

SOC&COM

Growing again in 2021

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WE ARE FUTURE FOCUSED

Letter from the Senior Dean and Principal, Lakeshore Campus

This edition of SOC&COM once again highlights the amazing work that continues across the Faculty of Social and Community Services and the Lakeshore Principals office. I hope you enjoy the articles about our students, faculty and staff, including news from our graduates and the impacts they are having on their communities, and current students launching exciting initiatives such as the new Humber Behavioural Science Association. We are also excited to share that we are launching new programming in crisis intervention and trauma supports, and micro-credentials in the fields of gerontology and cybersecurity as part of a partnership with colleges across Ontario.

In this edition you will also see how we continue to connect to our global partners without leaving the country, including COIL projects and summer exchanges. We also have updates on the applied research being lead through our faculty, how we are reimagining the GARDENS project to address food security, and information about an exhibit by our Interpretive Centre on the Aesthetics of Mental Health. With this edition being the final issue of the first Volume of this magazine, your **feedback** would be appreciated.

Finally, I would like to share my appreciation for everyone who helps to make all of these stories possible. As of July 2021, I will be transitioning into the role of Associate Vice President, Academic here at Humber. In this role I look forward to continuing to find ways to shine a spotlight on the amazing work done by our faculty, staff and administration in FSCS. I have learned a lifetime of lessons over the past decade in my roles within FSCS, and I will continue to find ways to learn and grow through my relationships with the amazing community that makes up FSCS and the Principals office.

Sincerely,
Derek Stockley
Senior Dean, Faculty of Social and Community Services
Principal, Lakeshore Campus
Humber College

Program & Faculty Highlights

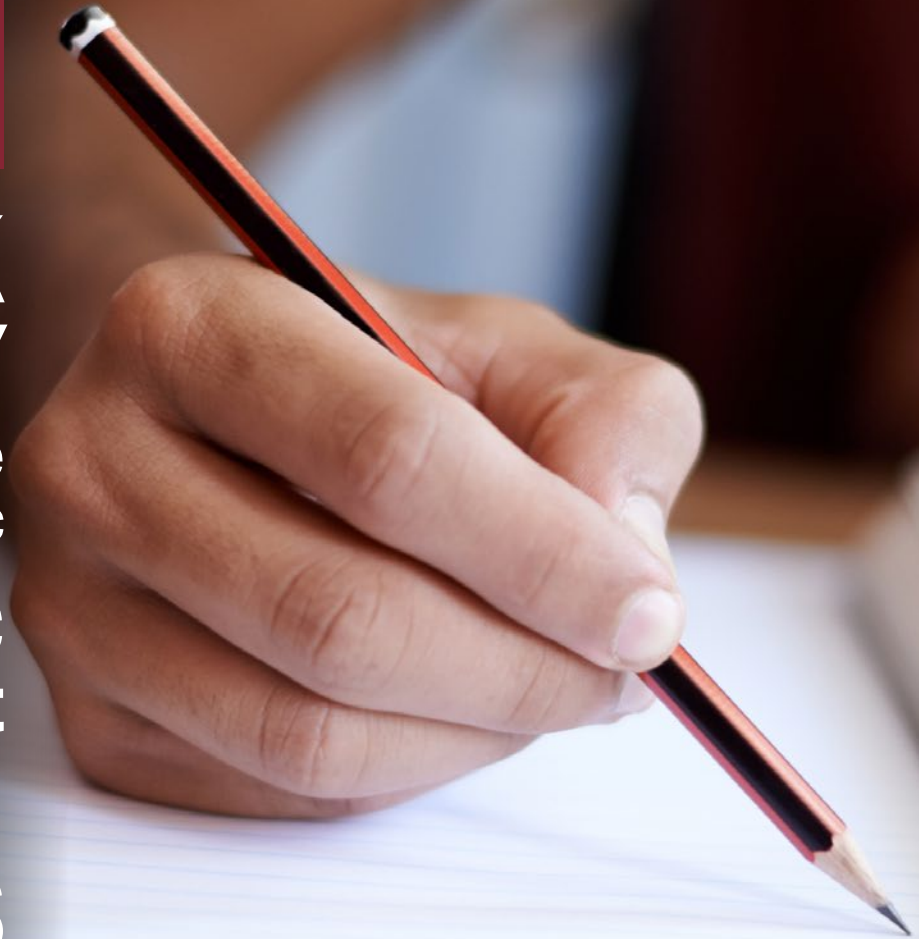
DEREK STOCKLEY

to be the new Associate
Vice-President, Academic

WIL CYC Virtual Hangout

CONTINUING EDUCATION UPDATES

Introducing the
Humber Behavioural
Science Association
and more!



A portrait of Derek Stockley, a man with short brown hair and blue eyes, wearing a dark blue blazer over a light purple and white checkered shirt. He is standing with his hands in his pockets against a plain white background.

DEREK STOCKLEY

to be the new Associate Vice President, Academic

We are pleased to announce that Derek Stockley will assume the role of the Associate Vice-President, Academic on July 5, 2021. With over 17 years of experience in the college sector, Derek began at Humber in 2009 as an Associate Dean in the Faculty of Social and Community Services and became the Dean in 2015. He transitioned to the role of Senior Dean and Principal of the Lakeshore Campus in 2018.

Throughout his career, Derek has demonstrated a commitment to Equity, Diversity and Inclusion. He is currently the co-chair of the Access and Equity for Staff working group of the EDI Taskforce. He has led numerous college-wide initiatives including the Six-in-Six series, a college-wide wellness initiative developed in response to the COVID-19 pandemic.

