

# SOC&COM

## Spotlight on Community Partners

Supporting Individuals  
with Disabilities  
through COVID-19

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**WE ARE  
FUTURE FOCUSED**



## Letter from the Senior Dean and Principal, Lakeshore Campus

As 2020 comes to a close, the inclination is to rush to close the door on the year and turn our attention to what 2021 has to offer. Writing this introduction to our second issue of SOC&COM reminds me that there is still so much to celebrate about the past year, and in particular over the past few months. In this issue we welcome some new members to our community, including our newest Associate Dean, Dr. Theresa Knott, and Ayesha Amin, our Global Learning and Strategic Initiatives Coordinator.

We also outline an exciting partnership with ESS and Community Living North York that we are embarking on, made possible by funding through the Allan Slaight Seniors Fund, reflect on some important events that have taken place as 2020 comes to a close, including highlights from the Interpretive Centre and the Principal's Office, while also looking ahead to some great events on the horizon. There is a feature about Andrea Rutherford, Program Coordinator for our Developmental Service Worker program, alongside an article about the impact of our students on the We Inspire Week highlighting the DSW profession itself.

You can also find a series of stories throughout this issue about students and alumni that are doing amazing work in Indigenous communities and around the globe. You also get a glimpse at how our SIM lab team has adapted to the times, while our Student Support Advisors receive a well-deserved turn in the spotlight. Our Work Integrated Learning team takes us deeper into the work we do with industry, with a spotlight on partners supporting individuals with disabilities through COVID-19 before turning their attention to the annual CJS Mock Interviews that continued this year virtually. We also get a chance to see how International activity continues in our Faculty, along with the impact it has on our students. Partnerships with Saxion University in the Netherlands and the University of Technology in Jamaica are highlighted, along with a new mentorship program we launched this year.

We also show our appreciation to Dr. Dan Andreae, and the impact that his generous scholarship have provided to students in need through this difficult time. Our spotlight on research is on an interdisciplinary team of faculty in FSCS led by Dr. Soheila Pashang, focused on teaching diversity in the classroom. I am excited to see the results of this important work.

While I am one of many that can't wait until we work our way through 2021 and all that appears on the horizon, I will also take time to reflect on the great accomplishments 2020 has produced through the challenge of great adversity. I hope you use this issue to do the same. If you have a moment, I would love to hear **your feedback**.

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

# Program Highlights

Introducing  
our new FSCS  
Associate Dean  
**DR. THERESA  
KNOTT**

Mental Health:  
From Classroom  
to Career

Student Involvement  
in Project 5





**“ Dr. Knott’s commitment to EDI is also evident through her research portfolio focused on racial disproportionality in child welfare, and through engagement with marginalized communities in Toronto and Los Angeles. ”**

## Introducing the new FSCS Associate Dean – Dr. Theresa Knott

The Faculty of Social and Community Services (FSCS) is excited to welcome Dr. Theresa Knott as our new Associate Dean.

Theresa holds a PhD in Social Work from the University of Toronto, coupled with a Master of Social Work (University of Toronto), Bachelor of Social Work (University of Toronto) and Bachelor of Arts, Sociology (University of Toronto).

Theresa joins us with more than 15 years of experience in higher education, including roles as Professor at York University, California Lutheran University and California State University. Over the past decade she has held roles as Associate Chair and Director of Online and Off-site programs at California State University,

Associate Vice-President, Academic Affairs at Trocaire College, and most recently as Associate Dean at Niagara College.

She also brings a rich clinical background to the position, including roles as Clinician at the Centre for Addiction and Mental Health working in the Child and Family Unit, along with other areas of specialty. In addition, Theresa has published in a wide range of areas from social media and gamification, to childhood sexual abuse and trauma related to fields such as paramedic and firefighting.

Dr. Knott’s commitment to EDI is also evident through her research portfolio focused on racial disproportionality in child welfare, and through

engagement with marginalized communities in Toronto and Los Angeles.

This description of Theresa does not appropriately capture her focus and passion for student success, innovative teaching and work aligned with the values of our Faculty. We look forward to seeing her contributions to our Humber community.

She will have oversight of the Child and Youth Care Stream, Social Service Worker Diploma, Bachelor of Community Development and Community and Justice Services Diploma.

Please join us in welcoming Dr. Theresa Knott to the Faculty of Social and Community Services.



## **FSCS CE, ESS Support Services and Community Living North York Receive Funding Through The Allan Slaight Seniors Fund**

The Faculty of Social and Community Services Continuing Education department, ESS Support Services, and Community Living Central York, are pleased to announce that they are the successful recipients of funding through the Allan Slaight Seniors Fund as part of United Way Greater Toronto's funding opportunities.

The Allan Slaight Seniors Fund is launched as a partnership between The Slaight Family Foundation and United Way. The Fund aims to support our most vulnerable seniors to live healthy, active and connected lives in their homes and communities. This Fund will provide grants to evidence-informed, community-based programs or collaborations that use leading-edge practices or innovative methods that transform the way services are delivered for vulnerable seniors.

The joint initiative, titled Trauma-Informed Social Support For Aging Caregivers aims to establish natural and professional supports for older adults caring for adult sons and daughters with developmental disabilities using a trauma-informed empowerment-oriented (client-directed)

case management model. The focus is on case managers operating in Etobicoke and York Region building natural supports around individuals and aging parents, and helping to develop and deliver cross sectoral training and skills development in order to create a progressive community of practice and increased specialized volunteer capacity.

Alison Coke, CEO ESS Support Services, highlights the innovative approach this initiative takes by focussing on senior caregivers who so often struggle alone in caring for their disabled children. Consistent with ESS's core values and approach, the program is designed to provide the seniors involved with the information, case management support and peer network connections they need to make the best decisions for their loved ones.

As part of this initiative, the FSCS will be supporting the development of training sessions on Developmental Disabilities and Empowerment Philosophies, Case Management, and Trauma-Informed Care. We look forward to sharing updates on this important initiative.



# Alexandre Boucher Lecture ▼

The 4th Annual Alexandre Boucher Memorial Lecture was virtually held on October 22, 2020. Gathered by faculty, students, and family members, the importance of mental health and community were shared in remembrance of Alexandre and his commitment to the Criminal Justice program. The internationally acclaimed Juno Award-Winning singer/songwriter Kellylee Evans led a dynamic and uplifting reflection on using her own 'superhero' powers to overcome life's challenges. The group was engaged and left with strategies to manage stress and self-doubt within this unprecedented time. The Annual Alexandre Boucher Memorial Lecture is an important reminder of the need to check in with friends and family.



## ▲ Lilly's Story

For the FSCS' Mental Health Awareness Month Campaign, the Police Foundations Program hosted *Lilly's Story* – a documentary film about a brave young woman who spoke about her battle with addiction and mental illness. The film ran for two weeks in the month of October, and a virtual film discussion was held with students, faculty, community members and Lilly's family members. Lilly's mother also took part to answer students' questions and engage in the conversation on how to better support friends and loved ones experiencing substance abuse and mental health concerns. About 35 participants took part to discuss, debrief and find out what supports, and resources are available at Humber.

Spreading awareness and having important conversations about mental health and addictions was the last legacy and final wish of Lilly. While we look to better serve our communities, each other and ourselves, *Lilly's Story* provided us with a light-hearted kindness and a humbling truth that each one of us is facing a battle behind our smiles. It's a story that reminds us of the importance of speaking up and the importance of being heard. A must-see film that can be viewed on Youtube [here](#).

# Mental Health: From Classroom to Career



Humber College professor Andrea Rutherford felt “really unprepared” for clinical practice after graduating with a diploma in Nursing. Now, decades later, she is the program coordinator for the Developmental Services Worker diploma program and teaches students in the Bachelor of Behavioural Science program.

“I didn’t want our students to feel the way I did going to field placements, so I started to simulate scenarios or bring in guest speakers. I also draw on my own background and experience,” she said.

Faculty member and DSW Program Coordinator, Andrea Rutherford, spoke to Humber Today to express her thoughts and lessons learned when she shifted from student to educator. Andrea reminisced about her own fears entering

the workplace, when was completing her Nursing diploma many years ago. Since then, Andrea has made it her mission to educate in a way that creates clear pathways to field work, and leaves students with the confidence to begin their careers. As well, Andrea spoke to how she works diligently to identify the importance of wellness, including physical, mental and psychosocial health in her teaching and curriculum. The article also features insights from Natasha Daly, a recent graduate of the Developmental Services Worker program. Many students, including Natasha, have found Rutherford’s teaching approach helpful both in the classroom and beyond.

