**Key Steps to Inclusion in Clinical Internship Settings**

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**1) Match students to internship sites that can best meet their needs**, e.g., sites that

* are open to providing accessibility support
* can minimize the interaction between the environment and the students’ functional limitations
* are physically accessible, geographically convenient

**2) Provide students with resources in a variety of formats**, e.g.,

* map of the facility
* chart of daily schedule
* glossary of terms
* video of grading rubric
* videos to demonstrate specific skills

**3) Allow for responsible use of mobile technology**

* cell phones, iPads and tablets have many accessibility features, including software for
  + Recording
  + Voice-to-text
  + Text-to-voice
* can use Smart watch to
  + check notifications, make calls, and send messages without taking out cell phone
  + help manage time by setting reminders and alarms, as well as providing calendar and schedule information
* acquaint internship sites with the benefits of assistive technology
* adhere to guidelines for confidentiality regarding recording

**4) Invite students to disclose their need for accommodations**

* focus on the needs and not the diagnosis
* remember it is a personal choice to disclose
* respect student confidentiality when communicating with others

**5) Provide accommodations when requested/required and appropriate**

* some academic accommodations are not relevant in clinical settings
* accommodations must respect patient safety and essential competencies
* accommodations can be developed through:
  + creative problem solving with student, faculty and on-site supervisors and Access advisor
  + researching literature
  + seeking role models

**6) Ensure communication among stakeholders:**

* roles and responsibilities of various stakeholders, including college administrators, must be clear
* each stakeholder has a distinct perspective and knowledge that is important
* although time consuming, in person or virtual meetings are effective means of communication, especially in regard to accommodations

**7) Provide a variety of learning opportunities for stakeholders** to address gaps in knowledge:

* have information online so readily available as needed
* provide access to accessible materials in various formats, such as audiovisual clips
* offer workshops, including some for onsite supervisors

**8) Consider relevant legislation and institutional policies on inclusion**:

* academic institutions should have EDI accessibility policies, as well as mechanisms in place to ensure that they are respected
* institutional EDI policies at the internship setting should also be reviewed.
* all stakeholders should be familiar with relevant legislation and policies

**9) Apply Universal Design for Learning (UDL)** **Framework**

* UDL includes
  + Providing multiple means of engagement – the ‘why’ of learning.
  + Providing multiple means of representation – the ‘what’ of learning.
  + Providing multiple means of action and expression – the ‘how’ of learning and assessment
* apply framework by implementing the strategies above when deemed appropriate, based on students’ strengths, weaknesses and needs (for everyone who needs them, whether they have a disability or other difficulty that presents a barrier to learning)

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