Derek has a BA in Sociology, an M.Sc. in Family Therapy and is currently a PhD. candidate in Higher Education, with a focus on leadership development. Derek's talent extends beyond the post-secondary realm; he has been writing and performing comedy for the past ten years.

Please join us in congratulating Derek as he assumes this new role!

Bachelor of Community Development has its First Graduating Class

Humber's Bachelor of Community Development (BCD) started in 2017, with a small but enthusiastic group of students wanting to make a difference in their communities. The first class of 35 graduating students "walked across" the virtual stage on June 17th. Linda Hill, Program Coordinator, noted about the class:

"This is an amazing group of individuals, with diverse interests in the sector, who are leaving Humber to make their mark on the world. Some are heading to graduate schools and others have already secured jobs in community-based organizations, coordinating programs and undertaking participatory research. As a faculty team, we are looking forward to keeping in touch with graduates and seeing the depth and reach of their work as professional Community Developers. We offer our sincere congratulations to the Class of 2021!"

Hear from some of our BCD Graduates – Class of 2021

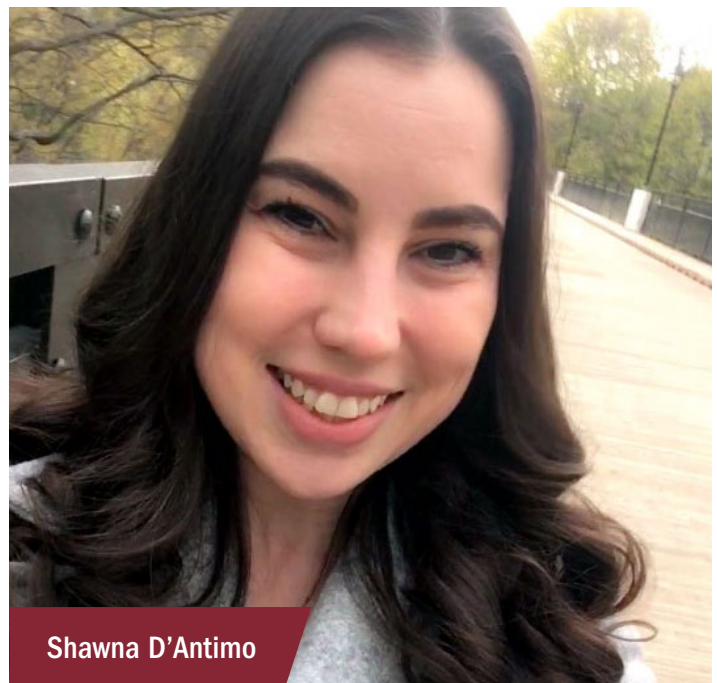
"I am excited to be part of the first graduating class for the Bachelor of Community Development program at Humber. Prior to joining as a transfer student, I received a diploma in Community Work from George Brown College. I have worked in the field of community work for over five years and have experience supporting Indigenous and homeless populations who face a wide range of systemic barriers. I'm passionate about empowering others and was drawn to this program to learn more about strategies to create change. During my time at Humber, I worked to gain professional experience in the field and further develop my leadership skills. As a mature student this has been a valuable experience, with many new and exciting opportunities.

For my final year capstone project, I took on a leadership role as the team coordinator, where we collaborated with a community partner to create a research project focused on studying equity, diversity and inclusion practices. This was a significant new learning experience and allowed for professional growth during present uncertain and challenging times. Being part of a program where professors and students respect and value each other's thoughts, allowed space for greater support and helped build a strong sense of community.

This program has helped me secure a post-grad position working in Community Development as a Research Assistant at a non-profit organization, where I will further develop my research and data analysis skills to advance

educational interests of Indigenous communities. Education and empowerment are important areas of interest and have been a particular passion of mine.

The knowledge and skills learned in this program will continue to lead me toward a meaningful career where I can advocate for community needs. I believe education gives people the power to create change in the world, and I also plan on attending graduate school to further my education in the future!" – Shawna D'Antimo



Shawna D'Antimo

Hear from some of our BCD Graduates – Class of 2021 (cont'd)

“From the moment I read the description, it was an easy decision to apply to the Bachelor of Community Development program. I was already finding my way into the field, doing community-arts based programming in collaboration with different organizations. So, it seemed like the perfect fit for me. Four years later, I am happy to say my assumption was correct.

My time in the program meant that I was able to learn theory, as well as gain practical experience of community work and all that it entails. I also made it a point to be intentional and active in class discussions, which offered me new perspectives and enhanced my interpersonal, communication and conflict resolution skills.

*In my second year I learned about the **Black Academic Success & Engagement** (BASE) program, and used this resource to its fullest advantage. Using what I was learning in class and my interest in gaining practical experience, I pitched my services and program ideas to the BASE. Thankfully, in my third year as a student staff, I got to implement them. One such program that I am really proud of, was a creative writing and performance poetry workshop series - **Speak BLAC (Brave Lessons At College)**, co-created with another community development student and a fellow BASE student staff. Our goal was to help other students gain more confidence in public speaking and build community with like minds. The series culminated in a Black History Month Open Mic & Poetry Slam, in collaboration with the BASE & First Year Experience (FYE).*

*Other highlights to note during my time in the program were: receiving awards for my commitment to advocating for marginalized communities, leadership, and academic performance; a class project student rally around OSAP cuts; my research on Black Mental Health in post-secondary education - which placed third in the Humber-wide **Map the System Competition**; and our capstone team research project on effective mentorship for Black students at Humber. I enjoyed the last 4 years in this program - it was memorable and enjoyable. Armed with more knowledge, experience, and networks, I plan to complete an MA in Adult Education and Community Development to further develop myself as a practitioner.”*
– Igbo Diana



Igbo Diana

CONTINUING EDUCATION UPDATES



1 New Crisis Intervention and Trauma Supports Certificate

The Continuous and Professional Learning (CPL) Department of the Faculty of Social and Community Services, launched the **Crisis Intervention and Trauma Supports Certificate** in Fall 2020.

