



# Support at work – Accommodation Plan

## Purpose

This is a resource tool to support managers to plan for accommodations that may assist an employee to remain at work by exploring the psychological, emotional and cognitive job expectations and developing strategies that support the employees success on the job. This plan will focus on capabilities rather than limitations or the details of the employees medical condition. This plan aims to;

- Helps discuss work-related triggers for emotional or cognitive issues.
- Supports a thoughtful approach to finding accommodations that may best support the employee.
- Facilitates the employee's well-being while meeting the requirement for a safe and productive workplace

## Responsibilities

VICSES is committed to supporting employees to remain at work, where possible, through a supported accommodation plan.

### **Managers have a responsibility to:**

- Accommodate the employee through an ongoing collaborative process.
- Clearly articulate job expectations and needs of the employee using this template.
- Request support from the Mental Health and Well-being Team in a timely manner
- Actively support and contribute to this accommodation plan.
- Manage the implementation and review of this accommodation plan in collaboration with the employee.

### **Employees have a responsibility to:**

- To stay at work/return to work and endeavour to do the job with accommodations that are reasonable and acceptable to both themselves and the workplace.
- Collaborate with their line manager in the formation and review of this accommodation plan.
- Raise any concerns, regarding the accommodation plan, in a timely manner.

## How to use this plan

### **Manager/Employer**

- Complete column 1 in Job expectations - Accommodations– Choose the Job expectations that are applicable to the role and select the level of expectation required for each.
- Discuss with the employee your intention to support their success at work and explain the process of completing this plan and returning it to you for a discussion.
- Give the employee an opportunity to comment on any differences of opinion on the job expectations.

### **Employee**

- Complete column 2 in Job expectations - Accommodations - the employee section:
  - Check the level for each job expectation that most accurately describes your current ability.
  - Review the employer expectations and make comments in the employee column about how current abilities can impact job expectations.
  - Complete the comments section on how your current ability might impact your job.

### **Healthcare professional**

- Healthcare professional should review column 1 and 2 and provide comments on recommendations for supports, if any.

### **Manager/Employer & Employee**

- The manager arranges to meet with the employee to discuss feedback and make a final Support at Work plan. This should include any modification of hours or other considerations.

# Job expectations – Accommodations



## Adaptability and Flexibility

Ability to work effectively during change or rigid constraints. Adapts to changing needs, conditions, and work responsibilities.

### 1. Employer -

#### Requirements to fulfill role

- No need for flexibility required, work follows a structured routine.
- Occasional need for flexibility required most work demands follow a structured routine.
- Frequent need for flexibility required to respond to changing work demands, few works demands follow a structured routine.
- Constant flexibility required to respond to changing work demands; work does not follow a structured routine to manage the volume of work.

### 2. Employee -

#### Assessment of current ability

- I work best in a structured, routine work environment.
- I can occasionally adapt to changes in my work routine but prefer a structured approach.
- I find it challenging to stick to a rigid routine and prefer some flexibility.
- I prefer to have a great deal of flexibility in terms of how I meet my work demands.

### 3. Health care professional - Strategies for consideration

- The flexibility around hours of work that would be helpful is:
  
- The flexibility that would be helpful around deadlines would be:

- The flexibility around the time of day that tasks are completed that would be helpful is:
  
- The approach to flexibility can support the job getting done in the following ways:

## Attention to detail

The ability to perform work tasks that require attention to detail or concentration on detailed information

### 1. Employer -

#### Requirements to fulfill role

- Attention to detail or concentration is not required.
- Attention to detail or concentration is required for some tasks, although not at an intense level.
- Significant attention to detail or concentration required for many tasks or intense attention to detail or concentration required for some tasks.
- Intense attention to detail or concentration is required for

### 2. Employee -

#### Assessment of current ability

- I have difficulty when required to concentrate on, or attend to,
- I can concentrate on, or attend to, details for some tasks, although not at an intense level.
- I can concentrate on, or attend to, details at a significant level for many tasks or at an intense level for some tasks.
- I can concentrate on, or attend to, details at an intense level.