To hear more about Andrea’s strategies to bring mental health awareness to the classroom and beyond, read the full article [here](#).



## STUDENT INVOLVEMENT IN PROJECT 5

# Project First Nations

Lucas Bras, a Police Foundations student, began his involvement in 'Project 5', otherwise known as **Project First Nations**, 6 years ago, as a high school soccer player at Bishop Marrocco/Thomas Merton, a Toronto-based secondary school. Along with his teammates and coaches, Lucas travelled several times to the Attawapiskat First Nation region to promote mental wellness through sport. During his travels and volunteer work within the Attawapiskat community, Lucas was able to create and nurture lasting relationships with the local youth and families.



*"Project First Nations is a not-for-profit organization that connects Indigenous with non-Indigenous youth through the implementation of sports, arts, and social programs. We aim to create a bridge between the youth who reside in urban Canada with youth who live in remote First Nation communities across the country. We dream of One Canada with equality of opportunity." – Project First Nations website*



Recently, Lucas presented his experience with 'Project 5' to the Youth in Conflict with the Law class and received meaningful feedback from his peers. Many were inspired by him, and for many it was the first time they were learning about how many young people are struggling in our First Nations communities. Lucas continues to detail how his involvement with this project has had a tremendous impact on his life and has only stopped his regular visits to the region due to COVID-19 restrictions. Lucas looks forward to continuing to work with 'Project 5' and use the power of sport and connection to support mental wellness in our First Nations Community.

*"Taking this chance, I have learned things I did not even know about our country and culture. Going to Attawapiskat opened my eyes for the better, I was in the dark for so long [about] our country's culture and where it all started. The experience I had sharing this information with my classmates was heartwarming, and I look forward to sharing my leadership and heartwarming values with our Indigenous brother and sisters." – Lucas Bras*



## DSW: We Inspire Week

We are proud to announce that the Faculty Social and Community Services' Developmental Service Worker (DSW) Program has once again recognized the WE Inspire week for the DSW profession across the province. This important week took place from November 16-20, 2020.

During this time, our DSW Program along with other DSW college programs across the province, took time to reflect with students about what being a Developmental Service Worker means, including what the profession contributes to the daily lives of people in Ontario with developmental disabilities. This year we focused our reflections, in our classes and course activities, upon the wonderful and essential work that DSWs have and continue to contribute during the COVID-19 pandemic. To close off the week, Mark Benner, professor at Fanshawe College, hosted a ZOOM webinar to speak about the current work being done to develop a professional association for DSWs and to promote membership as part of the Ontario Associate for Developmental Disabilities (OADD). In total, 146 DSW students, professors and program coordinators from across the province participated in the ZOOM webinar.

Some of our second-year students had the opportunity to submit a video into the provincial We Inspire Week video contest, hosted by Fanshawe College. Congratulations to Sahar Omed, a second-year Humber DSW student, who was the winner of the provincial video contest! Watch Sahar's video submission [here](#).



### FORENSIC IDENTIFICATION – ON CAMPUS WORK & LEARNING

The Humber College Forensic Identification (FI) program is designed for students who are interested in becoming frontline forensic investigators. The program's unique hands-on approach provides expert instruction utilizing the most modern criminal forensic technology within a specialized curriculum. In November, FI students were outside, experiencing first-hand what it is like to be part of an excavation of possible human remains. The excavations took place outside of the Annex buildings on our Lakeshore Campus.

Following industry-recognized procedures, the anthropological dig practicum included forensic techniques for documenting and collection of evidence such as forensic photography, grid searching, 3D laser scanning and excavation and recovery of evidence within clandestine graves. The weather held out for them, but rain or shine, the elements don't stop the experiential learning from proceeding.



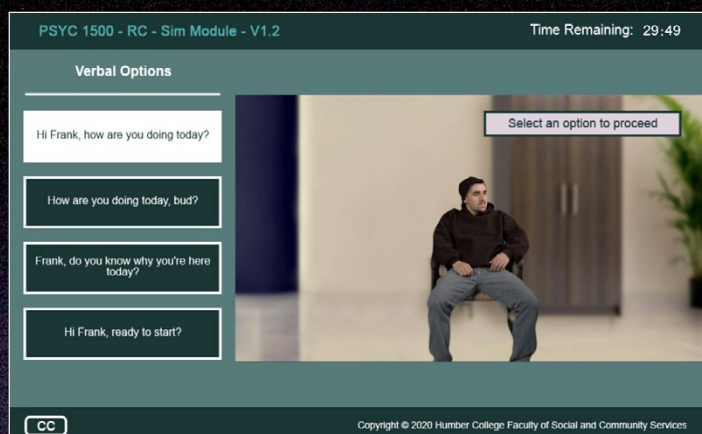
# SIM Lab Updates

Since the start of the lockdown in March, the Sim Lab team has been away from their usual technology and have had to adapt their existing simulation content for online delivery.

Experiential Learning Facilitators Megan Oquias and Christopher Rugo, began working with e-learning authoring tools such as Adobe Captivate to develop interactive modules that could be integrated into Blackboard. Using pre-existing video content produced in-house, the team designed the modules to mimic the types of interactions students would normally have in a face-to-face context. Within each module, students can progress through a scenario using clickable interactive elements (e.g., pre-defined verbal options), which can then be tracked and recorded for review by the instructor. Based on the student selections within the module, each scenario is designed to provide one of multiple outcomes.

Since the summer, the Sim Lab team has supported a total of five courses in this capacity and plans to support an additional five courses in the upcoming winter semester. The 22 students who responded to a survey in the summer all stated that the modules were helpful for assignment completion and easy to follow.

If you are interested in learning more about the online modules, or have any questions, please contact the Sim Lab team at [simlab@humber.ca](mailto:simlab@humber.ca)







## Spotlight on the FSCS Student Support Advisors:

*Providing Compassion, Commitment, and Advocacy during Challenging Times*

The FSCS Student Support Advisors (SSAs) are a group of ten dedicated individuals serving two campuses, Lakeshore and Orangeville. Now more than ever, students need a diverse range of supports, from academic planning to financial assistance and mental health resources. The SSA team has met this challenge with compassion and an unwavering commitment to student success and well-being, often going above and beyond their normal responsibilities to help students through this challenging time.

Following the campus closure in March, the SSAs immediately recognized the unprecedented barriers that students were facing and the urgency for assistance. In response, the team researched and compiled an extensive list of Humber and community supports that students could access. They rapidly shifted to virtual advising, meeting with distressed students continually over the weeks and months to come, providing them with guidance, resources, and most importantly, compassion. Following the horrific events of anti-Black racism and violence this summer, the SSAs demonstrated their commitment to social justice by providing support and resources to our Black students and colleagues.

While the pandemic has kept us working and learning remotely this fall, the SSAs remain a strong source of connection for our students by providing a range of supports centered on proactive advising and outreach. They help students identify their specific barriers to success, then work with them in developing strategies for improvement, like time management and study skills, and connecting them to both internal and external resources. This early intervention strategy is crucial for student retention and success.

In response to the increased need for supports, the team has developed resources and workshops that not only provide students with valuable information, but also teach problem-solving skills and self-sufficiency. In our Time Management workshop, for example, students apply the skills they learn (task prioritization, time blocking, establishing habits, etc.) to create a detailed plan for the semester and stay on track to meet their deadlines. Meanwhile, our registration how-to guides have helped students better prepare for registration, which is a stressful time for most folks. Each semester, the team also runs a two-week Registration Help Lab, which is unique to our faculty and provides students with one-on-one assistance building their schedules and troubleshooting a wide range of registration issues.

One-on-one academic planning has been particularly important in recent months, as many students are experiencing disruptions to their education and need to explore alternative paths to completion. We are also seeing unprecedented levels of financial hardship. The SSAs assist students with finding scholarships, bursaries, and awards, and provide guidance and review of their applications.

And like many of us, students are feeling isolated and struggling with mental health concerns, so we have emphasized self-care as a central theme in our advising approach. We work with students on strategies for stress management and encourage them to access mental health supports when needed. Although the current situation has led to uncertainty and anxiety for our students, it has also presented our team with the opportunity to help them develop the skills and resiliency they need to succeed once they graduate.