The Certificate of Completion is composed of six courses, each addressing an essential aspect of Crisis Management. When we started the certificate in the Fall of 2020, there were 25 students; this summer however, we have 62 students – that is a 148% increase in enrolment for our Crisis Intervention and Trauma Supports Certificate! The Certificate's inaugural cohort is graduating at the end of June.

The Crisis Intervention & Trauma Supports certificate program was designed to give students insight into how individuals, families and communities may experience a crisis, and the practical skills to mitigate the way crisis and trauma influence our capacity to function optimally, in times of distress and beyond. Research suggests if a crisis and/or trauma is addressed with compassion, effective strategies and understanding, the possibility of chronic and/or future symptoms may be significantly reduced.

The certificate focuses on the immediate support and intervention individuals often require in crisis situations, across the lifespan. The program provides participants with practical skills to assist those who are exposed to trauma and crisis experiences including loss, violence, abuse, crime, mental health challenges, and communal or familial

traumatic events. Students learn best practices, theoretical models and examine trauma-informed practice, along with opportunities to practice the skills and strategies presented to build a support toolkit. The program also explores the systemic and cultural barriers to supports and services, along with how to advocate for adequate care universally. Our certificate program is well suited to persons working or volunteering in settings where they are helping people in crisis, or with exposure to trauma. As such, our program has benefits for many in the care professions, such as social workers, social services workers, nurses, counsellors, crisis workers, paramedics, police, firefighters, chaplains, funeral directors, child and youth workers, community agencies and others working in related areas.

In the last course of the certificate program, learners will be completing a research assignment exploring family issues as they relate to crisis intervention and trauma. Students will think critically about who is impacted, accessibility of resources as well as barriers and challenges that might be present for how the family processes their experience. Learners are asked to research their topic from a diverse lens and to identify the impact on micro and mezzo systems, as well as to identify therapeutic approaches and local resources that could be of assistance.

The harsh and varied impact of COVID on our communities over the last year, have made the areas studied in this certificate so relevant and important for students.



2 Two New Micro Credentials

In January of this year, **eCampusOntario** helped roll out the Ministry of Colleges and Universities (MCU) **Virtual Learning Strategy (VLS)**. The VLS is an historic \$50 million investment by the Ontario Ministry of Colleges and Universities (MCU) intended to drive growth and advancement in virtual learning across the province's post-secondary institutions.

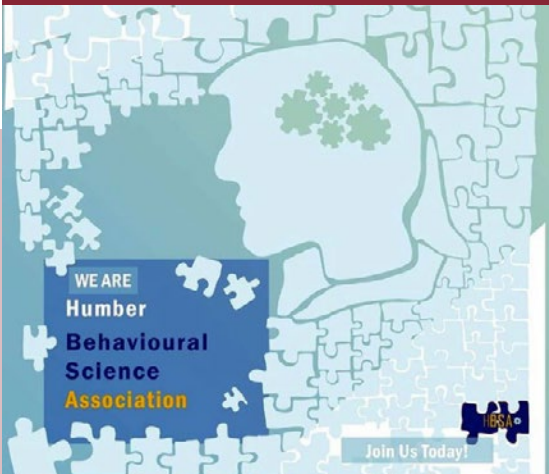
By Partnering with other Ontario Colleges, the CPL Department of the FSCS was successful in securing two new online Micro-Credentials. At Humber College, **Micro-Credentials** allow skills and competencies to be learned in a flexible, fast and affordable way. Micro-credentials are designed to help organizations recognize and integrate critical skill sets into their workforce while supporting the pursuit of individual career goals in a stackable, portable and customizable way.

The first, in partnership with Durham and Algonquin College, is called Managing Responsive Behaviours in Older Adults. This training aims to address the complex challenge of how best to support those living with dementia or other behaviour impacting illness. This targeted Micro-Credential hopes to provide Personal

Support Workers (PSWs) and Social Service Workers (SSWs) with unique, compassionate, and effective methods of engaging with older adults dealing with responsive behaviours. This competency-based training will look at responsive behaviours and cognitive impairments, then examine triggers and preventative approaches, and finally, the benefits of using gentle persuasive approaches for older adults. Development is currently underway, with a goal of an early 2022 launch.

The second Micro-Credential project is a collaboration with Centennial and Sault College, and will focus on Cyber Security Governance. This six-module Micro-Credential will address what researchers suggest is a growing Cyber Security skills gap.

Our new competency based Micro-Credential will cover Cybersecurity Governance in organizational preparedness, Artificial Intelligence and Machine Learning, risk management, 5G, law and public policy, and a module on ethics. Our hope is that this Micro-Credential reskills and upskills workers, closing cybersecurity skills gaps and preparing talent to address the ever-widening workforce gap.