### 3. Health care professional - Strategies for consideration

- Request to break large tasks into a series of smaller tasks.
- Request instructions and assignments in writing.
- Request the removal of any non-essential functions of the job which include:

- Request permission for short breaks when concentration declines. (Even standing up for 10 seconds can improve concentration).
- Create a checklist that includes each step of a task to be completed as quality control.
- Request more time to attend to work requiring attention to detail, specifically:

## Comments

## Decision making

The ability to work effectively when analysing problems, organising information, resolving issues, or generating solutions.

### 1. Employer -

#### Requirements to fulfill role

- Errors in judgement or attention would have insignificant consequences.
- Errors in judgement or attention would create inconvenience.
- Errors in judgement or attention could create serious difficulty or significant expense.
- Errors in judgement or attention could have grave or life-threatening consequences.

### 2. Employee -

#### Assessment of current ability

- Making decisions where a level of judgement is critical could be uncomfortable. I prefer not to have to make judgement decisions.
- Deciding where a level of judgement is critical may require assistance.
- Deciding where a level of judgement is critical is within my current capability.
- Deciding where a level of judgement is critical is never a problem for me.

### 3. Health care professional - Strategies for consideration

- Identify areas where judgements must be discussed.
- Identify the areas where an error in judgement could create difficulty, including:
- Create checklists to guide judgement in routine tasks such as:

- Develop a list of areas where decisions should be discussed such as:
- Request more time to attend to work requiring attention to detail, specifically:

## Degree of self supervision

The ability to work effectively without supervision.

### 1. Employer -

#### Requirements to fulfill role

- Supervisor on site at all times required.
- Occasional self-supervision required (frequent direction).
- Frequent self-supervision required (supervisor occasionally provides direction).
- Predominantly self-supervised throughout the shift (may contact supervisor to obtain direction as needed).

### 2. Employee -

#### Assessment of current ability

- I always prefer to have a supervisor on site.
- If I am clear about what I am required to do, I can self-supervise at times.
- If I am clear about what I am required to do, I am comfortable with supervising myself.
- I can supervise myself effectively to meet all job expectations.

### 3. Health care professional - Strategies for consideration

- Create detailed task lists and timeline.
- Provide frequent check in opportunities.
- Set priorities and direction for dealing with conflict among priorities.

- Develop outcome measurements by task, day, week, and month.
- Provide a list of alternate supervisors to contact when necessary.

## Comments

## Exposure to Confrontational Situations

Ability to work effectively when confronted by an individual or encountering confrontational situations requiring the employee to act. The confrontation may be in person or over the telephone. The employee may be encountering an individual whose behaviour is argumentative, verbally, or physically aggressive or abusive, insistent, hostile, loud, threatening, or disruptive.

1. Employer - <i>Requirements to fulfill role</i>	2. Employee - <i>Assessment of current ability</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> No exposure to confrontational situations in the normal course of duties.</li> <li><input type="checkbox"/> Occasional exposure (up to weekly) to confrontational situations in which assistance for the employee is immediately available.</li> <li><input type="checkbox"/> Occasional exposure to confrontational situations (up to weekly) where assistance for the employee is not immediately available.</li> <li><input type="checkbox"/> Frequent exposure (up to daily) to confrontational situations or hostile people where assistance may or may not be available.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am unable to work effectively in confrontational situations.</li> <li><input type="checkbox"/> I can tolerate occasional exposure (up to weekly) to confrontational situations where assistance is immediately available to me.</li> <li><input type="checkbox"/> I can effectively manage occasional exposure (up to weekly) to confrontational situations where assistance may not be immediately available to me.</li> <li><input type="checkbox"/> I can effectively manage frequent exposure (approx. daily) to confrontational situations, even when assistance may not be available.</li> </ul>
3. Health care professional - <i>Strategies for consideration</i>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review policies and practices related to confrontational situations in the workplace with the employee.</li> <li><input type="checkbox"/> Educate employees on potential confrontational situations and recommended responses.</li> <li><input type="checkbox"/> Consider simulation training on confrontational situations that employees are exposed to.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider how to provide or increase support for the employee in situations that are potentially confrontational.</li> <li><input type="checkbox"/> Exchange tasks with other employees that maintain the balance of work while capitalising on the strengths of each employee.</li> <li><input type="checkbox"/> Allow more frequent breaks (e.g., three 5-minute breaks rather than one 15-minute break).</li> </ul>

