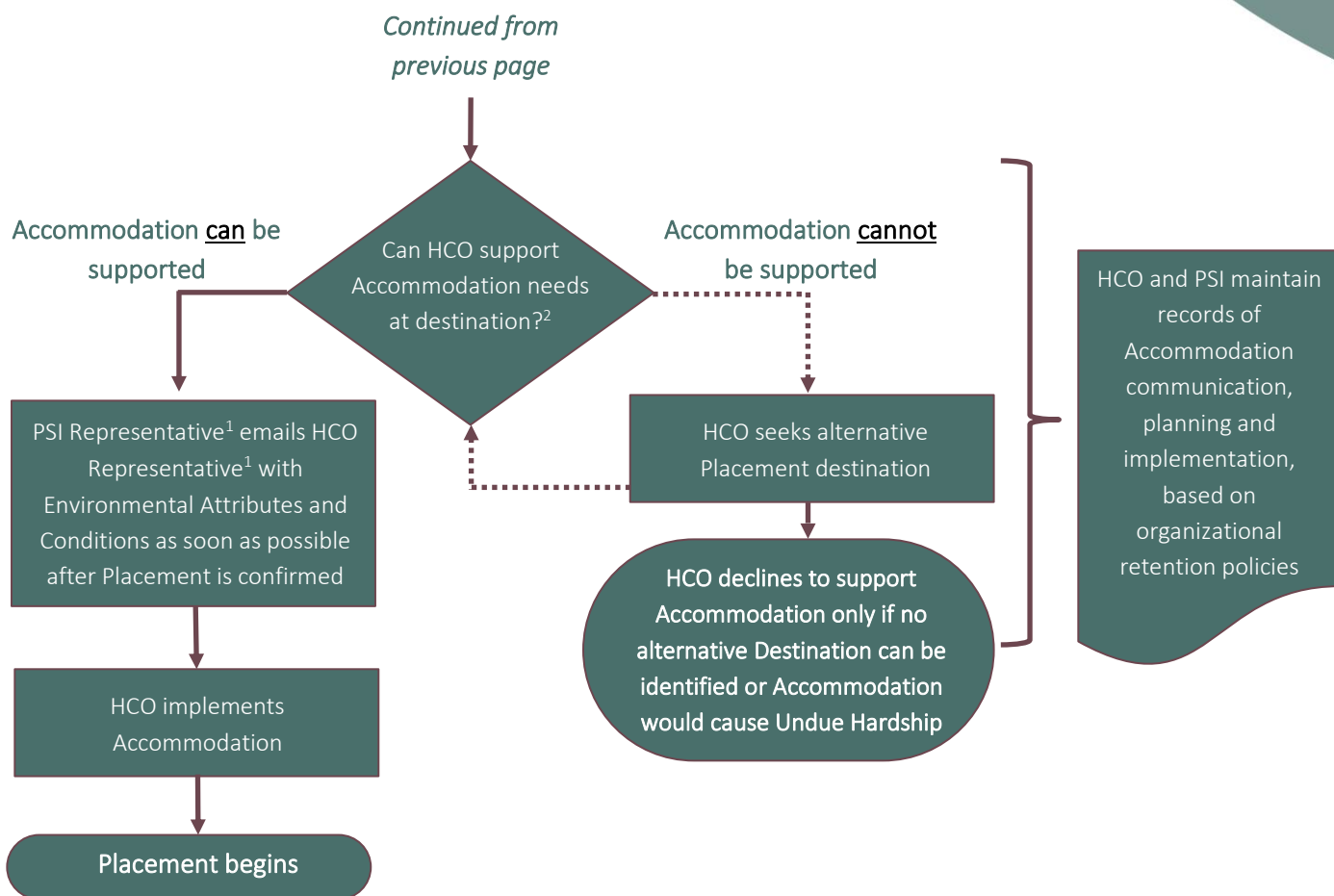
Ministry of Health and Ministry of Post-Secondary Education and Future Skills. (2025). *Student practice education policy*. <https://spe.healthcarebc.ca/Documents/2022%20SPE%20Policy%20-%20For%20Distribution.pdf>

Pereira-Lima, K., Meeks, L. M., Ross, K. E. T., Marcelin, J. R., Smeltz, L., Frank, E., & Sen, S. (2023). Barriers to Disclosure of Disability and Request for Accommodations Among First-Year Resident Physicians in the US. *JAMA Network Open*, 6(5), e239981–e239981.
<https://doi.org/10.1001/jamanetworkopen.2023.9981>

Appendix A. Student Accommodation Supports: Communication Process

The following diagram outlines a general process for communication related to supporting Student Accommodations. Specific processes within PSIs and HCOs may slightly differ. All communication related to Student Accommodations should be kept as Private and Confidential and only shared using the ‘Need to Know’ and ‘Least Privilege’ Principles. Accommodation communication processes should be applied proportionally to the complexity of the needed Environmental Attributes and Conditions and build on existing communication processes to coordinate Practice Education Placements.





Notes:

¹ Specific roles to be determined by circumstances of individual Accommodation need

² HCO representative may need to reach out to various HCO areas (e.g., management, operations, Preceptor(s)), depending on the specific Accommodation request and using the 'Need to Know' and 'Least Privilege' Principles.