Introducing the Humber Behavioural Science Association

The Bachelor of Behavioural Science (BBS) has a new club! Thurisha Anthony, a second-year student in BBS, has initiated the **Humber Behavioural Science Association**. During remote course delivery this year, Thurisha noted how her peers were missing the sense of engagement and support that resulted from on-campus learning.

The Humber Behavioural Science Association has 2 purposes:

- **First**, to inform BBS students about the profession, master's level degree opportunities, and employment
- **Second**, to provide a chance for students to socialize with each other.

So far, there have been four meetings of the Association, ranging from conversations with BBS graduates as guests, exam preparation help, virtual social games, and speaking about their experiences with potential master's programs and current employment in the field speaking about their experiences.

The response from BBS students has been very enthusiastic. Students are welcoming the opportunity to learn more about their future opportunities as well as getting to know one another. Thanks to those who supported with coordinating this endeavour, including Student Support Advisor Eowyn Jordison.

We are all looking forward to the further activities with the Humber Behavioural Science Association in September!

Progress Towards the Regulation of the Profession of Behaviour Analysis in Ontario

The proposed legislation, Psychology and Applied Behaviour Analysis Act, 2021, if passed, would repeal and replace the Psychology Act, 1991, to regulate the profession of Applied Behaviour Analysis (ABA) as a new profession under the current College of Psychologists of Ontario. By doing so, this would:

- Establish applied behaviour analysis as a new profession regulated by the college and update the name of the college to the College of Psychologists and Behaviour Analysts of Ontario
- Maintain the regulatory framework for psychologists
- Define the scope of practice for Applied Behaviour Analysts as "The practice of applied behaviour analysis is the assessment of covert and overt behaviour and its functions through direct observation and measurement, and the design, implementation, delivery and evaluation of interventions derived from the principles of behaviour in order to produce meaningful improvements
- Protect the title of "Behaviour Analyst"; and,
- Update the size and composition of the college's Council to enable equitable representation for both professions.

If passed, this legislation will formally recognize Behaviour Analysts as regulated health professionals, define the scope of practice, and provide public protection, oversight, and clarity about the training and qualifications necessary to practice behaviour analysis in Ontario.

Work-Integrated Learning CYC Virtual Hangout

This summer, the Work Integrated Learning (WIL) Project Library has been adapted for Child and Youth Care (CYC) Diploma Students to provide them with opportunities to connect with community agencies and secure hands-on experience working with clients.

The CYC Virtual Hangout involves students working in groups to design and facilitate one-hour workshops on a variety of topics. Any community agency that provides programs and services to children and youth will be able to view workshop offerings and book a workshop to be delivered online by Humber CYC students. Agencies can also request specific workshop topics in advance and students will develop one to meet their needs. Some sample topics include:

- **Self-Expression through Arts and Crafts** (children ages 4 – 7, 8 – 12, OR 13+)
- **Social Skills: Kind Caring and Manners** (children ages 4 – 7)
- **Anti-Bullying** (children ages 4 – 7 OR ages 8 – 12)
- **Life Skills – Employment** (Adolescence Ages 13+)

This type of experience will give students the option of continuing with remote Work-Integrated Learning (WIL), while creating opportunities for students to connect and support some of our great partner agencies.



Looking to book a workshop?

Check out the [website](#) or reach out to FSCSWork.Learn@humber.ca for more information.



Inaugural World Behaviour Analysis Day

The inaugural “**World Behavior Analysis Day**” was proclaimed and celebrated on March 20, 2021 upon being certified by the National Proclamation Day Archives in the United States. A worldwide, annual celebration of the international efforts of an evidence-based, ever-evolving field of theoretical, experimental and applied behaviour analysis and contextual behaviour science that nurtures and meaningfully impacts lives, families, communities, organizations, cultures, social challenges, interdisciplinary fields and systems.

Through its distinguished traditions, scientific journals, professional organizations, college and university training programs – including Humber’s **Behavioural Science Program** and the **Developmental Services Worker Program** – ethical standards, diversity and cultural humility policies, and the credentialing of practicing professionals through educational and professional institutions, Behaviour Science has become a robust science that promotes socially-significant changes for the betterment of all and to help meet the challenges of the 21st century and beyond.

Professional Organizations:

ONTABA

ABAI

Global Learning and International Initiatives

KGU Virtual Exchange

SUMMER
VIRTUAL
EXCHANGES

COIL
Project
Updates



KGU Virtual Exchange

During these unprecedented times, non-essential travel has been mostly put on hold across countries and industries. This has had a major impact on student mobility at colleges and universities across the world. But, with **Internationalization** as a priority at Humber, there have been some exciting developments over the past year, that have offered students new ways of experiencing study exchanges during these times – through virtual mobility.

In Winter 2021, 13 students across the Faculty of Social and Community Services registered for courses at Kansai Gaidai University (KGU), in Japan. These elective courses were taken online, with other students from across the globe, through a combination of synchronous and asynchronous lessons. Course topics included Globalization, Culture and Identity in East Asia, Asia in World History to 1500, Monsters, Ghosts and the Making of Modern Japan, and Shinto, amongst several others.