## Exposure to Distractions

The ability to work effectively in the presence of visual, auditory, or other distractions. Auditory distractions may include conversations between colleagues in an open office area, phones ringing, alarms sounding, motors running, and noises that are loud, constant, sudden, or unpredictable. Visual distractions may include lighting, the movement of people, vehicles, or objects. Other distractions may include heat, cold, strong odours from perfumes, chemicals, or food.

1. Employer - <i>Requirements to fulfill role</i>	2. Employee - <i>Assessment of current ability</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Little or no visual, auditory, or other distractions.</li> <li><input type="checkbox"/> Minor degree of distractions presents during some tasks or portions of the shift.</li> <li><input type="checkbox"/> Moderate degree of distractions during some tasks or portions of the shift.</li> <li><input type="checkbox"/> High degree of distractions is present for most of the shift or for any portion of the shift where it is essential to work effectively despite distractions (e.g. very noisy, busy environment with multiple stimuli).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have difficulty working effectively with distractions, specifically:</li> <li><input type="checkbox"/> I can work effectively with a minor degree of distractions, such as:</li> <li><input type="checkbox"/> I can work effectively with a moderate degree of distractions, including:</li> <li><input type="checkbox"/> I can work effectively with a high degree of distractions, including:</li> </ul>

3. Health care professional - <i>Strategies for consideration</i>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Request a quieter workspace with fewer distractions, specifically:</li> <li><input type="checkbox"/> Request permission to use headphones to listen to calming sounds or music or earplugs to reduce noise distraction.</li> <li><input type="checkbox"/> Request exposure to natural lighting in the work area. This could be special lighting or a window.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minimise use of scents if this has been identified as a medical issue.</li> <li><input type="checkbox"/> Request modifications that reduce exposure to specific stimuli including:</li> <li><input type="checkbox"/> Allow for some or all the work to be done at home, if practical. window.</li> <li><input type="checkbox"/> Request permission to reduce clutter in the work area.</li> </ul>

## Exposure to Emotionally Stressful Situations

Ability to work effectively in emotionally stressful situations or when exposed to emotionally distressed individuals in person, over the telephone, or via other communication channels (social media).

1. Employer -

2. Employee -

### Requirements to fulfill role

### Assessment of current ability

- No exposure to emotionally stressful circumstances or emotionally distressed individuals in the normal course of duties.
- Infrequent exposure (approx. monthly) to emotionally stressful circumstances or emotionally distressed individuals with whom the employee must interact to complete job requirements.
- Occasional exposure (approx. weekly) to emotionally stressful circumstances or emotionally distressed individuals with whom the employee must interact to complete job requirements.
- Frequent exposure (approx. daily) to emotionally stressful circumstances or emotionally distressed individuals with whom the employee must interact to complete job requirements.

- I am unable to work effectively in emotionally stressful circumstances or with individuals who are experiencing emotional distress.
- I can tolerate infrequent exposure (e.g., monthly) to emotionally stressful circumstances or individuals who are experiencing emotional distress.
- I can tolerate occasional exposure (e.g., weekly) to emotionally stressful circumstances or individuals who are experiencing emotional distress.
- I can tolerate frequent exposure (e.g., daily) to emotionally stressful circumstances or individuals who are experiencing emotional distress.

### 3. Health care professional - Strategies for consideration

- The best way to provide instructions and feedback to me in emotionally stressful situations at work is:
- The best way for me to personally cope in emotionally stressful situations at work is:
- Consider how to provide or increase support in situations that are emotionally stressful, specifically:

- Allow reasonable time off to attend counselling sessions or medical appointments, specifically:
- Allow reasonable phone calls (up to 15 minutes per day, and preferably during break time) to access necessary emotional support during the workday.
- Provide supportive employment services or a work coach.
- Allow more frequent breaks
- Provide genuine praise and positive reinforcement during the work week.