# Work-Integrated Learning & Community Partners

## WELCOME TO THE WIL CENTRE

### SPOTLIGHT ON COMMUNITY PARTNERS

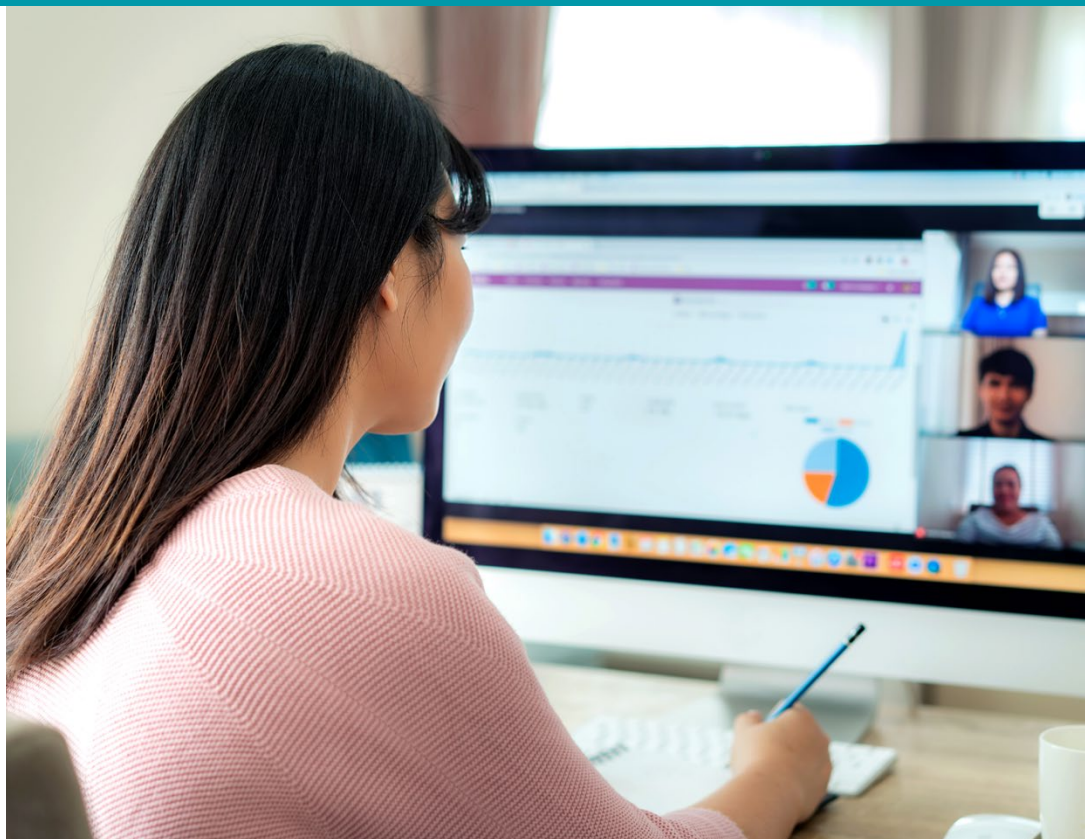
**Supporting  
Individuals with  
Disabilities through  
COVID-19**





## Welcome to the WIL Centre

As the Fall semester comes to an end, the activity in the Work-Integrated Learning (WIL) Centre is focused on finalizing WIL experiences for the Winter term. Placements continue to be impacted by the pandemic, with many agencies not able to have students in the workplace. Similar to this past Summer and Fall semesters, students have the option to complete WIL courses through applied remote projects, in-person/remote experiences with an employer, or a combination of the two.



## Spotlight on Community Partners

### Supporting Individuals with Disabilities through COVID-19

The WIL Centre maintains partnerships with amazing organizations that have found ways to continue supporting their clients and communities through COVID-19. The WIL Centre is proud to highlight four partner organizations that continue to support their respective communities through this challenging time.

**1**

#### **ALPHABEE**

**Partner of the Bachelor of Behavioural Science program**

AlphaBee provides Applied Behaviour Analysis (ABA) services to children and youth diagnosed with autism and other related disorders. With safety measures and restrictions in place for COVID-19, AlphaBee adapted services in order to continue supporting their community. In addition to providing in-person services, AlphaBee developed and implemented remote services for families such as 1:1 sessions and parent coaching. Additionally, the agency created a new training division, AlphaBee Pro, which offers synchronous and asynchronous workshops to ABA professionals, parents and community members. This platform has been useful to provide training to staff and make content available to placement students. The Alphabee team is continuing to find creative ways to communicate, share information, provide services, and stay connected with clients and their families and the community.

## 2

**ENDLESS ABILITIES****Partner of the Bachelor of Behavioural Science program**

Endless Abilities provides in-centre and in-home behaviour therapy, as well as parent coaching for families and individuals living with disabilities. They offer virtual consultations to parents with a Board Certified Behaviour Analyst (BCBA). In July 2020, this organization began executing a 3-phase plan for re-opening. The plan involved gradually lifting restrictions while still adhering to COVID-19 health and safety guidelines.

This Fall, Endless Abilities hosted two Humber students in a combination of in-person and remote work. Under the supervision of Senior Therapists, students attended one day per week at the centre to observe clients, practice ABA teaching techniques, engage in assessment protocols, and provide hands-on support at the clinic. The remote work component centered around preparing materials for in-person usage, developing programs and writing reports.

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## 3

**LEARNING DISABILITIES ASSOCIATION OF HALTON-HAMILTON****Partner of the Bachelor of Child and Youth Care program**

The Learning Disabilities Association of Halton-Hamilton (LDAHH) is a non-profit organization that provides programs and services to support those who are impacted by a learning disability, including children, adults, and seniors.

The LDAHH is continuing to support the community during this unprecedented time by adapting services to take place in a virtual environment. The agency modified entire programs such as *Reading Rocks!* and *Typing Skills Program*, to be delivered online instead of in-person. The agency also adapted workshops for parents and caregivers of children with Learning Disabilities and/or ADHD. Additionally, the annual conference, “Solutions for Learning Conference: Success Through Empowerment,” will be hosted virtually, providing an opportunity to engage with an unlimited number of people.

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## 4

**CORBROOK AWAKENING ABILITIES****Partner of the Developmental Service Worker and Social Service Worker programs**

Located in Toronto and York Regions, Corbrook Awakening Abilities is a non-profit, charitable organization that provides support to youth and adults with developmental disabilities.

Corbrook has continued on-site support but with reduced numbers of staff and clients, focusing on small groups so clients can connect with staff or peers to continue exploring and learning within their communities. In addition, they have turned their traditionally in-person workshops virtual, covering topics such as *Money Fundamentals*, *In the Kitchen*, and even including fun activities such as a *Karaoke Dance Party* (an important aspect of their pre-COVID community), so that individuals have a chance to continue learning while also engaging in fun elements that many are missing in the virtual environment. Although these changes have been challenging, there have been a few positive outcomes including: the ability to bring the two locations together through virtual events, the capacity to connect in smaller in-person groups for interaction and support, and the opportunity for increased feedback and involvement from families.



## WIL Centre Highlights

The Fall term has been full of professional development opportunities, including a number of training sessions, events, and conferences which all took place on virtual platforms. These sessions highlighted innovative practices in WIL happening across post-secondary institutions nationally.

### Experiential and Work-Integrated Learning Ontario (EWO) Virtual Conference Series:

#### *Championing Change in the EL & WIL Space for 2020 and Beyond*

EWO is a provincial governing body that works to create consolidated information regarding Experiential Education and Work-Integrated Learning, bringing together over 30 universities and colleges across Ontario.

The EWO Virtual Conference Series spanned 3 weeks and focused on WIL with sessions such as “Supporting International Students in WIL During a Global Pandemic”, “How to Make Sense of Data and Tell Stories Using it”, and “Hosting Virtual Career Fairs and Employer Networking Events”. Many of the sessions provided pathways to continue conversations on the evolution of experiential education.

### Bright Futures: Embracing Campus Wellness, Centre for Innovation and Campus Mental Health (CICMH)

The CICMH is a partnership project focused on engaging and supporting front-line staff, faculty and student leaders across Ontario’s postsecondary campuses in their commitment to mental health and well-being.

A healthy campus where students feel safe and supported is essential for student growth and development. “Bright Futures: Embracing Campus Wellness” engaged professionals in exploring 5 themes: wellness and health promotion, diversity and inclusion, substance use, the student voice, and mental health strategies.

### Advisor Training 2020, Humber College

Humber’s Advisor Training is an annual conference for faculty and staff hosted by the department of Student Success and Engagement. This year’s theme was *Advising Without Silos: Collaborating for Student Success*, and had over 25 sessions available virtually, covering a wide variety of topics such as supporting student transition, financial supports, intercultural perspectives, and Indigenous student success.