Student Voices

YUHAN ZHU

*I have always been interested in Japanese culture as I find it so unique. That's why, as soon as I saw the opportunity to take a course at KGU, I jumped on it immediately. The class that I was in was a class that I had only dreamed about ever taking – Cultural and Creative Industries in Japan/East Asia. After registering, I was introduced to being an event leader and had the opportunity to organize events as part of an **Intercultural Exchange Program** for international and local KGU students virtually during the semester. It was an additional experience on top of the course that helped me become more involved, engaged and meet others during my time at KGU. This experience has been nothing less than exceptional.*



SIAN SARIA

Taking a KGU has been the highlight of my semester. It has been a very busy semester however, strangely enough, the course that I was taking through KGU (Globalization and Identity in East Asia) had been a sort of a stress-relief. It felt like I had been taken into another realm of learning, with content close to home, as I am Southeast Asian and grew up in the Middle East.

If I were to remember only one thing from this experience, it would be our discussions we had in the class, on the stories that have made us into the people that we are today.



SABINA GHAWALI

I decided to sign up for KGU because it took me out of my comfort zone, and I was itching for new experience. When I saw the opportunity, I decided to go for it. What I enjoyed the most about the program is how it offers electives which are different from course topics that I would usually get to take. I also enjoyed virtually interacting with my classmates, who were all from different countries, in different time zones, but in the same class at the same time. This positive experience has made me decide to take another course abroad virtually in the future. I even signed up to take another course virtually at KGU this summer for CCR, because I enjoyed this experience so much!





Summer Virtual Exchanges

In Summer 2021, with travel restrictions still in place, **virtual study exchange opportunities** continue to be offered to Humber students.

Aside from offering students who would normally study abroad, a chance to continue to do so on a different platform (online rather than in-person), virtual student mobility has also opened the doors for students who might not have otherwise been able to study abroad, to have the opportunity to take classes at another institution internationally and enjoy an enriching intercultural experience that might not have been possible for them otherwise.

The virtual study abroad opportunities continue to allow students to develop global citizenship, and meet peers

from across disciplines and borders, all while completing their core program courses at Humber.

This summer, Humber students have a range of opportunities to choose from, including courses for **Co-Curricular Record (CCR)** experience, or for academic elective credit. Students could choose from courses at **Kansai Gaidai University** in Japan, and **Nottingham Trent University** in the UK, for CCR. There was also the option of taking a virtual course for academic credit at **Otago University** in New Zealand, **Algebra University** in Croatia, and **JAMK University** in Finland. There are FSCS students enrolled in each of the courses and programs available!

COIL Project Updates

In line with Humber's **Internationalization Strategy**, **Collaborative Online International Learning** (COIL) initiatives have been ongoing, with academic partners around the world. An integral element of COIL, is the intercultural exchange, in which there is an opportunity for comparative analysis on how the relevant academic subject is perceived and responded to within different cultural contexts. This past Winter semester, there were **three COIL projects** running in FSCS, in which students in the Bachelor of Behaviour Science (BBS), Developmental Services Worker (DSW), and Child and Youth Care (CYC) programs, had the opportunity to work with and learn from, students at **Saxion University of Applied Sciences** in the Netherlands, at the **University of Technology** in Jamaica and **Parul University**, in India.

To read more about these initiatives, click [here](#).

"My favorite part of the collaboration was the Intercultural Exchange, the games that we played together and the laughs that we shared. I will forever cherish it!"

UTech COIL participant

"This experience made me realize that I want to work within other countries, so I hope to study abroad or travel to other places and implement my knowledge, and help others build their own sense of global fluency."

Humber COIL participant

Off the back of these successful collaborations last semester, FSCS is happy to be working on more COIL initiatives for students across the Faculty – with three more projects being planned for the Fall 2021 semester, in partnership with **University College Absalon** and **University College Lilebaelt**, both in Denmark, as well as another COIL project with **Saxion University**.

Humber's CYC COIL project on Tour!

This past winter semester, the Child and Youth Care Diploma program engaged in a COIL Project with Parul University, in India. The **project** consisted of 10 CYC diploma students and 50 Master of Social Work students from Parul. Students engaged in research projects exploring the needs and best practices of youth in care. Humber students narrowed down their research to look at the racial disparities faced by transitional age youth leaving care, and the impact of the pandemic.

The CYC faculty member who was involved in this project, Kelly Cassano, showcased the project alongside two of the student participants, Azeezat Sule and Mary-Rose Allen, at the **Ontario Association of Child and Youth Care' Provincial Conference**. The conference holds a special day just for educators, where the team presented this initiative and discussed how COIL projects can be used to enrich Work-Integrated Learning experiences, and explored the incredible impact that can occur when we bring together different disciplines from the across the globes. The students presenting shared their work from the project, engaged workshop participants through an interactive story of a fictional youth in-care's journey, gave participants an

opportunity to brainstorm around needs, best practices and how to advocate for systemic changes as it pertained to transitional age youth and the need for supportive cultural practices.

- Kick-off meeting and three intercultural workshops to enhance global fluency
- Two Global Speakers Series with industry experts from Canada and India
- Reflections to connect learning and make meaning
- Final presentations from students
- Parul students conducted research at 5 different residential care facilities in India as part of their thesis
- Students from Humber conducted online research for transitional age youth leaving care – explored needs and best practices as it pertained to BIPOC youth

Applied Research and Social Innovation

CCSIF Research Updates

Engaging in Education
with Young-Adult
Cannabis 2.0 Consumers

Affordable Housing Needs
in South Etobicoke

PSI Professor,
Kerry Watkins
co-authors article on
Pathways Forward in
Suspect Interviews

CCSIF Research Updates

1/Engaging in Education with Young-Adult Cannabis 2.0 Consumers

In **Issue 1**, research being led by faculty at Humber, funded by the College and Community Social Innovation Fund (CCSIF) was highlighted. One of the research projects was on Engaging and Educating Young-Adult Cannabis Consumers (EYCC).