## Overlapping Tasks

The ability to perform and/or monitor more than one task or function at a time, and to judge when tasks or functions require attention. It includes the ability to prioritise tasks and manage time effectively.

1. Employer -

2. Employee -

### Requirements to fulfill role

### Assessment of current ability

- Not responsible for concurrent multiple tasks, only responsible for performing one task at a time until completion or further direction of supervisor.
- Some responsibility for multiple tasks, but very clear guidelines or cues about when to perform each task.
- Responsible for multiple tasks, with some time management skill and judgement required to determine priorities.
- Constantly responsible for multiple concurrent tasks and/or functions and must exercise a high degree of judgement to determine when to attend to each task.

- I have difficulty performing more than one task at a time.
- I can perform more than one task but may require cues or guidelines to indicate which tasks are a priority.
- I can perform a moderate number of multiple tasks requiring time management skill and judgement to determine and make decisions about priorities.
- I can perform a high number of multiple tasks requiring time management skill and judgement to determine and make decisions about priorities.

### 3. Health care professional - Strategies for consideration

- Request modifications to workplace processes to focus on one task at a time, if practical.
- Outline clear, specific, and measurable expectations with all tasks.
- Develop a list of all tasks and review with supervisor to help establish priorities.
- Provide opportunities to improve efficiency on specific tasks, including:

- Request training on time management skills.
- Consider job-sharing arrangements.
- Request the removal of any non-essential functions of the job, including:
- Create a schedule that indicates the amount of time spent on required tasks each week and review against the actual time spent.

# Problem Solving and Analysis

The ability to work effectively at solving problems and analysing situations and information.

## 1. Employer -

### Requirements to fulfill role

- No analytical thinking or problem solving required in the normal course of duties.
- Analysis of information needed to solve problems that have limited to minimal level of difficulty (e.g. may involve selection of predefined alternatives according to standard practice).
- Analysis of information needed to solve problems that have moderate to significant level of difficulty (e.g. the full extent of issues may not be readily apparent and requires investigation and research).
- Analysis of information needed to solve problems that have extensive to strategic issues (e.g. issues may require independent judgement, substantial investigation or are highly complex).

## 2. Employee -

### Assessment of current ability

- My work does not require analytical thinking or problem solving.
- I can analyse information and solve routine problems on the job.
- I can analyse information and solve challenging problems on the job.
- I can analyse information and enjoy solving complex problems on the job.

## 3. Health care professional - Strategies for consideration

- Create a decision tree template to assist with problem solving or analytical thinking in relation to the following:
  - Have regular check ins during the decision-making process.

- Set up a list of situations that would indicate the need to reach out for assistance in analysis or problem-solving including example given safety issue:

## Recall

The ability to recall and retrieve, on demand, information that has been previously learned.

## 1. Employer -

### Requirements to fulfill role

- Basic memory skills are needed to recall information that is applied to routine work tasks.
- Basic recall skills are required to apply to routine work tasks that may vary from day to day in complexity and frequency.
- Moderate recall ability is required for time sensitive and more complex information or tasks.
- High recall ability is required to deal with complex tasks and/or processes which also have expectations of accuracy, confidentiality, compliance and/or firm deadlines.

## 2. Employee -

### Assessment of current ability

- I may have difficulty recalling information and applying it to work tasks.
- I can recall routine information related to work tasks that may vary from day to day in complexity and frequency.
- I can recall complex information in time sensitive situations.
- I have strong recall ability to deal with complex tasks and/or processes which also have expectations of accuracy, confidentiality, compliance and/or firm deadlines.

## 3. Health care professional - Strategies for consideration

- With permission, use recording devices (e.g., smartphone or digital recorder) to provide playback of information discussed at meetings.
- Use digital organisers or handwritten notes as ongoing to do lists, marking off items as they are completed.
- Request that instructions and assignments are in writing to help provide clarity and improve recall.

