



Work Integrated Learning (WIL) Accessible Learning Services (ALS)

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Introduction to WIL Student Toolkit

The WIL Accessible Learning Student Toolkit is a comprehensive resource designed to empower students with disabilities as they begin their Work- Integrated Learning (WIL) term. This toolkit provides essential tools and guidance to help students navigate their WIL experiences with confidence and clarity. Resources within the toolkit focus on preparing students for a productive WIL term by offering support around key areas such as self-assessment of strengths and limitations, managing disclosure, and preparing for interviews. It ensures that students with disabilities are fully equipped to thrive in inclusive work environments throughout their WIL term.

Introduction to Work Integrated Learning (WIL) Accommodations Guidelines and Process

Work-integrated learning is a type of experiential learning that combines a student's academic studies with experiential learning in a workplace or practice setting. It generally involves a student, the college, and a host organization. They can include apprenticeships, campus entrepreneurship and incubators, co-op, field experiences, placements (field, clinical and practicum), service learning. WIL Practitioners at GBC can include: Co-op Advisors, Field Placement Coordinators/Officers, Student Liaisons, Liaison Coordinators.

George Brown College is committed to equal opportunity for students with disabilities and will make every effort to provide a barrier-free learning experience. Students with disabilities are expected to meet program and Work- Integrated Learning (WIL) requirements and are entitled to reasonable and appropriate accommodations, by the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act.

Note: Work-integrated learning (WIL) is a type of experiential learning and can include: apprenticeships, campus entrepreneurship and incubators, co-op, field experiences, placements (field, clinical and practicum), service learning.

Students are not required to disclose disability diagnoses to access accommodations.

Students requiring accommodations in a WIL setting can be supported by an Accessibility Consultant and WIL Practitioner.

Please note that the George Brown College Accommodation Plan applies to your academic courses on-campus and does not apply to WIL. The following guidelines and accompanying form outline the process for accessing WIL accommodations.

What is a WIL Accommodation Plan?

The WIL Accommodation Plan is completed by you (the student) with support from your Accessibility Consultant and in consultation with your WIL Practitioner and academic program, if applicable.

The WIL Accommodation Plan:

- Is a communication tool that you and/or your WIL Practitioner can share with anyone involved with your WIL activity.
- Provides a structured, strengths-based approach to discussing accommodation needs.
- Facilitates the collaboration between the student, WIL Practitioner, and the host organization when planning for WIL accommodations.
- Your Accessibility Consultant (AC) will discuss access to the WIL Accommodation Plan with you. Use of the form is ultimately your decision.

Key Partners

There are key partners involved in the creation of the WIL Accommodation Plan.

GBC Accessible Learning Staff Responsibilities

- Accessibility Consultant (AC) works collaboratively with the student and WIL practitioner to identify the functional limitations/barriers in the WIL environment.
- AC will share WIL Accommodation Student Toolkit (hyperlink) and WIL Self-Report Tool with students before meeting for the WIL intake.
- AC may also consult the WIL practitioner for guidance on program-specific outcomes in placement to determine most appropriate recommendations.
- AC determine reasonable and appropriate WIL accommodations for students with disabilities through collaboration with the student, academic program, and WIL practitioners and the host organization.

WIL Practitioner Responsibilities

- WIL Practitioners include: Co-op Advisors, Field Placement Coordinators/Officers, Student Liaisons, Liaison Coordinators.
- Update WIL platforms (i.e., D2L, field placement manuals) with WIL Accommodation Guidelines and Self-Report Tool.
- Remind students to connect with Accessible Learning Services (prior to the WIL term) to review the option of accessing accommodations in WIL.
- Reassure students that accessing accommodations will not change how the employer views them or diminish their value.
- Provide student with skills list, job description/requirements for AC accommodation meeting.
- Work collaboratively with the student, AC, academic program, and the host organization to determine possible WIL accommodations.
- Review the completed WIL Accommodation Plan with student and provide feedback as needed.

