

Documentation Guidance for Healthcare Providers

Students: Please print or send this documentation to your healthcare provider for review. Thank you.

Institutional Context:

The University of Hartford will primarily offer in-person instruction in the 2021-2022 academic year. Most of the university's academic programs have essential in-person components. Remote participation can be approved as a reasonable accommodation if a student's disability* make them unable to participate in-person. Students eligible for remote participation are approved for 1 semester. Approval is contingent upon determining feasibility for the student's courses in collaboration with faculty. This accommodation is not intended to be used for multiple semesters in a row, nor to convert an in-person program into an all-virtual experience.

Your Role:

As a clinician you should be diligent in following your professional training, scope of practice and ethics. What university decision-makers need is your professional judgement with regards to the student's health status and related needs.

Content for Letter of Support:

The university is looking for documented information from you in evaluating an individual's request for remote participation as an accommodation. Please include the following in your letter of support:

1. Describe your professional relationship with the student on which you are basing your treatment plan (e.g. license and credentials description, relevant experience, length of time you have seen student).
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 participation, including an estimated end date when the student should be able to resume in-person participation. 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 on-campus experience, including severity and frequency of disabling condition.

Questions to consider include:

- a) Compared to their peers, what significant negative impacts will this student face if they are on campus?
- b) How would remote participation mitigate these negative impacts in ways that go

beyond the typical benefits any individual receives from having online classes?

c) Do you believe that remote participation is essential for the student to effectively participate in and benefit from their academic work?

d) 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 on campus, considering: their unique medical profile, the latest information on vaccine efficacy, and the university's safety practices.

e) For students without CDC-recognized high-risk conditions (e.g. mental health conditions): The description should include an explanation of how being on campus will disproportionately affect them compared to their peers such that remote participation is the only viable option. This impact must go beyond the typical stress or nervousness that most people are expected to feel in readjusting to an in-person experience.