**Questionnaire to Guide Reasonable Accommodations for Internships/Fieldwork for Students with Disabilities (RAISD)**

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February 3, 2025

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**1) Question to add to general intake form**

* Does your program have an internship/fieldwork component?
* If yes, do you want to discuss your accommodation needs for this component? (If the response is “no”, this should be documented on the general intake form.)

**2) Questions for internship/fieldwork intake form**

*Use the following questions as a guide to gathering information from* *the student,* *the clinical or program coordinator, and the accessibility services counsellor in the process of determining reasonable accommodations for the internship/fieldwork component. Not all questions will be relevant to a specific situation.*

**a)** **Questions for the student:**

* What strengths do you have that will help you in your internship/fieldwork setting? (Consider not only academic skills, but others such as communication skills, organizational skills, etc.)
* What are some ways you can show these strengths?
* How do you think your disability/learning needs could affect your internship/fieldwork?
* What kinds of supports do you find to be most helpful, e.g., study group, transportation assistance, reduced course load?
* What accommodations have **helped you in the past**, both in an academic setting and in a prior internship or work setting?
* What accommodations do you **think might be helpful in an internship/fieldwork setting**?
* What adaptive equipment, software, or technology, e.g., smart phone, screen reader, etc., do you find useful?
* **Do you have any concerns about your upcoming internship/fieldwork placement?**
* **Are you planning to disclose your disability/learning needs in the internship/fieldwork setting?**

**b) Questions for the clinical or program coordinator (these questions would be applicable to all students in the program). The clinical supervisor and/or supervising staff in internship/fieldwork sites may provide information relevant to specific clinical sites.**

* What are the essential competencies that a student must acquire to complete this phase of their internship/fieldwork?
  + What **content knowledge** does the student need to acquire?
  + What **skills** does the student need to demonstrate?
* What methods do you use for assessing competencies, e.g., OSCE, timed practical exams, observations in the setting, etc.?
* Do you need to consider anyspecific requirements of accrediting bodies that regarding assessment?
* Is there flexibility in the way in which students must perform skills, e.g., updating patient/client files, communicating instructions to patients/clients?
* Are there any significant consequences or risks, if students perform certain skills are at varying levels of competency (stated competency versus what is really needed in the field)? For example, accurate calculation and measurement for dispensing medication is non-negotiable. However, communication skills may vary from individual to individual yet still be sufficient.
* What measures need to be taken to ensure the physical safety of the patient/client, e.g., preventing a fall?
* What measures need to be taken to ensure the confidentiality of patient/institutional information e.g., recording instructions with permission of the supervisor before interacting with patients/clients, ensuring computer security by clarifying existing institutional guidelines?
* Are you aware of any accommodations already being used in the field?
* Are there options to implement accommodations that you could remove as students’ skills and confidence develop? For example, a decrease in additional time allotted to perform a task, once the student has acquired familiarity with the skill you are assessing.
* Are you concerned that accommodations could result in a fundamental alteration to the nature of the task? If so, please explain.

Do you anticipate any restrictions in the use of adaptive equipment, software, or technology, e.g., smart phone, text-to-speech software, in the internship/fieldwork setting?

**c) Questions for the accessibility services counsellor:**

* What do you view as the student’s strengths, e.g., visual processing, organizational skills, work ethic, etc.?
* What do you consider as the student’s functional limitations related to their disability, e.g., slower speed of processing, distractibility, reading comprehension, etc.?
* Does the student need a specific type of placement setting, e.g., location, issues re: adaptive transport, pacing related to acute care vs. chronic care setting, in-person vs remote or hybrid?
* Does the student require an individualized clinical schedule, e.g., time reserved to read charts or review intake material and write up case notes, fewer clinical days/week to accommodate health needs, scheduled breaks?
* Who will be the student’s primary supervisor: the program supervisor, the work site supervisor, the clinical instructor?
* Would the student benefit from an additional learning period to acquire skills related to the competencies, e.g., visiting the site as an observer, simulation labs, or mentoring by a student who is more advanced in the program?
* What type of supervision does the student require, e.g., daily check-in, weekly meeting, written feedback?
* What adaptive furniture, equipment, software or technology, e.g., smart phone, adjustable chair, could be beneficial to the student?
* What alternate formats can you provide to the student to facilitate communication, e.g., providing feedback in writing, or recording verbal feedback?
* Would visual cues for learning how to use equipment be helpful, e.g. video clips, procedural charts, labels on equipment, etc.?
* Do you have any suggestions about the ways in which the student can optimally demonstrate their skills/knowledge, e.g., oral quizzes, skill performance recorded on video, use of spellcheck or a lexicon in written tests, etc.?
* Are you aware of any safety concerns regarding the student’s functional limitations?

Would it be viable/desirable to have an assistant present to facilitate communication, manipulate equipment, or ensure patient safety?

**Acknowledgements**

The content of this questionnaire was influenced by the following: **A Student Guide to Accommodations to Address Disability-Related Barriers in Academic Practicum Requirements** published by York University in May 2021.

The Social Sciences and Humanities Research Council (SSHRC) funded the content for this document.