- Support and prepare students to participate in conversations about their disability-related needs and restrictions with their host organization.
- Promote diversity and inclusive design with community/employer partners.

Student Responsibilities

- Schedule a meeting with AC to discuss WIL accommodations prior to start of WIL term (e.g., at least two months or the semester before to allow time to complete steps listed below).
- Provide appropriate documentation if required.
- Bring WIL term requirements and/or have knowledge of the program (e.g., skills list, job description) to meeting with AC.
- Complete a fillable copy of WIL Accommodation Self-Report Tool. Inform WIL Practitioner of accommodation needs in WIL setting.
- Inform host (work site) organization of accommodation needs.
- Send a copy of completed WIL Accommodation Plan to your WIL practitioner and AC before the start of the WIL term.
- Participate in discussions and provide ongoing feedback about accommodation needs during WIL term.

Host Organization (Work Site) Responsibilities

- Review and implement requests for accommodation in good faith and in accordance with [Ontario Human Rights Code](#).
- Maintain the confidentiality of students accessing accommodations.
- Proactively communicate any concerns or issues student your student's WIL Practitioner if anything arises.
- Collaborate with students and WIL Practitioners to implement accommodations that adhere to the principles of dignity, individualization, inclusion, and full participation.

WIL Accommodation Registration Process

1. The student should consult with WIL Practitioner and/or academic program about the requirements for successful completion of WIL term.
 - a. WIL Practitioners include: Co-op Advisor, Field Placement Coordinators/Officers, Field Liaison, Liaison Coordinator
2. The student may want to complete the WIL Self-Report tool in advance of meeting with their AC, but it is not required.
 - a. This form is designed to help identify students' strengths and skills as well as any disability-related accommodations needed for the WIL term.
 - b. The self-report tool is not be shared with your WIL Practitioner
3. If requested by the AC, provide disability-related documentation.
4. Work collaboratively with AC to complete each section of the WIL Accommodation Plan.
5. AC will share WIL accommodations with student and relevant parties
6. Work collaboratively with AC and WIL Practitioner to discuss when and how the WIL Accommodation Plan will be shared with host supervisor.

Note: WIL accommodations do not automatically renew each term. If you require renewal of accommodations, please consult with AC to manually renew them.

WIL Self-Report Tool

The Self-Report Functional Limitations Checklist and Self-Report Skills & Strengths Checklist are tools designed to help students reflect and engage in the process of developing their WIL accommodations. This tool can enable students to identify their strengths and limitations that would impact their WIL.

Note: Functional limitations refer to challenges or difficulties a person may face in doing certain tasks because of a disability or health condition. These limitations can affect things like how a person moves, learns, communicates, or focuses. For example, someone might have trouble sitting for long periods, reading text, remembering instructions, or handling stress.

Students are encouraged to reflect and complete self-report tools prior meeting with Accessibility Consultant (AC) to develop their WIL accommodation plan. Additionally, this resource can be used by students who research and pick their own WIL.

A. Self-Report Functional Limitations Checklist

Symptoms of condition and/or medication(s) which may affect WIL experience. (Check all that are relevant).

COGNITION AND/OR BEHAVIOUR

Limitations	Mild	Moderate	Severe	Comments
Attention/ Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Information Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Communication (verbal or written expression)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Stress Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Social Interaction (e.g., teamwork)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

Emotional Self-Regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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Additional Comments: Click or tap here to enter text.

PHYSICAL

Limitations	Mild	Moderate	Severe	Comments
Fatigue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Stair Climbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Lifting/ Carrying/ Reaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Gripping/ Grasping/ Dexterity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Ability to Sit for a Sustained Period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Ability to Stand for a Sustained Period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

Additional Comments: Click or tap here to enter text.

SENSORY

Limitations	Mild	Moderate	Severe	Comments
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

Additional Comments: Click or tap here to enter text.

B. Self-Report Skills and Strengths Checklist

Tasks or actions that you do well. These traits and abilities are used to complete work, relate with others, and achieve goals. (Check all skills that are relevant).