In early 2020, a team of researchers began a three-phased project on young-adult cannabis consumption and education. The goal of this study is to positively impact young cannabis user's consumption practices by developing non-stigmatized, evidence-informed educational campaign materials to reduce the harms associated with cannabis

consumption. The research study was led by principal investigator Daniel Bear, researcher Ashley Hosker-Field, communications specialist/researcher Marilyn Cresswell, and three research assistants from Humber's Criminal Justice Degree Program, Kelsey Westall, Marta Minta, and Lauren Perry.

This study began in early 2020, and since then, the research team has completed the first phase of data collection and has moved forward to phase two of development and production. The updates are detailed below:

Phase 1 Data Collection *(complete)*

The research team began phase one by creating and distributing a national survey that collected data on young-adult cannabis consumption patterns and their trusted sources of cannabis-related information. Following the survey, online focus groups were conducted to gather an in-depth understanding of young-adult cannabis use and opinions on past cannabis public health campaigns. As the project launched shortly after the beginning of the pandemic the team was able to include questions about how the impact COVID-19 pandemic has affected cannabis consumption patterns in young Canadian adults and is drafting an article on their findings.

Phase 2 Development and Production *(in progress)*

The research team began phase two in March 2021 as students in Humber's Bachelor of Creative Advertising Program were briefed with the survey and focus group results in the aims of developing an educational campaign. On April 29th, 2021, six teams and their campaign ideas were presented to a panel of judges including the research team, advertisement professionals, and those in the cannabis retail industry. Two teams were chosen to serve as the basis for a future public education campaign on cannabis consumption. In the coming weeks, the research team worked with various stakeholders to hear feedback on the proposed campaign, which includes cannabis consumers, drug policy experts, and those in the cannabis retail industry.

Phase 3 Launch and Review *(upcoming)*

The last phase of the project will consist of the launching of the educational cannabis campaign and ongoing evaluation to ensure its efficacy.

2/Affordable Housing Needs in South Etobicoke

Research is underway on determining issues around the cost of living for low-income and working class citizens, and how can a Community of Practice be created to sustain advocacy efforts to support new models for affordable housing through social policy change. The Principal researcher is Salomeh Ahmadi, faculty at Humber, with partners in the community, LAMP Community Health Centre.

Affordable housing in South Etobicoke has become an urgent issue, with over 25,000 projected units in the city books. This research project is moving into the primary data collection phase in Spring 2021, with student research assistants and outreach workers and few residents, using surveys, focus groups and interviews.

Some achievements to date include a National Housing Day event in November 2020, workshops on: Above Guideline Rents, Housing Rights and Community Benefits, the formation of an Advisory group, presentations to over 40 organizations at the South Etobicoke Community Coordination Plan cluster, and to 43 individuals, a monthly community newsletter, and the launch of a **website** and social media accounts, including **Facebook** and **Twitter**.

Another achievement that was unplanned, as a result of a network with Toronto Community Benefit Agreements, a tool used to leverage social procurement through development projects, a workshop session has inspired an ad hoc residents and agencies group to form on Community Benefits for South Etobicoke.



PSI Professor, Kerry Watkins, co-authors article on Pathways Forward in Suspect Interviews

Kerry Watkins, Professor in the Protection, Security, and Investigation (PSI) Program at FSCS, co-authored an article in the International Investigative Interviewing Research Group Journal, **II-RP** (Investigative Interviewing Research & Practice), published in April 2021. The article, **Psychological Persuasion in Suspect Interviews: Reid, PEACE, and Pathways Forward** (Page 54), discusses a new information-gathering approach for law enforcement, called the PEACE model.

The article argues that PEACE-based approaches still contain psychological persuasion tactics which are an inherent component of any effective suspect interviewing approach within the current justice system, and there remains a need for a more nuanced and critical discussion of the role of psychological persuasion within suspect interviewing.

Alumni and Advancement

PFP ALUMNI STORY

Dr. Andreae Scholarship Updates

Emergency Bursary Fund Update



ALUMNI STORIES



“When I first started my Police Foundations Program at Humber in 2016, I didn’t realize how much it would impact my life.”

Chris Bianchi, PFP

When I first started my Police Foundations Program (PFP) at Humber in 2016, I didn’t realize how much it would impact my life. The courses were well put together and informative, but the best part was being around like-minded and passionate students and staff. I also took advantage of the many volunteer opportunities available through Humber to help me gain experience.

I was lucky enough to become a Platoon Leader with the 22 Division Toronto Police Rover Crew, which is one of the largest volunteering organizations the program has to offer. I was also fortunate enough to be the recipient of the Keith Howe Memorial Award where my academic success and commitment to volunteering were recognized.