### Developing Your Emotional Intelligence, Canadian Management Centre (CMC)

Emotional Intelligence (EI) competencies are key for developing strong work relationships. This course explored a number of EI topics, including: personal awareness, connecting with others, managing stress, engaging in healthy conflict and collaboration, and demonstrating resilience and optimism.

### Resilience - Embracing Change, Canadian Management Centre (CMC)

Building personal resilience is an important element of being able to cope with changes in the workplace. This course focused on completing a Stress Resiliency Profile, understanding how we process change, and learning how to control our own stress triggers.

# CJS Virtual Mock Interviews

On November 17<sup>th</sup> the Community and Justice Services (CJS) program held their first CJS Virtual Mock Interviews. Partner agencies volunteered their time by conducting two group interviews with 4<sup>th</sup> semester students.

Partners included:

- **Victim Witness Assistance Program, Ministry of the Attorney General**
- **The Salvation Army Cuthbert House and MacMillan Centre – Correctional and Justice Services**
- **John Howard Society – Crossroads**
- **Peel Regional Police – Recruiting**
- **Canadian Training Institute TTC – Special Constable Services**
- **Correctional Service of Canada (CSC), Community and Volunteer Coordinator**

This event piloted a new event platform for the FSCS called Hopin. This virtual venue allowed attendees to “hop” from one session to another within the same event. Overall, it was reasonably user-friendly, and provided attendees with a close simulation of attending a live event.



Are you a faculty member working in the field? We'd love to connect with you regarding potential WIL opportunities for Humber students! Reach out to [krystal.clements@humber.ca](mailto:krystal.clements@humber.ca) and [taiya.brown@humber.ca](mailto:taiya.brown@humber.ca)



# Global Learning and International Initiatives

## STUDENT VOICES

Hear from our Mentors  
and Mentees

**AYESHA AMIN**

OUR NEW GLOBAL LEARNING  
& STRATEGIC INITIATIVES  
COORDINATOR

**SPOTLIGHT ON GLOBAL  
PARTNER ENGAGEMENT:  
SAXION UNIVERSITY  
AND UTECH**





## Intercultural Awareness Development Training

*“The Intercultural Awareness Training Workshops gave me useful learnings that opened my mind and can be integrated into my life. I am grateful for each detail-filled workshop.”*

– Faculty of Social and Community Services Student and Participant, Ziling Yuan.

With the world becoming more connected and globalized, intercultural skills have become increasingly valuable. Humber Global has introduced the Intercultural Development Series, an opportunity to build intercultural skills and knowledge that are essential for fostering equitable, diverse and inclusive communities around the world.

FSCS students had the opportunity to attend a series of workshops throughout Fall 2020 before it was launched college-wide. They were given the space to learn and enhance their understanding, engage with peers and share knowledge and experiences related to intercultural communications.

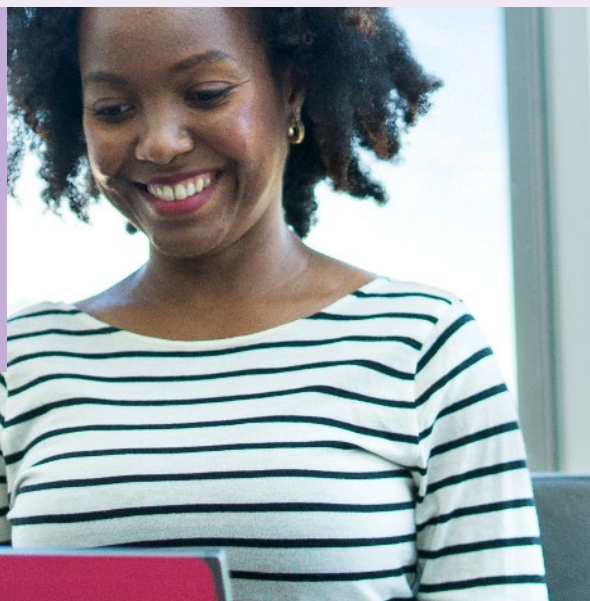
This series offered students an opportunity to increase intercultural capacity through theoretically grounded, professionally relevant, and interactive programming. By the end of the series, participants were better equipped for a global and culturally diverse environment, having connected and networked with other students from across many FSCS programs.

The series also aligns with Humber’s Internationalization Strategy, the Humber Learning Outcomes and the Humber Strategic Plan, aiming to create career-ready citizens, providing accessible education, and contributing to a healthy and inclusive community.

This series will be offered by Humber Global to students, staff and faculty across the college. To learn more, click [here](#).

**Are you a faculty member interested in bringing global learning into the classroom?**

Contact **Ayesha Amin**,  
Global Learning and Strategic  
Initiatives Coordinator



## Introducing: Ayesha Amin

The Faculty of Social and Community Services is thrilled to welcome Ayesha Amin into the role of Global Learning and Strategic Initiatives Coordinator. Ayesha has worked in international and community development for over a decade. Her range of experience in non-profit and public institutions includes supporting postgraduate students with placements and dissertations, developing strategic print and digital communications for grassroots charities, and facilitating training and workshops to diverse audiences on topics including Human Trafficking and Commercial Sexual Exploitation, Working with Youth, and Gendered Dimensions of Grief and Bereavement. She holds a Master of Education from the University of Toronto/University of Glasgow.

Ayesha will be supporting the Faculty's internationalization efforts and special initiatives, by coordinating and promoting global learning opportunities and supporting special projects emerging from the Office of the Senior Dean and Principal's Office. She is also one of the faces behind this magazine!



# Student Voices:

## Hear from our Mentors and Mentees

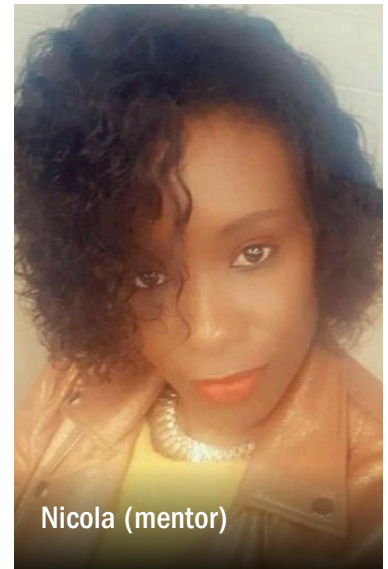
In September, the FSCS International Peer Mentorship Program was launched to support International Student Success while developing Leadership Skills and promoting Global Fluency. Through participation in the program, International Students are connected to mentors in the same (or a similar) program within the Faculty to explore the services at Humber and have opportunities to build meaningful connections with their peers. Connections between mentors and mentees were developed through activities and training that encourages students to explore inequities and reflect on their personal implicit bias and approach to intercultural conflict management.

Through this program, the first cohort of 35 students have had an opportunity to develop and strengthen relationships with peers despite social restrictions due to the pandemic.

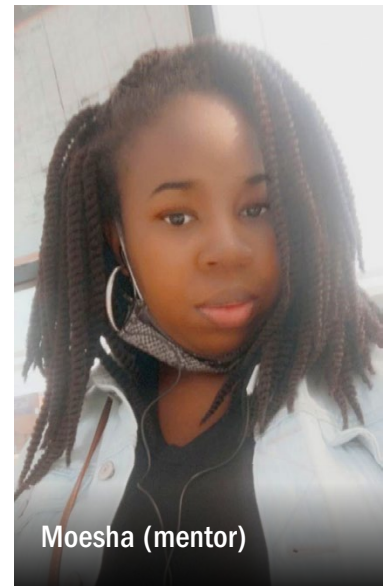
### **Nicola Barclay-Jones – 2<sup>nd</sup> year Social Services Worker student, Mentor:**

“All three of us are from the beautiful Island of Jamaica – where Ashira, our Mentee who is in her first year in the Social Service Worker (SSW) program, is currently studying online.

