



Student Experience Symposium + Networking Handout

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designed by
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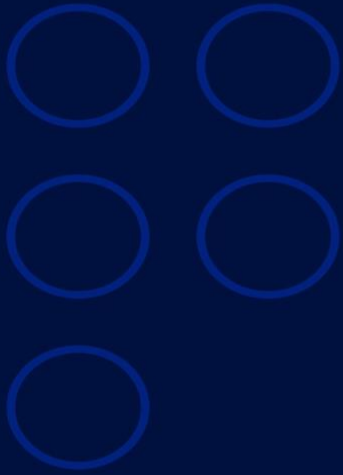
Student Experience Symposium + Networking
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Table of Contents

Event Summary	1
Event Accessibility	2
Participant Accessibility Actions.....	2
Panelist Bibliographies	4
Panel Questions	6
Networking Activity	7
WILAA Community of Practice Summary.....	8





Event Summary

Karen Swartz and Katrina Darychuk host the Student Experience Symposium and Networking. During the panel, three disabled students from nursing, global health, and public health will discuss their experience accessing accommodations during work-integrated learning (WIL). The panellists have broad experiences of disabilities, providing insight into the variety of accessibility and accommodation in their WIL experiences. For example, some experiences speak to lifelong neurodiversity, acquired psychological and mental disability, and complex accommodation needs. In addition, the panel addresses barriers to WIL for disabled students, such as stigma and ableism, difficulties accessing the accommodation process, concerns about disclosure, and limited skills in negotiating accommodations.

The panel and networking event will create space for practitioners to learn and reflect on their work and create opportunities and barriers for students with disabilities during WIL opportunities.

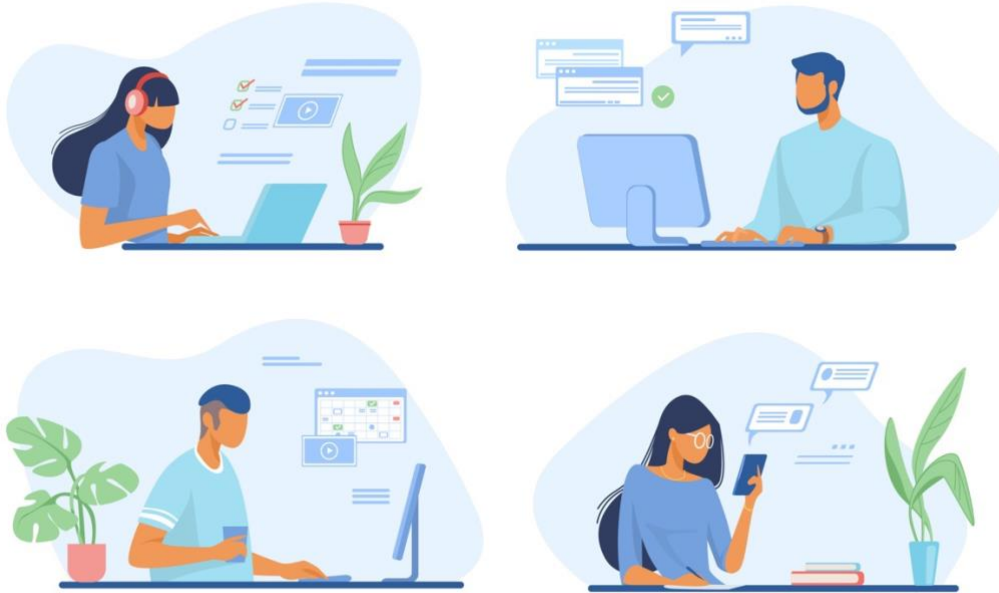
Event Accessibility



WILAA Community of practice (Work-Integrated Learning, Accessibility, Accommodations) strives to make accessible events. Still, we acknowledge that we are limited by the zoom platform and our limited knowledge of accessibility needs. Below are actions we are taking to create an accessible space. If you have accessibility needs or are aware of accessibility needs not included below, please contact us at [our email](#).

- **ASL Interpretation**
- **Closed Captions/CART:** We are using automated transcription, which we know has limitations. We aim to provide prepared transcription when possible.
- **Chat Engagement:** We people monitor and read chats aloud, where appropriate, to allow people to engage in what works best for them and their situation.
- Describing images, graphs, and videos.
- **Quiet a Space / Active Listeners** – When possible, we will ensure a quiet space for people to take breaks in. We will also do our best to have active listeners at events to help people process emotions or topics that come up.

Participant Accessibility Actions



What can you do to make this shared space more accessible? Here is a list of a few things you could do!