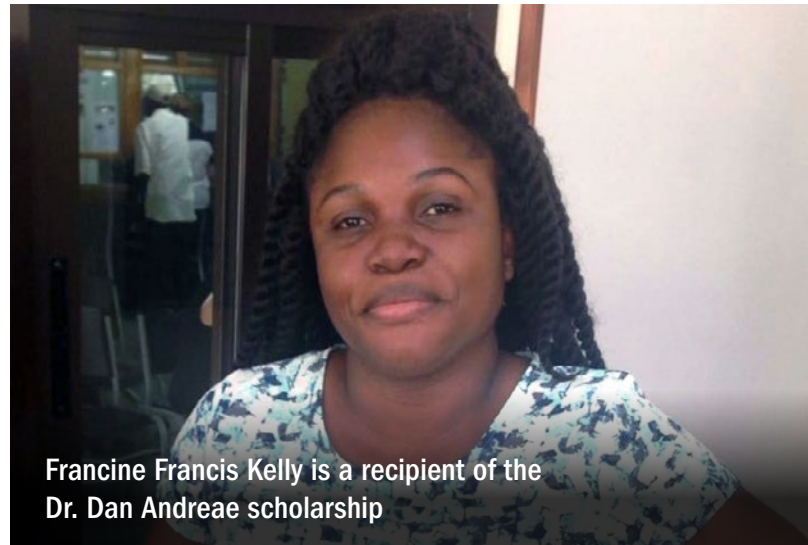
After I completed the PFP, I returned to Humber for the Criminal Justice Degree bridge program. Since completing it in 2020, I have been working in security and improving myself by gaining more experience, being physically fit and remaining open to learn. By doing this, I am hoping to become a more competitive applicant to Police Services.

For anyone considering if the Police Foundations Program is right for them, consider the fact that the more effort you put in, the more you will get back from it. The PFP at Humber is more than just passing the final exams and receiving a diploma. Going the extra mile and networking with the fantastic professors, getting involved in extracurricular activities and striving to be the best version of yourself is how you will get the full Humber PFP experience. I am happy that I made the decision to take PFP and hope others can have similar experiences.

Dr. Dan Andreae Scholarship Celebration

On May 12th we were honoured to host the Dr. Dan Andreae Scholarship Celebration. The Faculty of Social and Community Services had nine recipients from our Social Services Worker (SSW), Bachelor of Behaviour Sciences (BBS) and Developmental Services Worker (DSW) programs. Students were fortunate to have time to engage with Dr. Dan Andreae himself and share the incredible stories of their educational journey.

"I appreciate the generosity afforded to me by the Dr. Dan Andreae Commitment to Social Service Work Scholarship, and the opportunity to help me fulfill my dream of a career in human services and counselling psychology. I chose to complete my Social Service Worker Diploma at Humber College because I wanted to learn to support and empower individuals experiencing personal challenges and social issues. I hope to make an impact in policy and legislation and this scholarship has helped provide a pathway for my success, allowing me to focus on my education instead of worrying about financial constraints. It has helped me to grow my confidence and dedication to education and to the field of social service work. Thank you so much for your generous support for me and my learning experience!"



Francine Francis Kelly is a recipient of the Dr. Dan Andreae scholarship

CONGRATULATIONS TO OUR SCHOLARSHIP RECIPIENTS:

Taylor Burns, Orianna D'cruz, Latoya Edwards, Kristyn Farrell, Francine Francis Kelly, Sydney Pilon, Lauren Southey, Angel Titco and Melesia Twigg.



Orianna D'cruz is a recipient of the Leadership in Development Services Work Scholarship and student speaker

"I would like to thank Dr. Dan Andreae from the bottom of my heart."

The student speaker at the celebration was DSW student, Orianna D'cruz.

"I would like to thank Dr. Dan Andreae from the bottom of my heart for the Leadership in Developmental Services Work Scholarship award, and for being gracious enough to help students like me who are passionate about the field they choose to be in, but sometimes are faced with challenges."

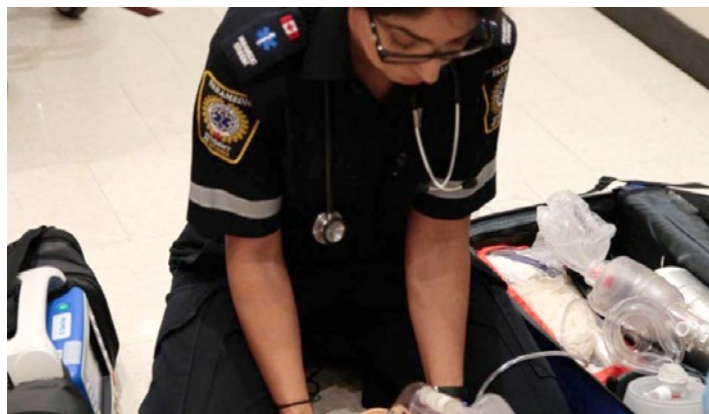


Emergency Bursary & Scholarship Updates

It goes without saying that this past year has been incredibly tough on our students, from the physical health aspects of COVID-19, to job loss and overall increased levels of stress and financial instability. As a Faculty, we know supporting our students financially can mean the difference between being able to complete a degree, and stopping studies. We are incredibly pleased to announce that in the 2020-2021 academic year, the Faculty of Social & Community Services (FSCS) has awarded \$10,000 in emergency bursaries to 40 students. To further support students in the midst of the global pandemic, an additional \$5,000 in electronic gift cards to Amazon, President's Choice, and the Humber Bookstore were provided, to help students purchase essential items and school supplies.

As a whole, our Faculty has also secured over \$55,000 in support of the emergency bursaries and newly established scholarships. We are thankful to Dr. Dan Andreae for supporting our students facing crisis with \$4,600 annually. Dr. Dan Andreae also supported nine specific program scholarships with \$18,000; the money was dispersed in \$2000 increments across the following scholarships: Commitment to Social Service Work Scholarships, Excellence in Behavioural Science Scholarships, and the Leadership in Developmental Services Work Scholarships.