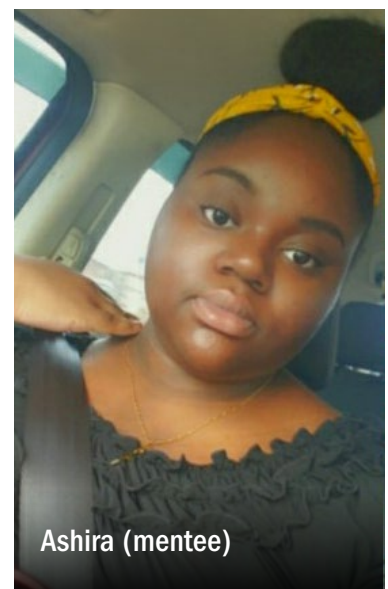
Moesha, who is also a second-year SSW student, is my co-mentor, and together we have developed a relationship with Ashira that is incredibly supportive; we have all developed a strong bond. We openly share our experiences as mentors, and she shares her experience as a new member to the program. As mentors, we provide guidance and constructive feedback and act as positive role models so that Ashira can learn about the program and resources that are available to her. By committing a minimum 45 minutes to an hour every week to discussions together, we aim to help Ashira transition smoothly and comfortably into Humber. Moesha and I also learn a lot from Ashira, every day we learn something new from each other. We've gained just as much as she has from our Mentor/Mentee relationship and have all developed a new outlook on life at Humber and beyond.”



Nicola (mentor)



Moesha (mentor)



Ashira (mentee)

**Ziling Yuan – 1<sup>st</sup> Year Child and Youth Care student, Mentee:**

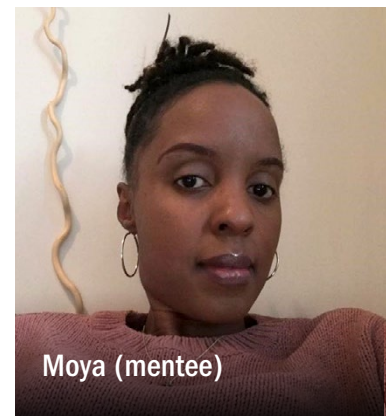
“Through this program, I have had the opportunity to meet new people and understand the importance of intercultural communication. This has led me to become more comfortable and more at ease with starting college and developing as a student. Being an International student studying online from outside of Canada, the program has informed me about all the available services and events presently accessible at Humber, for the benefit of our well-being, education and more.

My mentors have been extremely generous and helpful throughout the process and have become friends. Since they're in the same program as me, they made me feel at ease. The most important thing that I have learned from this program is the importance of teamwork through communication and collaboration - my mentors and I communicate through virtual meetings and chats. Not being in the same country, we are still able to successfully complete tasks and reflect due to good communication and a great team effort.

The program has helped me to become more confident in discussing diverse topics with different people. The highlight of the program for me has been getting to know my mentors and ultimately, gaining new friends despite the distance.



Ziling (mentee)

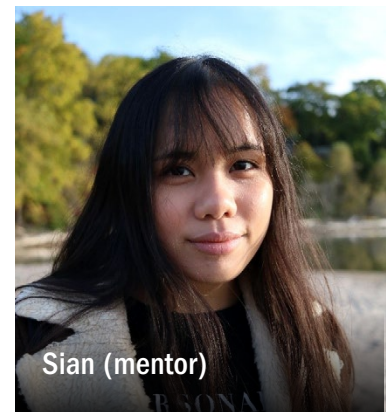


Moya (mentee)

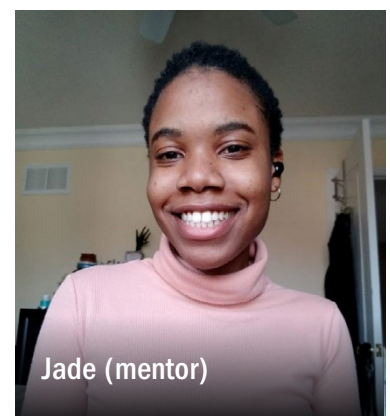
**Sian Saria – 3<sup>rd</sup> Year Bachelor of Child and Youth Care Program, Mentor:**

“I am Sian Saria, a third-year student in the Bachelor of Child and Youth Care (BCYC) program. I have grown to love all that Humber has to offer, and when I found out about the confirmed shift to online classes, I thought it was important for me to extend my efforts in helping new students during this pandemic.

Myself, Jade, my co-mentor who is a third-year student in the Bachelor of Social Sciences – Criminal Justice (BSS – CJ), and Moya, our Mentee, who is a Child and Youth Care (CYC) accelerated student, are not your typical Mentor/Mentee grouping, as Jade and I are much younger than Moya. This has led to a dynamic circle of learning for us all. Being a mentor in this program largely depends on how you can be a resource and support to your mentee. We established goals at the beginning of the program and talked over how we all can achieve those together which helped me understand how we can all benefit from one another. My most memorable moment from the program was winning Best Presenters for a project we worked on.



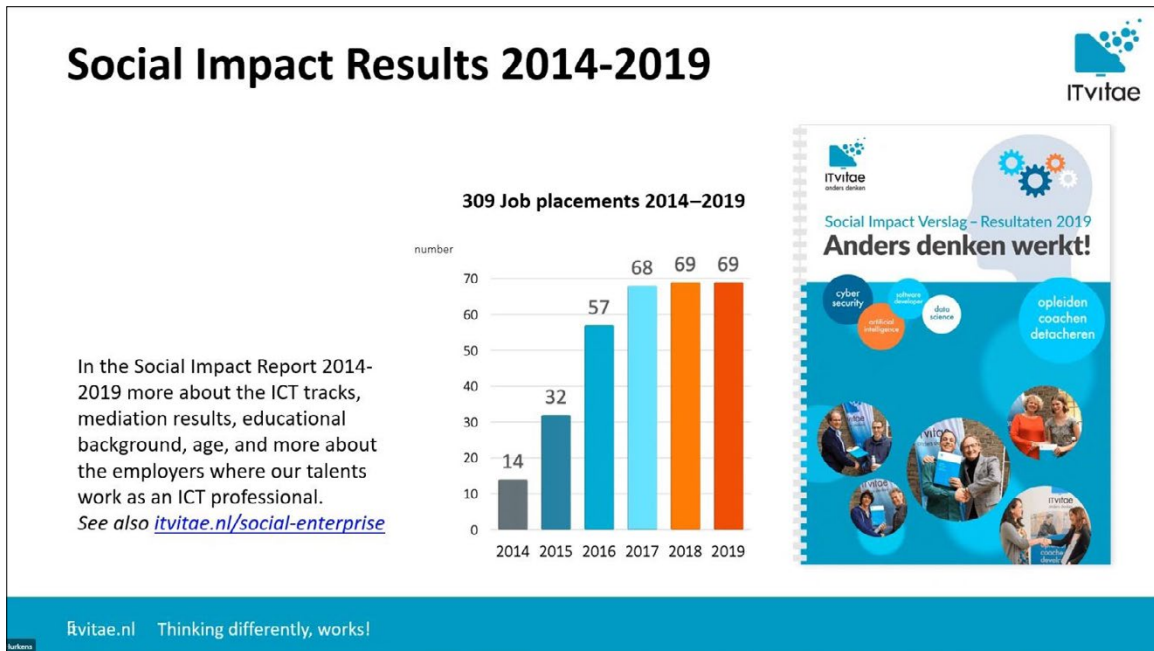
Sian (mentor)



Jade (mentor)



## Spotlight on Global Engagement: Saxion University and ITvitae



### Saxion University and ITvitae, Netherlands

On November 26<sup>th</sup>, students and faculty in the Bachelor of Behavioural Science (BBS) program had the special opportunity to engage with global peers and colleagues through a presentation and conversation hosted by global academic partner Saxion University in the Netherlands. The presentation included an overview of Saxion's industry partner, ITvitae, and allowed students to hear from leaders in their field abroad.

The presentation was led by Dr. Marcel Hurkens, the Director of Coaching at ITvitae and provided an overview of his company's unique approach to supporting neurodiverse individuals, specifically those with a diagnosis of Autism Spectrum Disorder (ASD). ITvitae is well known in the Netherlands, having trained over 300 individuals to help guide them into careers in technology and communications. The presentation was incredibly powerful as it highlighted the successes and stories of its participants, focusing on their strengths and building their confidence, rather than seeing their diagnoses as a barrier.

Students and faculty were inspired by the presentation and had the opportunity to ask questions directly to

Dr. Hurkens. Jo Anne Nugent, Program Coordinator for the BBS Program, highlights that "the Bachelor of Behavioural Science students who attended the presentation by Dr. Hurkens were excited to hear how ITvitae has opened doors to employment for adults with autism. The careful planning and specific supports that ITvitae provides to these individuals are examples of excellence. Several of the BBS students plan to work in the autism field and this session was an inspiration to them."

We look forward to continuing our collaboration with Saxion University and **ITvitae**.

