

WE ARE MAKING A DIFFERENCE

SOC&COM

Program Highlights

YEAR IN REVIEW
2020-2021

**WE ARE
FUTURE FOCUSED**



“ Tonia Richards is an exceptionally dedicated worker and professor. ”

Tonia Richards Receives President’s Award for Excellence in Teaching

Congratulations to Professor Tonia Richards for receiving the President’s Award for Excellence in Teaching.

Tonia first joined Humber as a part-time faculty member and then became a full-time faculty member in 2015. Throughout this time at Humber, she has exemplified a commitment to inclusive and equitable teaching both inside and outside the classroom. Tonia teaches courses

in interpersonal skills, conflict management, placement seminar and interviewing skills.

Knowing that degree of vulnerability that surfaces in their courses, and in order to connect with students where they are emotionally and cognitively entering these conversations, Tonia employs cognitive behavioural therapeutic strategies that are deeply rooted in empathic and

non-judgmental approaches, in conjunction with a deep understanding of socio-political issues to encourage her students to ground their interactions with others in the lived realities of the people with whom they will eventually work with.

To read more about Tonia’s achievements, please visit the HROE Recognition and Awards Website [here](#).



“ Michael is a strong educator who creatively teaches contemporary policing issues and crime scene investigation. ”

Michael Gamble Receives President’s Award for Distinguished Faculty

Congratulations to Michael Gamble who received a President’s Award for Distinguished Faculty. Michael was nominated for creating a program that includes strong theory-based learning that is applied through labs and simulations.

Michael Gamble teaches in the Forensic Identification, Police Foundations and Criminal Justice programs. He was the program

coordinator of the Crime Scene Investigation (CSI) program for several years and was instrumental in developing the curriculum and growing the program into the new Forensic Identification Ontario Graduate Certificate. Michael coaches and guides in a non-assuming way and quietly pushes people forward. He is caring and giving of his time and expertise.

Michael’s vision and leadership created a program that includes strong theory-based learning that is applied through labs and simulations. He makes curriculum ‘come alive’ by giving students a real feel for forensic identification work using Humber’s crime scene studio and labs.

To read more about Michael’s achievements, please visit the HROE Recognition and Awards Website [here](#).



Community Development Students Fight COVID-19 Isolation using Community Worker Skills

Victoria Bent, Dana Kinsley and Jean Luc Blanchard are three Community Development Degree students applying theory to practice in their own lives. The students discussed worries about feeling isolated at home and were finding it hard to focus and be motivated on class work. They decided to reach out to a few of their classmates that live downtown to see if they would be interested in working in small groups (safely within COVID guidelines) for their Zoom lectures. They thought it would be a good idea to get a change of scenery and host small group learning pods at their houses each week. After only a few weeks, they have noticed how

much of a difference it makes having a support group to get through these interesting times.

Dana notes, “Being together in our group really opens up the floor for more critical discussion among the three of us after our lectures. We are definitely Community Development students that thrive on collaborative group relationships! I hope anyone interested in working in a small study groups reaches out on Blackboard, WhatsApp or any of the other platforms for Humber students to find others interested as well. We’re all in this together!”

Forensic Identification Students Honour Orange Shirt Day

On September 30th, students, faculty and staff across Humber honoured Orange Shirt Day. This is a day dedicated to honouring the Indigenous children who were sent away to Residential Schools in Canada and encourages us to learn more about the history of those schools. Wearing an orange shirt and using the slogan, Every Child Matters, is an affirmation of our commitment to raise awareness of the residential school experience and to honour the healing journey of Indigenous lives impacted by them.

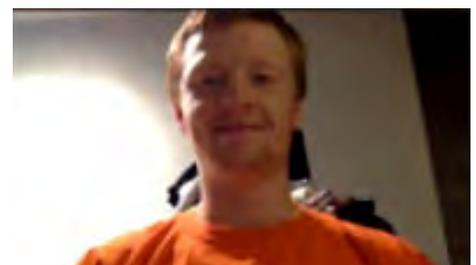
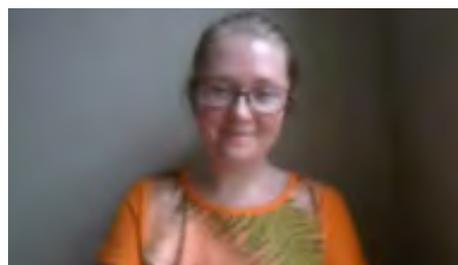
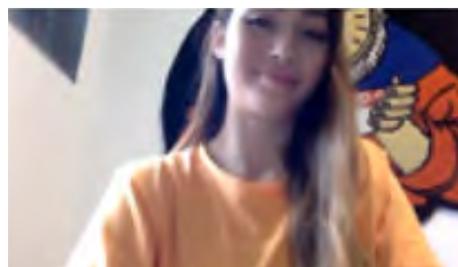
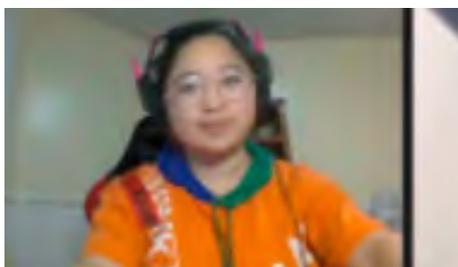
Professor and Program Coordinator of the Forensic Identification Graduate Certificate program, Debbie Harris, led a class discussion on the significance of Orange Shirt Day, with students.