COMMUNICATION

Skills and Abilities	Minimal	Moderate	Strong	Comments
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Presenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Visual Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

NUMERACY

Skills and Abilities	Minimal	Moderate	Strong	Comments
Understanding and Applying Mathematical Concepts and Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Analyzing and Using Numerical Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Conceptualizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

CRITICAL THINKING AND PROBLEM SOLVING

Skills and Abilities	Minimal	Moderate	Strong	Comments
Analyzing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Synthesizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Creative and Innovative Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

INFORMATION MANAGEMENT

Skills and Abilities	Minimal	Moderate	Strong	Comments
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Relationship Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Visual Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

PERSONAL

Skills and Abilities	Minimal	Moderate	Strong	Comments
Managing Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Managing Change, Being Flexible and Adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Engaging in Reflective Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Demonstrating Personal Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

Additional Comments and/or Recommendations: Click or tap here to enter text.

Additional Accommodation Planning

Resource: Job Demands and Accommodation Planning Tool for Workers (JDAPT)

This supplementary tool students can use to help get a better understanding of their limitations and it provides examples of accommodations

JDAPT is an easy-to-use online tool designed for workers with an episodic disability—that is, a chronic health condition, often invisible, that reoccurs, fluctuates or is getting worse over time. If that includes you, the JDAPT can help you identify the support you may need to continue working comfortably, safely and productively in your job.

[JDAPT for workers | ACED - Accommodating and Communicating about Episodic Disability \(iwh.on.ca\)](https://www.iwh.on.ca/jdapt)

Students can complete the JDAPT and share results with their Accessibility Consultant and use the recommendations from the JDAPT tool to build their WIL accommodations during their WIL appointment.

Choosing a Placement: Self-Reflective Questions

Once the self-report tools have been completed, students should have a better understanding of limitations and how symptoms of their disability may impact them on field placement. For students researching and finding their own field placement, it may be helpful to review the above limitations and reflect on the following questions below. Based on your responses and reflection, use this information to pick an organization for field placement that would work best you.

- Does your disability impact you at different times during the day (e.g., morning)?
 - E.g., If there are impacts, reflect what time of day would work best for starting field placement
- Do you need to take medication at different times during the day?
 - E.g., Reflect if medication impacts your activities? Do you need to eat food with medication? Do you take breaks for medication?
- Does the type of work environment you work in impact your disability (e.g., structured vs. unstructured)?
 - E.g., Reflect on whether having a routine/schedule in work impacts your disability
- Do you use any technology or related tools in the classroom that would be helpful in field placement?
 - E.g., Audio recording lectures could translate to recording feedback meetings with the supervisor, or taking notes during field when appropriate
- Consider how you best receive feedback, are there tools that would be helpful?
 - E.g., Reflect on importance of frequency of receiving feedback, how you best receive feedback (verbal vs written)

- Is your disability episodic in nature and does it impact your attendance in academic courses?
 - Reflect and identify whether you may need to consider if picking a WIL that offers many shifts, options for flexibility.

Notes on Self-Reflection Questions: [Click or tap here to enter text.](#)

Planning Disclosure: Deciding When and How to Disclose

When to Disclose

There are many possible times where you can disclose your disability to your employer. If you're not sure when to disclose, read the information below. It outlines some of the advantages and disadvantages of disclosing your disability at different times throughout the job search process, helping you decide when to disclose, if you choose to do so.

On a Resume, Cover Letter or Application

Consider the advantages and disadvantages

- **Advantages:** This may allow you to be considered for a job under a company's employment equity program (e.g. federal government).
- **Disadvantages:** The employer may make inappropriate assumptions that impact their decision to hire you. You may have uncertainty about the reasons for not being selected or may not have the opportunity to explain or describe your accommodation needs.
- **Questions to Consider:**
 - Can you present information about your disability in a succinct way?
 - Do you know whether the company has a good reputation for employment equity?

Recommended when: your disability is seen as an advantage, i.e. when there is an employment equity program in place.