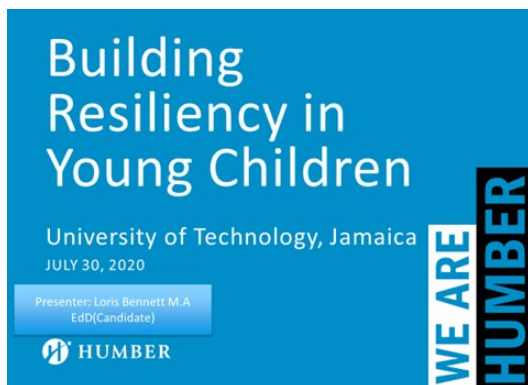


## University of Technology, Jamaica

In July 2020, Andrea Rutherford, Program Coordinator Developmental Services Worker Program (DSW) and DSW instructor Loris Bennett, were invited to virtually present to 25 students in the Bachelor of Science, Child and Adolescent Program (ChAd) at The University of Technology (UTECH), in Kingston, Jamaica. Andrea gave a presentation on Adaptive Coping Strategies for Parents during a Pandemic, and Loris presented on Building Resiliency in Young Children.

As a result of the COVID-19 pandemic, evolving practices to continue to foster new and existing international partnerships and collaboration with postsecondary institutions across the globe, has meant developing new ways of working together virtually. Internship experiences were being reimagined at UTECH, and these two-hour presentations were designed to form a part of the ChAd students' final internship practicum experience.

Humber College and the Faculty of Social and Community Services have a strong relationship with UTECH and many of their programs, including the ChAD program, through ongoing work including Faculty Led Programs for students abroad, the Canada-CARICOM Faculty Leadership Scholarship Program, the Emerging Leaders in the Americas Program (ELAP), and through a variety of partnerships formed in Jamaica. The Canada-CARICOM Faculty Leadership Scholarship Program and the ELAP Program provide students and faculty from the Caribbean Community and Latin America with short-term exchange opportunities for study or research, in Canada, at the college, undergraduate and graduate levels. We look forward to more innovative collaboration opportunities with UTECH as we continue to work together in this changing world.







## CBIE2020 Conference

As with most large events and gatherings this year, the Canadian Bureau for International Education (CBIE) held its first virtual conference this year – CBIE2020. While virtual conferences limit some of the networking opportunities, they also provide new opportunities for accessibility as well as sustainability, reducing costs of travel and accommodations.

Five days of programming between November 9-13, provided opportunities and space for connection and sharing about international education with the overarching aim to work towards shaping a better world for all global citizens. Leaders across institutions and communities representing diverse experiences, came together to collaborate and discuss ideas on how we can continue to develop a viable and flourishing future of internationalization.

Consistent with face-to-face conferences, this virtual event included an exhibition hall, gala, networking opportunities, presentation of awards, panels and workshops. Staff from across faculties were in attendance, to share, engage with and learn from diverse voices, with a mutual interest in the positive impact of international education.

Some topical workshops at this year's conference included subjects such as maintaining student engagement at a distance, intercultural competences, fostering diversity, creativity, and international collaboration, introducing

International Students to the Indigenous context of Canada, Decolonizing Work-Integrated Learning, amongst many others. Humber staff also had the opportunity to present at sessions on experiential learning and internationalization, sharing exciting projects happening across the College.

FSCS Global Learning & Strategic Initiatives Coordinator, Ayesha Amin, who attended the conference through her role at FSCS, was inspired by the exciting initiatives happening at postsecondary institutions across the globe, adapting to the new virtual world we find ourselves in, while still finding meaningful ways to internationalize. "With colleges and universities around the world having to re-imagine their existing programs and develop sustainable ways to maintain partnerships and key links with international partners with an unknown future, learning about some of the virtual collaborations that are taking place in different institutions shows that internationalization is just as possible now as it was before the pandemic, and there is a silver lining to the restrictions that have been put in place. FSCS has been busy exploring new global opportunities for students to take advantage of despite travel restrictions, and these multifaceted ways to continue to offer global learning opportunities not just physically but virtually, will undoubtedly be part of our faculty's strategy moving forward, well beyond the end of the pandemic."

# Applied Research and Social Innovation

## Pedagogy and Practice: Teaching Diversity in Classrooms



## Pedagogy and Practice: Teaching Diversity in Classrooms

Aligned with Humber Institute of Technology & Advanced Learning new Strategic Plan, and as part of an ongoing commitment to equity, diversity and inclusion (EDI), on September 2018 a group of FSCS faculty and senior leadership staff began a four-phased research project on pedagogy and practice within the Faculty of Social and Community Services (FSCS). The team consisting of, Soheila Pashang, Jaspreet Bal, Christine McKenzie, Joanna Amirault, Neil Price, Rai Reece, and Juan Jaramillo Orozco, aimed to:

Identify gaps and strengths of the existing pedagogical approaches used in teaching diversity-related content

Understand how faculty use social justice, anti-oppression, anti-racist, and human rights lenses as part of their practice

Explore the experiences of faculty teaching diversity-related content and the reaction of their students to course material

Explore the experiences of students and incorporate their voices into the curriculum

Diversity education can become a site of controversy, evoking conflict, resistance, and personal growth where underlying individual belief systems and ideological discourses surface and transform into pedagogical learning. The research applied anti-racism, anti-oppression, intersectionality, feminist, and equity theoretical frameworks. The team utilized these theories in order to situate this research in existing teaching and curriculum practice, as well as to locate and understand the various ways in which diversity education impacts students and faculty inside and outside classroom spaces.

The research team's methodology consisted of an exploratory, qualitative research design in which a survey questionnaire was distributed among FSCS faculty from multifaceted programs, followed by 11 in-depth interviews. In addition, to incorporate students experiences and reflect their voices into the curriculum we will be distributing a survey questionnaire in the coming week.

While Canada is considered one of the most diverse societies, we rarely explore the experiences of faculty teaching diversity education or students attending their classes. Our research will contribute to the Humber community in applying equitable practices and eliminating barriers that might hinder diverse groups of students from reaching their potential. A Fall 2019, raced-based data set collected by the Humber Student Success Survey (HSSS) clearly highlights racial diversity among our incoming students, with a goal of understanding the relation between race and academic success. Our research will further contribute to the scholarly work in highlighting challenges faced by racialized and marginalized students and allying faculty, while offering a learning space for interactive critical reflection and personal growth.

This research project is funded by the Centre for Teaching and Learning, Teaching Innovation Fund. We acknowledge the following individuals for their contribution towards this project: Tonia Richard, MSW; Dr. Heidi Marsh & Dr. Siobhan Williams – CTL; Valentina Tasillo (RA), & Senior Dean and Lake Shore Campus Principal, Derek Stockley, who has been a true force in supporting and pushing forward this project.