Forensic Identification student, Jade Danville, shares why this day is important and why honouring this day has personal significance to her:

“Orange Shirt Day is a day to honour the survivors of residential schools by spreading awareness about the terrible things that they went through. It is also a day to show our support for the kids of today and let them know that they matter. The orange shirt represents healing and reconciliation, but it also represents a willingness to stand up for what is right and that is what I will always do.

Orange Shirt Day hits a little close to home for me because my grandma on my dad’s side as well as her numerous siblings had to go through the torture of being in a residential school. They never went into great detail about what happened to them, but I could tell it impacted them greatly based on the little information that was shared.”

To learn more about Orange Shirt Day, visit the Humber’s IEE Website [here](#). To read the Truth and Reconciliation Commission of Canada, click [here](#).



Protection, Security and Investigations Professor and Students Highlighted in Maclean's Magazine

In early March, professor Francis Syms of the Protection, Security and Investigations program invited his students to join an international coalition of over 2,000 cybersecurity professionals in response to COVID-related cybersecurity issues. Approximately 15 students took part in this valuable opportunity to work alongside professionals in their field to dismantle cybersecurity threats that have emerged during the pandemic.

The students and their experience with the coalition were recently featured in Maclean's College Guide, highlighting the significant work that they were involved in and the meaningful experience and networking gained through working alongside experts in the field.

To read the full article, please click [here](#).





C-Space: For Students, By Students

C Space is a student community space led by and dedicated to students in the Bachelor of Community Development program. The intention behind the space is to connect with each other, learn from each other and celebrate each other.

When the idea was originally initiated, students planned events for peers to connect and build a sense of community. However, with the shift to virtual programming due to COVID-19 restrictions, the team is now developing online opportunities to continue to create a sense of connection across the virtual campus community. They have launched a monthly newsletter to keep students in the program updated about current events and to give students the opportunity to read and learn more about their peers. This newsletter will also provide access to important information that will help students on their road to success.

Stay tuned for the launch of the first C Space newsletter!





“ 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.

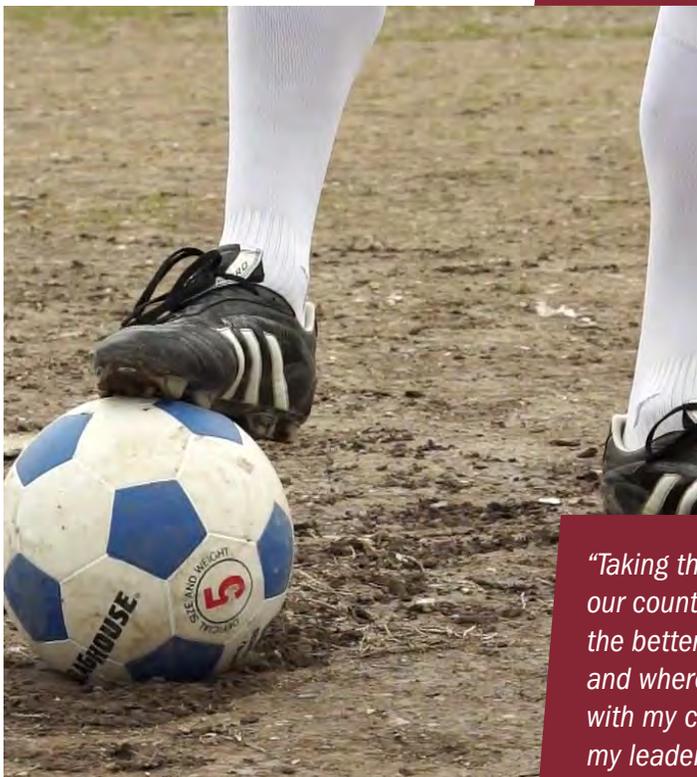
To hear more about Andrea’s strategies to bring mental health awareness to the classroom and beyond, read the full article [here](#).