- Set up regular reminders of upcoming milestones, appointments, or deadlines.
- Arrange regular meetings between supervisor and employee to set priorities and keep work on track.
- Provide retraining and/or reorientation related to the following tasks:
  - Individualised training approaches such as increased learning time, reading materials in advance, or applied learning to help improve comprehension and retention

## Comments

## Time Pressures

The ability to complete tasks within a given time period, the ability to work quickly when required, and/or the ability to manage time effectively so that all tasks are completed on time and at an acceptable level of quality.

### 1. Employer -

#### Requirements to fulfill role

- Employee is not exposed to time pressures because the work is self-paced, without rigid time constraints.
- Time pressure is low: there is occasional pressure to meet deadlines or work within time constraints, the volume of work and the work pace are moderate.
- Time pressure is moderate: there is frequent pressure to meet deadlines or work within time constraints and/or the volume of work is high, and the work pace is moderately fast.
- Time pressure is high: majority of work is performed under rigid time constraints and the volume of work is high (assumes that the work pace is high or the employee often extends the workday to manage the volume of work).

### 2. Employee -

#### Assessment of current ability

- Maintaining quality while keeping up with the pace of work can sometimes be difficult for me.
- Meeting deadlines and/or dealing with pressure to perform while maintaining quality of work can be difficult.
- I can do quality work at a moderately fast pace and can usually perform well under time pressures.
- I can produce high quality work while under pressure and am comfortable when faced with a high volume and fast pace of work.

### 3. Health care professional - Strategies for consideration

- Review assigned tasks to establish a reasonable amount of time required for completion. Ensure that all parts of the process are included. Specifically look at the following tasks:
- Develop a process that establishes and monitors weekly timelines for the completion of assigned tasks.
- Establish regular times to check-in with the manager or supervisor throughout more complex tasks or projects.

- Clearly define priorities.
- Where possible, avoid assigning tight deadlines or provide sufficient resources to effectively meet that deadline.
- Facilitate clear communication and collaboration to ensure timely completion of each team member's responsibility within a project.
- In times of pressure, the best way to give me feedback would be:

## Working relationships

The ability to work well with others in co-operation and collaboration. This may include team projects, shared job duties, and social interactions with management and co-workers.

### 1. Employer -

#### Requirements to fulfill role

- Not required to work closely with others to perform job tasks, other than to receive direction from supervisor.
- Infrequently required to work in co-operation with others to complete job tasks, works in physical proximity to others.
- Required to regularly work in cooperation and within physical proximity with others.
- The job position requires cooperation and close collaboration with others.

### 2. Employee -

#### Assessment of current ability

- I work best when working alone and sometimes find it challenging to work with others.
- I can work cooperatively and collaboratively with others but prefer to work on my own.
- On most tasks and in most situations, I work cooperatively and collaboratively with others.
- On all tasks and in all situations, I work cooperatively and collaboratively with others.

### 3. Health care professional - Strategies for consideration

- Define requirements and limitations for an acceptable working relationship and how employees will be held accountable for this type of behaviour.
- Outline clear and measurable expectations for respect in the workplace for all employees.
- Consider resources that can help develop the ability to engage more effectively with others in the workplace. Some ideas can include:

- Provide training for managers and supervisors to increase their capacity to model effective communication in the workplace.
- Develop processes and strategies to deal effectively with conflict.
- Define how success will be measured (i.e., no critical comments in team meetings, no outbursts, etc.).
- Provide open and honest feedback in the following ways:



# Accommodation Plan

<i>Plan details</i>	<i>Employee details</i>
<i>Plan prepared by</i>	<i>Name</i>
<i>Position</i>	<i>Position</i>
<i>Contact #</i>	<i>Contact #</i>
<i>Date</i>	<i>Leave type (if required)</i>

*Modification to hours worked (if required)*

<i>Date</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thurs</i>	<i>Fri</i>	<i>Sat</i>	<i>Sun</i>	<i>Total Hours</i>

## *Other considerations*

Document any accommodations in place in relation to travel, rosters, incident management, etc