³ General Accommodation enquiries should be sent to the following HCO contacts for the BC Health Authorities:

- First Nations Health Authority: clinicaleducation@fnha.ca
- Fraser Health: student.placement@fraserhealth.ca
- Interior Health: StudentPlacement@interiorhealth.ca
- Island Health: StudentPractice@IslandHealth.ca
- Northern Health: studentpractice@northernhealth.ca
- Providence Health Care: studentplacements@phc.ca
- Provincial Health Services Authority: studenteducation@phsa.ca
- Vancouver Coastal Health: placements@vch.ca

Appendix B. Illustrative Examples of Practice Education Accommodations

This appendix provides illustrative examples of how Student Accommodations could be supported within Practice Education Placements. The list is not exhaustive and does not imply that all examples will be feasible or appropriate in every Practice Education Placement setting. Student Accommodation needs must be assessed and addressed on an individual, Practice Education Placement-specific basis, considering learning objectives, safety considerations, and operational feasibility. PSIs and HCOs should collaborate with the Student to develop a reasonable Accommodation plan that supports equitable participation in learning while protecting the health and safety of all parties, including Patients. Inclusion of examples in this appendix does not guarantee implementation in all settings.

Category	Examples*
Sensory	Hearing: ASL interpreter
	Visual: Screen readers, large print materials, high-contrast visuals
	Auditory processing: written instructions, visual cues in noisy environments
	Accessibility of learning materials (e.g., transcripts, closed caption)
	Service animals
Religious or Cultural	Personal protective equipment (PPE) alternatives (e.g., respiratory protection compatible with facial hair, specific gloves to minimize skin exposure; PPE for procedures that do not typically require PPE)
	Clothing and skin exposure modifications (e.g., dress code, IPAC guidelines)
	Food handling considerations (e.g., handling of non-Halal foods)
	Providing space for religious or cultural practice (e.g., prayer activities)
	Time off or schedule adjustments for religious holidays
	Fasting considerations
Neurodiversity or Cognitive	Modifying teaching and assessment methods to support individual learning needs
	Supportive communication devices (e.g., speech-to-text)
	Extra time for tasks or assessments
	Quiet or low-stimulus environments
	Use of visual schedules or checklists
Mental Health	Reduced sensory stimulation: noise-cancelling headphones, low-light environments
	Access to mental health or peer mentors
	Flexible deadlines or workload adjustments during periods of mental health difficulty
	Support animals
Physical	Wheelchair-accessible spaces, adjustable workstations
	Accessible transportation or parking
	Severe symptoms from disease or condition (e.g., pregnancy, menopause): schedule modifications, ergonomic considerations, activity modifications

Category	Examples*
Scheduling or Environmental	Schedule modifications (e.g., day shift only)
	Remote or hybrid learning options
	Flexible start/end times
	Access to private or quiet study/workspaces
Geographical	Specific geographic area to care for relative
	Specific geographic area to access ongoing specialized health care and services likely to be required during the duration of the Practice Education Placement

Note: * These examples illustrate potential Accommodation supports and do not imply suitability, safety or feasibility in all Practice Education Placement settings.

Document Review and Revisions

Effective Date	July 2026			
First Released	July 2026			
Last Revised	July 2026			
Approved By	Provincial Student Practice Education Coordinating Committee (PSPECC)			
Owner	PHSA			
Revision History	Version	Date	Description/Key Changes	Revised by
	1.0	JUL 2026	Document created based on requirements established in the Accessible British Columbia Act and the BC Human Rights Code	PHSA, in consultation with BC's Student Practice Education Network ¹ and the following subject matter experts: • PHSA Diversity, Equity, and Inclusion team • PHSA Legal team • Student Accommodations Workgroup²

Note. ¹ The BC Student Practice Education Network includes PSIs, HCOs, representatives from the Ministry of Health and Ministry of Post-Secondary Education and Future Skills, and other representatives, as required (e.g., professional associations, subject matter experts)

² The Student Accommodations Workgroup met December 2025 to May 2026 to collectively develop, and review feedback, on the new Student Accommodations Standard. Workgroup members included:

- British Columbia Institute of Technology (Treena Cardiff)
- Camosun College (Kirsten McLaughlin)
- College of New Calcedonia (David Edwards, Anita Yeulet)
- College of the Rockies (Natasha Fontaine)
- Douglas College (Pam Cawley, Tamara Thompson)
- First Nations Health Authority (Atley Durette)
- Fraser Health (Kelly Geisheimer)
- Interior Health (Will Sturgeon)
- Island Health (Ana Popovic, Melanie Parrott)
- Justice Institute of British Columbia (Kimberly Aubert, Nuraan Liebenberg)
- Kwantlen Polytechnic University (Jeff Butler, Tricia Foran, Kate McCulloch)
- Northern Health (Richelle Maser, Doreen Stewart)
- Okanagan College (Angela Checkley, Leigh-Ann Postowski)
- Providence Healthcare (Margurite Wong)
- Provincial Health Services Authority (Sandra Harris, Alana Prashad, Aasta Thielke)
- Trinity Western University (Meghann Buyco)
- University of Victoria (Kim Daly, Alisa Palmer, Maureen Ryan)
- Vancouver Coastal Health (Melissa Coop, Jana Kaiser)
- Vancouver Community College (Lisa Beveridge)