Before an Interview:

- **Advantages:** If you need an accommodation, both you and the employer will be better prepared for the interview.

- **Disadvantages:** The employer may make inappropriate assumptions that impact their decision to hire you.
- **Questions to consider:**
 - Do you need an accommodation in order to be successful in your interview?

Recommended when: You require an accommodation for your interview.

During an Interview:

- **Advantages:** It allows you to highlight your skills and qualifications, address disability concerns and questions directly, and demonstrate to the employer that you're able to do the job. It allows you to raise relevant job, training, and accommodation issues in a positive way.
- **Disadvantages:** The employer may focus on your disability rather than on your ability to do the job or may make inappropriate assumptions that impact their decision to hire you. You will need to be an effective advocate at a stressful time. You may feel defensive and have to deal with prejudices on the part of the interviewers.
- **Questions to consider:**
 - Can you present your strengths and needs for accommodations in a clear, positive way?
 - Do you understand how your skills, strengths and accommodation requirements relate to the demands of the job?

Recommended when: You are able to confidently focus on your skills and abilities and are comfortable explaining your disability needs.

At the Time of the Job Offer:

- **Advantages:** It gives you the opportunity to discuss your accommodation needs and find out who the best person to approach is. It allows for more appropriate

onboarding, and allows the employer to determine if your disability impacts health and safety issues.

- **Disadvantages:** The employer may react poorly or feel you should have told them before the hiring decision was made. The employer may withdraw the job offer if your accommodation needs are seen as complex or onerous.
- **Questions to consider:**
 - Do you know enough about the job duties to know if you will require accommodations?
 - Do you know your legal rights under these circumstances?

Recommended when: Your disability is not visible, and you don't require any accommodations during the hiring process. In this case, you could also choose not to disclose your disability.

After You Start Work:

- **Advantages:** It allows you to prove your capabilities on the job before disclosing. It allows you to have a feel for the best timing and process for disclosure. It also allows you to identify potential allies among your fellow employees.
- **Disadvantages:** You may feel nervous about what people think of you if they don't understand disability. You may worry that any difficulty, however minor, will be attributed to your disability. People may be reluctant to ask you to do things. It may change your work relationships.
- **Questions to consider:**
 - When, what and whom do you tell?
 - To what extent does stress influence your performance at work, and will you feel more or less stressed if you disclose?

Recommended when: You need accommodations to do your job, not disclosing is causing you unnecessary stress, or there are problems or concerns with your work performance or coworkers.

After a Problem Occurs

- **Advantages:** You have already proven yourself on the job. You have likely established some positive working relationships with your supervisor and fellow employees. You have a better understanding of company policies and practices.
- **Disadvantages:** You may have a performance issue at work. You may hurt your work relationships, since your employer or coworkers may view you as dishonest. You may feel guilty, which could add to your stress and damage your performance further. You may contribute to negative stereotypes and attitudes.
- **Questions to consider:**
 - Can you present the necessary information at this stage and still avoid defensiveness?
 - Is this the situation that led you to resign in a previous job?
 - As difficulties begin to appear, should you approach your supervisor and disclose your disability or should you wait a while, hoping that things will smooth over?

Recommended when: Problems or concerns at work persist. Be prepared to educate your employer and coworkers about your disability. Ask for help and rely on your support system.

Disclosure Planning Worksheet

This worksheet provides some steps that you can follow when disclosing your disability.

Step 1: Answer the following questions to get started

What strengths and abilities do you have that relate to the position you are applying for? Write your answer here.

Click or tap here to enter text.

What challenges or limitations do you have that are related to the job you are applying for or the job you are already doing? Write your answer here.

Click or tap here to enter text.

What are the job duties that could be difficult to perform? Write your answer here.

Click or tap here to enter text.

Are there strategies, tools, or accommodations you have used in the past that have allowed you to perform certain duties more successfully? What are they? Write your answer here.

Click or tap here to enter text.