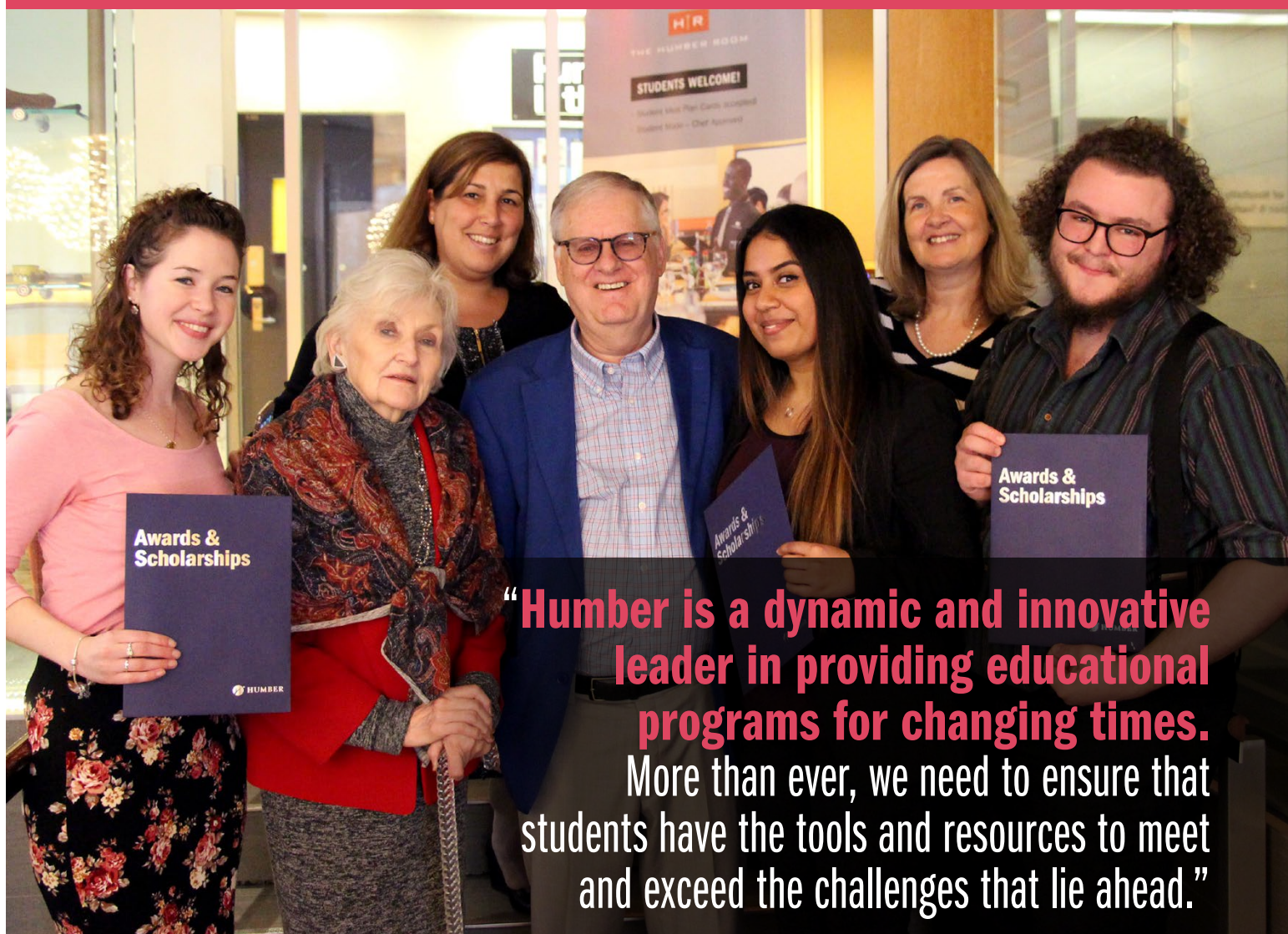
# Alumni and Advancement

## HUMBER COLLEGE AND THE FSCS RECEIVE FUNDING IN SUPPORT OF STUDENTS

**VRITI BAJAJ**  
**SET UP FOR SUCCESS:**  
**MY EXPERIENCE**  
**IN THE DSW PROGRAM**

**POLICE FOUNDATIONS  
PROGRAM – ALUMNI STORIES**





**“Humber is a dynamic and innovative leader in providing educational programs for changing times. More than ever, we need to ensure that students have the tools and resources to meet and exceed the challenges that lie ahead.”**

## Humber College and the FSCS Receive Funding in Support of Students

Dr. Dan Andreae, has been involved in Humber in one way or another for more than 20 years. During his time as a professor, he taught over 45 subjects. He has also received the Professor of the Year award at the University of Guelph-Humber twice.

Dr. Dan Andreae is hugely supportive of students and is motivated to support them in cultivating their curiosity and learning. To support that, he has generously donated \$350,000 to the Unlimited Campaign, which aims to raise \$50 million to enhance the Humber student experience, through transformative, innovative, collaborative and impactful learning opportunities and spaces.

With increasing numbers of people experiencing distress including financial crises during these times, this generous gift will provide emergency bursaries and scholarships for students across three faculties including the FSCS, removing financial barriers to academic success, and recognizing student merit and accomplishments.

Read more about Dr. Dan Andreae's relationship with Humber including his most recent gift [here](#).

Read about the Unlimited Campaign [here](#).

## Set up for Success: My experience in the DSW program

Vriti Bajaj



***“Life always begins with one step outside of your comfort zone.” (Shannon L. Alder)***

These words have always resonated with me.

As a proud graduate of the Developmental Services Worker (DSW) program in 2019, I have had many opportunities knocking at my door.

Prior to coming to Humber as an International student, I had completed an undergraduate degree in Psychology from the University of Madras, in India, and had a plethora of work experience including supporting children with learning disabilities and working on a meta-analysis study in a mental health hospital and research centre. I also did a study abroad exchange in Germany, which enabled me to acquire cultural knowledge.

I moved to Canada to broaden my horizons in education, knowledge-acquisition and to gain the global experience in living in one of the world's most diverse countries. I had completed a course in Autism and Behavioural Sciences from Fanshawe College in London, Ontario, gaining hands-on experiences by having placements in schools and community agencies for individuals with developmental disabilities.

I then started at Humber to complete a DSW diploma which gave me insight to advocate for individuals with disabilities within our community. The DSW program ensures students receive the best possible experience in the field, helping to make them job ready. I had the opportunity to intern at the Toronto District School Board (TDSB) and the Centre for Addiction and Mental Health (CAMH). I have also worked with the Global Autism Project since 2018, in countries like China and the Czech Republic, advocating for the use of sustainable and evidence-based practices for autism services. In 2019, I also had the opportunity to attend World Autism Day hosted by the United Nations. I am



currently employed as a DSW at Community Living North Halton in a specialized treatment home for adult males with autism, aiding them in maximizing their quality of life.

The best way to present yourself to prospective employers is by having a well-structured resume, highlighting all of your accomplishments, and remembering the necessary core competencies of our field. Humber's Student Centre for Success has a plethora of information and helped me to become job-ready and confident through workshops, formatting of documents, and mock interviews. The support I received from the department while travelling abroad to do advocacy work in China, was outstanding. The faculty has really encouraged me to make a difference in the lives of people we support by giving me the necessary appreciation and confidence. They are always there to answer your questions or link you with wonderful community agencies. The teaching, along with group-related assignments, help students to get a taste of real-life situations in the workplace.

My experience in the program was nothing short of wonderful – the faculty, courses and learning are truly life-changing. My message to aspiring DSWs: There is nothing more rewarding than seeing individuals you support daily make strides. As a graduate, employers value the DSW diploma from Humber and are honoured to have us on board.





## Alumni Stories: Police Foundations Program

### WADOOD ALAM

Police Foundations program (PFP) alumni Wadood Alam joined the program at Humber in Fall of 2013, and successfully completed the program in April 2015.

Wadood says of his experience:

PFP allowed me to better understand the Canadian Charter of Rights & Freedom, the Criminal Code, and other laws one must abide to. What I truly loved about the program was the opportunity to get hands-on experience and think outside the box. I developed strong communication and leadership skills through making community connections. After successfully completing the program, I joined the BSS-Criminal Justice Degree at Humber and graduated with Honours in April 2019. Since becoming a Humber Alumni, I have been working as a Case Processing Agent (CPA) at the Immigration & Refugee Citizenship Canada (IRCC).

A very well-deserved congratulations to Wadood and we wish him all the very best in his new career!



### CORY COURTNEY

Humber Orangeville PFP Alumni PC Cory Courtney recently received a Community Excellence Award from Shelburne Town Council, for his role in saving the life of a Shelburne resident.

Cory is a PFP Orangeville graduate from 2010 and has been an Officer with Shelburne Police since 2011.

### CHRIS TAYLOR

Chris Taylor is a Humber Alumni of the Continuing Education Bylaw Enforcement course in Fall 2018. Since then, he has worked as a Provincial Offences Officer at the Ontario SPCA.

Recently, Chris has been hired as a Municipal Law Enforcement Officer in the Town of Orangeville and he credits the course material from his CE class, which he studied to prepare for his interview, with helping him to succeed and land the job! Wishing Chris, the very best of luck in his new career.





# Principal's Office

## Virtual Mental Health Month

Humber Staff  
Holiday Party:  
New Challenges &  
Successes

Interpretive  
Centre Updates



## October 2020: Virtual Mental Health Month

October is Mental Health Awareness Month. To help support the important mental health initiatives at Humber Lakeshore, the Lakeshore Principal's Office formed a Mental Health Awareness Committee in 2016. This group worked to start the planning and conversations around mental health and events at Lakeshore with various faculties and student-focused departments. The committee originally started with the idea of planning for October with mental health awareness week. After the first year of planning, it was realized that one week was not enough and the committee decided to expand it to a month-long calendar of events with the future goal of having year-round planning to support the community we serve.

In 2020, amidst the pandemic, health and wellness became more of a central focus. The committee met in September and discussed ideas as to what events and initiatives could take place to support our students. From these conversations, we were able to successfully offer 20 virtual experiences to students, staff, faculty and community members. These included events such as Learning about Stress and Anxiety, The Alexandre Boucher Memorial Talk, Caring for the Self, Moving for Mental Health Awareness week-long virtual event and Q-talk, just to name a few.

