

Qualitative Themes (Full Version)

Theme	Survey	Focus Group
Theme 1: Disclosure as a facet of communication	It is important to be upfront about how you learn and whatever your strengths and difficulties are with learning/participating in fieldwork (S2)	I think the most we can do is encourage the student to talk to their fieldwork coordinator or whoever they need to, about any special needs that they may have. But legally, the academic department or the school can't disclose much of what we sometimes would really love to share but can't (FG3)
<i>Subtheme: FWE understanding of student</i>	I think [it's beneficial to disclose to your fieldwork educator] to allow the educator to understand what is happening. I believe it's important because it allows the educat[or] to understand a little more about any struggles that may be occurring and allows them to develop a plan on how best to help the student get the most out of their fieldwork placement (S12)	There should be an opportunity for a field work educator to approach an academic coordinator and say "I didn't notice anything on this student's form. This is what I'm seeing. Was there any, you know..." to help the fieldwork educator help the students, because those academic instructors they already know, and they're already aware, like who might struggle and who might not (FG1)
Theme 2: Disclosure as prerequisite for receiving reasonable accommodations	If the fieldwork student will need accommodations [these needs] should be shared with employer or fieldwork supervisor (S15)	I'm thinking about a particular student we have right now who has some kind of potential mental health needs, we think. But she hasn't disclosed that to us and we can't do anything until she discloses, or, you know, make any specific recommendations. We can't really do anything to help support her until she really tells us what's going on. And with the fieldwork sites, you know, legally, unless we are given permission by the student, we can't. (FG 3)
<i>Subtheme: Timing</i>	If they are discovered part way through the affiliation through the student struggling it can be too late. There are some [individual needs that would not be able to be met in our setting] and knowing that ahead of time would help to [avoid placing a student in a setting where they would not succeed].(S7)	I've had several students who said later on, when they felt more comfortable, and they felt like, "Oh, this is you know, this is a safe person. This is a safe place. I can tell them about my anxiety, or tell them about my learning disability," and you know, I wish, as the fieldwork educator, I wish I had known sooner, you know. I understand why they didn't tell me, but it could have been a lot smoother, you know, if I had known. (FG2)

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<p><i>Subtheme: Setting</i></p>	<p>There are some individual needs that would not be able to be met in our setting(S7)</p>	<p>[A]t our hospital, if somebody needed some accommodations, I don't know if we would necessarily be able to provide them if it was physical, or you know something like that. As far as like needing some extra time, or, you know, reviewing things ahead of time, or, you know writing notes after every single patient, whatever, you know, we could do <i>those</i> type of things. But if the hospital has to provide something specific. I don't know if that's available, necessarily. It just depends. (FG2)</p>
<p>Theme 3: Disclosure as influential fieldwork experience for FWE and student</p>	<p>If your disability [a]ffects your ability to successfully complete your fieldwork, or impairs your ability to fully participate... [disclosure] determines the best course of action for the student to get the most of the fieldwork as possible (S12)</p>	<p>I had a student who couldn't not, she was frozen in fear of approaching an adult patient, she... would herself have an emotional need but undisclosed and in a mental health environment. It was very difficult to address her needs along with the client. And because it was not disclosed, and it was invisible until it surfaced, it was very difficult [for her] (FG1)</p>
<p><i>Subtheme: Positive influence</i></p>	<p>For me personally, as someone who also has an invisible disability, it's useful to know my students' identities. I think it helps me adjust my communication styles, meetings, and planning to know their needs. (S11)</p>	<p>So I had a student one time, who was, you know, very timid, and [a]nyway, I saw that she just completely blossomed. She turned into a new person. She had confidence. Because I think she realized that she knew more than she thought she did. (FG2)</p>
<p><i>Subtheme: Negative influence</i></p>	<p>This is very frustrating for me, when it is not disclosed (S17)</p>	<p>I'm seeing more invisible challenges, and they're not disclosed which puts the fieldwork educator at a disadvantage to helping a student. (FG1)</p>