If you're having trouble answering these questions, the following resources can help:

- Meet with your Accessibility Consultant in Accessible Learning
- The [Job Accommodation Network's website](#)'s information on common limitations associated with your disability.

Step 2: Develop a Disclosure Script

Using your answers to the questions above, **develop a disclosure script. Remember to do the following:**

- Frame your disability as an asset.
- Highlight your abilities.
- Clearly state your limitations and needs. Use caution when speaking about your limitations; speak only about your limitations related to the job.

You don't have to name your disability; however, if you feel comfortable talking about it more directly you can include it.

An example of a disclosure script

“I am an extremely detail-oriented worker and a skilled communicator who can perform the essential functions of this job, but sometimes my limited motor skills impact my ability to type quickly. This may affect how efficient I am when taking notes, writing reports and documenting meeting minutes. I work best when I am able to use speech recognition software, such as Dragon. This worked really well for me and my employer in my last job.”

Once you have created your script, practice your disclosure on your own or with trusted friends or family members.

Step 3: Approach your employer

Once you're comfortable, approach a trusted source, such as your Manager or a Human Resources professional. They will respect the privacy of your information and be able to direct you to the right sources if you are seeking an accommodation.

If you do require an accommodation, request your accommodation in writing and invite your Manager or Human Resources Manager to discuss it further. Be open and willing to collaborate with your employer on your accommodation needs.

Sample Inclusive Workplace Questions

When interviewing for a job, regardless of whether you have a disability or not, asking thoughtful questions can demonstrate your interest in the role and help you determine if the company is a good fit for you. If you have a disability, it is important to ask questions that can help you gauge whether the company is inclusive, supportive, and accommodating of your needs. Asking 1 or 2 questions following your interview can be helpful. Here are some questions you may consider asking at the end of your interview:

Can you tell me about the company's policies and practices related to diversity, equity, and inclusion?

- This question can help you understand the company's commitment to creating an inclusive environment for employees with disabilities.

How does the company support employees with disabilities?

- This question can provide insights into the company's accommodation and support systems for employees with disabilities.

Can you describe the workplace culture and how it promotes inclusivity?

- Understanding the company's culture can help you determine if it is a supportive environment where you can thrive.

What resources or support systems are available for employees who may need accommodations?

- Knowing what resources are available can help you feel more confident about joining the company and navigating any challenges that may arise.

Can you provide examples of how the company has successfully accommodated employees with disabilities in the past?

- Hearing specific examples can demonstrate the company's commitment to inclusivity and provide reassurance about their ability to accommodate your needs.

How does the company handle requests for accommodation?

- Understanding the process for requesting accommodation can give you clarity on how to navigate this aspect of your employment.

Is there anything else I should know about the company's approach to supporting employees with disabilities?

- This open-ended question gives the interviewer an opportunity to share additional information that may be relevant to your situation.

Remember to tailor these questions to your specific needs and concerns, and do not hesitate to ask for clarification or additional information during the interview process. It is essential to ensure that the company is a good fit for you and that your needs will be accommodated effectively.

Resources

- [Experiential Learning - Students | George Brown College.](#)
- [Career Services:](#) team is at GBC designed to work with current students on achieving their WIL and career goals.
- Events & Workshop Information [Career Services Events | George Brown College](#)
Resume and cover letter support by peer coaches.
- Career Advising: in-depth support, such as exploring and identifying your career interests, job search strategies, interview help, and more, book a 45-minute Virtual 1:1 session with your Career Advisor. You can Book appointments on [GBCareers](#).
- Accessible Learning Services [Information for Current/Returning Students | George Brown College.](#)
- The OAREHRS team is responsible for matters that fall under the following GBC policies, and the relevant legislation that governs those policies: Human Rights, Discrimination & Harassment Policy; Sexual Harassment & Sexual Violence Policy and Protocol; AODA Accessibility Policy; and Freedom of Expression Policy [Office of Anti-Racism, Equity and Human Rights Services | George Brown College.](#)
- Contact diversity@georgebrown.ca