The Punjabi Community Health Services also supported FSCS students with the \$1000 Punjabi Community Health Services Scholarship of Excellence, which aims to support a student in the Bachelor of Behavioural Sciences (BBS) or the Addictions and Mental Health (ADMH) programs, who self-identifies as Black/African, and has overcome adversity, and aims to work on issues related to anti-racism or anti-oppression.



Lastly, we are grateful to our partners at **Motorola Solutions Foundation** for their support of Humber's first responder programs. The Foundation generously provided twelve scholarships benefitting students in the Faculty's Police Foundations Program as well as the Pre-Service Firefighter and Paramedic programs in the Faculty of Health Sciences & Wellness. The Inclusivity Recruitment Scholarships provide scholarships to six students who identify as a member of an equity-seeking group and demonstrate financial need, while the Leadership in Action Scholarships recognize six emerging leaders from equity-seeking backgrounds.

Humber's Unlimited Campaign also launched the **Support our Students (SOS) Fund**. During this unprecedented time, our donors continue to make a difference in the lives of Humber students to ensure their future remains unlimited. Currently, the SOS Fund has raised over 1 million dollars, and supported over 8,000 students with Emergency Bursaries.

Principal's Corner

Growing again in 2021
**Re-envisioning
the GARDENS
Pod Project**

**GARDENS PROJECT
RECEIVES WASTE
MANAGEMENT
GRANT**

Interpretive Centre
**AESTHETICS
OF MENTAL
HEALTH**

Growing again in 2021... Re-envisioning the GARDENS Pod Project

April showers may have brought about May flowers, however for the **GARDENS Pod Project**, it brought a beautiful time to plant vegetable seeds and seedlings.

The **GARDENS Lakeshore** is a community project that addresses food insecurity in South Etobicoke (Ward 3) by growing produce and donating it back to the community through the Daily Bread Food Bank and LAMP CHC Good Food Market and free educational workshops that address food security, gardening, nutrition and more.

On May 26 and 27, 2021, the team prepped and planted nine pod site locations across South Etobicoke. These included Birds and Beans Café, Lakeshore Environmental Gardening Society at The Daily Bread Foodbank, LAMP Community Health Centre, LAMP Early Childcare Centre, Humber College - Lakeshore Campus, Father John Redmond Catholic School, Toronto Public Library - Long Branch, James S. Bell Junior Middle School, and CF Sherway Mall (New Site). The project is being funded this year through the Humber College Community Partnership Fund, Humber's Office of the Principal and LAMP CHC.

The project has overcome the COVID-19 related challenges, by being very adaptable and re-envisioning its operations and educational elements.

Notably in 2021, the project has been able to offer more Work-Integrated Learning (WIL) opportunities with the support of Canada Summer Jobs, for four paid seasonal positions (2 Project Coordinators and 2 Operations Site Coordinator positions) for Humber College students in the International Development and Community Development Programs. Also, more opportunities will be added later in the summer for creative projects with students from The Faculty of Media & Creative Arts (FMCA).

LAMP CHC (Project partner) will continue to offer free educational workshops virtually with the hope of some in-person programming later this summer, once public health guidelines permit. **Workshops** are set to launch in July 2021. A new twelve-month program that will focus on food waste and diversion strategies, rethinking food waste, saving money, changing behaviour and inspiring community residents to action, is being introduced to residents with funding from the City of Toronto, Live Green, Waste Management Department.



Project Coordinator - Cluster 1, Asna Saeed (left) and Event Coordinator and Community Liaison, Kavelle Maharaj (right) planting.

In partnership with Indigenous Education and Engagement, Lynn Short (right) and student Operations Site Coordinator, Stephanie Gonyea (left) planting native plants for the indigenous garden on the top planter at Humber College Lakeshore Campus.



Advisory council Member Carly Spragg (right) plants a marigold on the front edge of Humber College raised bed planters among vegetable seedlings. Other GARDENS team members tend to the upper raised bed planting native plants for the Indigenous Garden with Humber Indigenous Education and Engagement.



Follow us on Social Media throughout the summer to follow our planting progress:

 **The Gardens Lakeshore**

 **@thegardenslakeshore**

 **@TheGardensLake**

Interpretive Centre – The Aesthetics of Mental Health

Humber's Interpretive Centre featured a new and exciting exhibit this Spring, called **The Aesthetics of Mental Health**. This exhibition was inspired by the grounds of the former Lakeshore Psychiatric Hospital, and the picturesque environment surrounding it. The combined natural and constructed environmental elements that were originally designed to influence a patient's mental health, still resonate among the grounds' users today.

The artists selected for the exhibit have taken inspiration from the history of mental health care, as well as evolving approaches to care today. Focusing on the individual

experience within the larger institutional space, each artist has taken recognizable imagery and transformed it, transcribing new meaning to the objects. A common thread within all the works featured in the exhibit, is tangibility. With the topic of mental health, representations of the diversity of the individual experience can become abstract when represented through artwork. The artists have incorporated tactile materials, including veils, bricks, pills, and a ball of yarn to bring physicality to intangible feelings and experiences.

The Aesthetics of Mental Health Digital Exhibition



**THE
AESTHETICS
OF
MENTAL
HEALTH**

Click here to play #TidbitTours & the Artists of "The Aesthetics of Mental Health"

April 26th - July 26th

Works By:
Alex Furtado
Carla Sierra Suarez

**Carmina Miana
James McDowell
Rashmeet Kaur**