One of our furthest reaching events this year was the Moving for Mental Health Awareness event, which was co-produced by Lakeshore Athletics and the Principal's Office. The event's aim was to get participants moving, whether it was running, walking, yoga, swimming, etc., and to be aware of the positive that physical exercise can have on one's mental health. To connect virtually, share activity and support each other, participants used the Strava app. Over 200 people participated in this event,



with over half being Humber students. All participants were logging activity either once or multiple times throughout the week. Over 70 Daily activity logs were inputted throughout the week-long event, October 4-10.

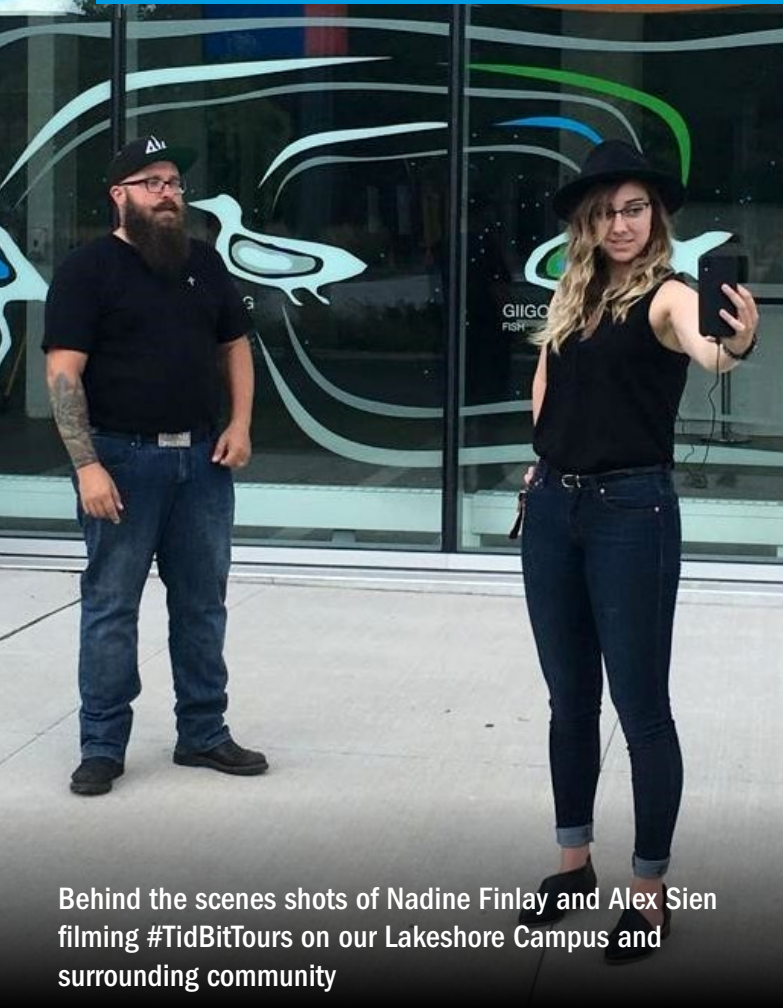
Students involved provided very positive feedback for this event.

*"This [was] one of the first things I participated in this year in Humber...[I] hope to continue with this activity moving forward at Humber."*

*"I really enjoyed the week. I was staying active no matter how busy I was."*

*"It is so important to bring awareness to how much fitness can help with mental health!"*

A big thank you to both the Lakeshore Athletics and the Principal's Office teams for their extensive support and creativity with this event.



Behind the scenes shots of Nadine Finlay and Alex Sien filming #TidBitTours on our Lakeshore Campus and surrounding community



Nadine and Alex filming a #TidBitTour video with Quazance from Humber's Indigenous Education & Engagement



## Interpretive Centre Updates

Pre-COVID-19, the Lakeshore Grounds Interpretive Centre proudly offered tours in "all weathers," and took that to heart. In rain, in snow, in heat, and bitter cold – the Interpretive Centre was there to share the history of the Lakeshore Grounds with clipboards in hand.

With several weeks of adjustment after the first lockdown, their tours quickly adapted to the new environment, giving rise to #TidbitTours on their Instagram and Facebook Stories. Since July 2020, Assistant Curator Nadine Finlay, and longtime Volunteer and Tour Guide Alex Sein, continue to explore the themes around the natural and built history of the Lakeshore Grounds through all weathers at Humber Lakeshore Campus – in 15 seconds or less!

Starting with FAQs about the usual tours, #TidbitTours has grown to include new research, fun facts, and new interdepartmental collaborations that will bring us into Summer 2021! So, if you've been missing campus (like many of us have), or if you've not yet been on site, the Interpretive Centre team love for you to (virtually) join them on tour! Watch #TidbitTours every Thursday by following **@Lakeshoregrnds**, and watch past months on their **YouTube** channel! Visit **[lakeshoregrounds.ca](https://lakeshoregrounds.ca)** to learn more about the fascinating history of the space we share!



## Humber Staff Holiday Party: New Challenges & Successes

The Humber Staff and Children's Holiday Party is an annual celebration funded by the Office of the President. The event aims to create a joyful, inclusive attendee experience and create a sense of community among staff and their family during the holidays. Over the last few years, the party was held in person at the Lakeshore Campus, L Building.

In 2020, The Office of the Principal partnered with Human Resources and Organizational Effectiveness (HROE) to act as clients for the 3rd Year Public Relations Degree students as an opportunity for experiential learning in their event management class. After careful considerations about the health and safety of the staff, the event was moved virtually with a new theme highlighting the 12 Days of Holidays. The students, along with their professor, Daniel Schneider, had the chance to go through the entire event planning process from inception to execution. Moving the event to a virtual format provided an interesting planning element this year, allowing many students to have to learn on-the-go and adapt, and to develop multimedia and video editing skills to keep up with the current world of virtual events.

For 2020, they planned a 12-day experience from November 17–28, with a combination of pre-recorded tutorials and live events for attendees to be immersed in. Humber staff, family and friends, enjoyed 12 days of daily fun-filled games, activities, and crafts, from cookie baking to singalongs, storytelling, and of course, a virtual visit with Santa!

"Planning and organizing the holiday party was a tremendous experience from choosing the most suitable video conferencing platform to coordinating with fellow group members."

– Ali Shahsamand, Bachelor of Public Relations, third-year student



Jessica Tattersall's son excited for their virtual visit with Santa and Ms. Claus

"The Humber Holiday Party taught me valuable lessons about leadership, problem solving and adaptability. I knew this year would be different given the virtual format; that difference forced us to be innovative and to create experiences we wouldn't have been able to do otherwise. I think we walked away more equipped than ever to handle future events."

– Chloe Villeneuve, Bachelor of Public Relations, third-year student



Kavelle Maharaj's twins showing off their homemade holiday card

"The HROE division of Humber has welcomed the opportunity to collaborate in a few college initiatives with the Office of the Principal – Lakeshore campus and participating on the committee for the 12 Days of Holidays was no exception! Working with Kavelle Maharaj, Stephanie Byer and Dan Schneider on the event committee was very enjoyable for us – having input and providing feedback every step of the way."

– Elva Massey, HROE



One of the participants enjoying the snowman craft

The Principal's Office and partners are hosting many events for Winter 2021 geared towards staff, student and community health and well-being. Join us for one or all of our virtual events this semester. Stay connected on Instagram and Twitter by following @humberlakeshore

Please visit the **Humber Lakeshore Campus Website** for more events!

## Upcoming Principal's Office Events



### Save the Dates on the Principal's Office Virtual Events Line-Up!

Event	Date	Details
<b>Principal's Wellness Talks</b> (in Partnership with HROE, Indigenous Education & Engagement, and LGBTQ+ Resource Centre)	January 28, 2021 February 18, 2021	Virtual presentations on various topics regarding wellness, burn out, positive psychology, etc.
<b>Wellness Wednesdays Staff Series</b>	January 27, 2021 February 24, 2021 March 24, 2021 April 21, 2021	Virtual wellness interactive staff workshops exploring art therapy, cooking, sustainability, and more.
<b>Mindfulness Mondays</b>	Every Monday, from February 1, 2021 to March 22, 2021	Virtual 8 week series focused on a combination of yoga, meditation and mindfulness. Sign up for a few or all to support your personal wellness journey.
<b>6 in 6 Speaker's Series</b>	Coming in March 2021	6 speakers, 6 minutes each. Theme - to be confirmed

For more information on upcoming Principal's Office events, please contact Event Coordinator and Community Liaison, Kavelle Maharaj – [Kavelle.maharaj@humber.ca](mailto:Kavelle.maharaj@humber.ca)