- **State Your Name:** Say your name before you speak. Doing so is helpful for people who can't access the visuals of zoom.
- **Describe Images:** If you share an image, graph, or video, give a brief description. Same reason as the last suggestion.
- **Share Your Pronouns:** Add your pronouns after your names to make the space more welcoming to trans and gender non-conforming people.
- **Share Your Social Location:** When appropriate, you might share your social location (identities that are important to you). This information provides context to others about possible lift experiences that influence your views.

Panelist Bibliographies



Michael Snider

Michael Snider is a Master of Public Health (MPH) – Nutrition and Dietetics candidate at the Dalla Lana School of Public Health (DLSPH) at the University of Toronto. Michael is working to meet the requirements for the Collaborative Specialization in Public Health Policy and to attain the Integrated Competencies for Dietetic Education and Practice (ICDEP). Michael has applied a Clinical Public Health approach in his research and professional practicum placements addressing the interdisciplinary study of multi-factorial nutritional issues and improvements to child, adolescent, and family food security. Michael would like to apply his learnings and professional competency development toward the development, implementation, and ongoing evaluation of a long overdue national School Food Program and food (systems) literacy curriculum that is universally accessible. Over the past five years, Michael has developed a strong interest in exploring the intersection(s) between Disability + Education + Mental Health. Michael is neurodiverse. He brings knowledge about his own experience of barriers during work-integrated learning and those within the neurodiverse community.

Neel Desai

Neel Desai (he/they) is currently studying at the University of Toronto (St. George), completing his Bachelor of Science in Global Health and Women & Gender Studies. As a person with a non-visible disability, their experience of requesting and receiving accommodations within placements come with specific challenges and barriers. Requesting accommodations are more complicated when those accommodations are not culturally-sensitive or catered to racialized students. Neel has found that most placements often provide unrealistic workloads and timelines, which is a harsh environment to disclose or request any form of accommodation. They strive to make research placements more disability-friendly by diverging from ableist systems like strict deadlines. Instead, they encourage coordinators and organizations to ensure students are provided work based on their ability, and deadlines exist more as a framework than burdened labor.

Philiz Goh

Philiz Goh is a certified oncology registered nurse who cares for breast cancer patients. She recently attained her Masters of Health Systems Leadership and Administration from the University of Toronto with honours. She is a patient advocate for integrated care and accessible spaces. She is currently on the organizing committee of the first North American Conference on Integrated Care by the International Foundation for Integrated Care in Toronto. Philiz is presently completing self-help Acquired Brain Injury book while volunteering in her community to assist the homeless. She is a person who acquired her disabilities during her nursing degree. Philiz's experience acquiring disabilities during her program presents vital knowledge about how people adjust to their embodied experience



Panel Questions

Below you find the questions that the panelists are asked to respond to. We may not get to responses to all questions.

1. Can you briefly tell us about your experience of work-integrated learning?
2. What was your experience accessing accommodation during work-integrated learning?
3. What made you experience accessing accommodations during WIL go well or not so well?
4. What do you think is important for people who support WIL to know about accessibility or accommodations?
5. How has your experience with WIL impacted your professional goals or interests?



Networking Activity

WILAA Community of Practice aims to create a social space on Zoom where people can move freely between rooms. Some rooms have themes to start a conversation around. Other rooms are spaces where you can chat as a small group on any topic. Below, you will find a room list with names and descriptors.

- **Main Room:** This is where everyone will begin and the space with closed captioning.
- **WILAA Community of Practice:** Meet with representatives from the WILAA Board to talk about goals, vision, and events for the following year.
- **Work-Integrated Learning:** Gather with others to talk about work-integrated learning.
- **Accessibility & Accommodation:** Talk about accessibility and accommodations within your work.
- **General Chat Room 1:** Open for people to gather to talk as a small group
- **General Chat Room 2:** A space open for people to gather to talk as a small group
- **Hobbies:** Start a casual conversation about hobbies and activities you enjoy.

If you have an idea for a room theme or want another chat room open, ask Hilda.



WILAA Community of Practice Summary

Lack of accessibility within work-integrated learning (WIL) can cause students to leave their programs or limit employment. This situation requires accommodation to support the success of students with disabilities. Students must navigate two institutions' accommodation processes during WIL, which causes complications. Some of these complications are

- ensuring clear communication between all people supporting the student and the student themselves,
- adapting accommodation strategies at a WIL site for student needs
- translating educational accommodations to a work site

WILAA is a space for practitioners to help each other learn to support students while navigating these complex spaces. We aim to create spaces for practitioners to share knowledge and tools to help make the process of accessibility and accommodation easier for all involved in WIL, particularly students. Join us in

- Gathering and sharing knowledge about accessibility and accommodation in WIL,
- Networking with other practitioners interested in this topic, and
- Creating and taking part in learning opportunities!
- People who support students before, during, or after work-integrated learning

[Find out more on our website.](#)