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



PSYC 1500 - RC - Sim Module - V1.2 Time Remaining: 29:49

Verbal Options

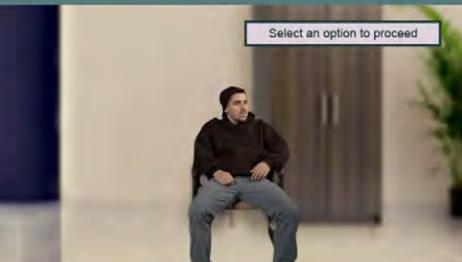
Hi Frank, how are you doing today?

How are you doing today, bud?

Frank, do you know why you're here today?

Hi Frank, ready to start?

Select an option to proceed



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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.

First Place
“Sewing Machine” by Emily Gates



Forensic Identification Photo Contest Winners

We are excited to showcase the winners of the annual Forensic Identification (FI) photo competition. In the past we have displayed some of these photos in C205 on campus, but in lieu of viewing in person we have included a gallery view of them in this issue of the Faculty magazine.

FI Instructor, Mike Gamble, tasked his students with taking a photograph that filled the frame, had texture and motion and presented the subject in a self-exploratory way. The students were also asked to play with the colour temperature of the photos, by altering the white balance on their camera in a way that enhanced the image through a warmer or cooler colour tint. The 1st and 2nd prize photos were submitted under the theme of “filling the frame”. The 3rd prize photo illustrated the theme of “motion”. The students of the program selected the top 25 photos over the course of the term, and the final decisions for the top three were made by Forensic Identification faculty and staff. Congrats to our three winners, Emily Gates, Joyce Shen, and Vera Ushakova.



Second Place
“Face” by Joyce Shen



Third Place
“Water” by Vera Ushakova

Work Anniversary Gallery Wall

- We would normally celebrate these exciting milestones in person, but while working remotely, it's just as important to stop, reflect and appreciate the hard work, creativity, and innovation that each and every one of these folks bring to the FSCS community.
- Whether it's been 1 year or 15, our community has greatly benefitted from the work they have, and continue to, do. Please take a moment to celebrate with the Humber Community. Thank you for all that you do!

KAVELLE MAHARAJ

FT Support - Event Coordinator and Community Liaison



CHRISTOPHER RUGO

FT Support - Experiential Learning Facilitator



5 YEARS

ELIZABETH KITSON

FT Academic - Professor

JOHN KOSMOPOULOS

FT Academic - Professor



10 YEARS

KIMBERLY PAVAN

FT Administration - Director, Professional & Continuing Education



TAIYA BROWN

FT Support - Placement Advisor



MEGAN OQUIAS

FT Support - Experiential Learning Facilitator

1 YEAR



SARA JOUPPE

FT Administration - Administrative Assistant to the Senior Dean, FSCS & Principal, Lakeshore Campus



ROMA MEHTA

FT Academic - Professor



ANDREA RUTHERFORD

FT Academic - Professor

15 YEARS



LINDA HILL

FT Academic - Professor

New OACYC Leadership Passing the baton from Mardi to Coura

The Ontario Association of Child and Youth Care (OACYC) is the professional association representing Child and Youth Care Practitioners (CYCP) in the province of Ontario, Canada. The OACYC provides professional standards, regulations, support, and a Code of Ethics to its members thus ensuring integrity, accountability, and excellence. The OACYC is focused on building awareness about Child and Youth care in Ontario through advocacy efforts, elevating professional standards of practice and regulation/legislation.

The Association believes that all children, youth and families, regardless of race, religion, gender, sexuality, ability, trauma, oppression, or socio-economic status deserve and have the right to reach their full potential. We stand in solidarity with those with whom we work and their communities to support personal growth and social change. We believe in the transformational nature of utilizing daily life events to build genuine, respectful and caring relationships with young people and caregivers through which we are able to nurture strengths, abilities and foster overall change.

Mardi Ennis-Gregory was the President of the Ontario Association of Child and Youth Care from 2018-2020



Mardi Ennis-Gregory



Coura Niang

and is proud to hand over the Presidency to Coura Niang, after the completion of her two-year term. Coura has been part of the Executive slate at the Association in the role of Secretary as well as the Co-Chair of the Equity and Inclusion Committee. Mardi and Coura share a passion for Child and Youth Care and want to ensure it is equitable and inclusive, and this shared commitment is embedded throughout all the activities, initiatives and community stakeholder communications.

Coura and Mardi not only sit on the OACYC Board of Directors together but are also colleagues in the Child and Youth Care Program at Humber College. They believe strongly that the profession should be supported, recognized and respected, and have been actively advocating towards professionalization and regulation of the field. Mardi notes that *'as a leader, I can only start from the place that I have been led to, persevere, and then allow those who come after me to grow our profession further. Coura will do not only that, but more. I am excited to see where her leadership will take our field.'*

Coura hopes to continue creating an Association culture rooted in collaboration, consultation and communication; one that enhances communication with membership, community stakeholders, government and advocates with clarity to the betterment of the field of Child and Youth Care.



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

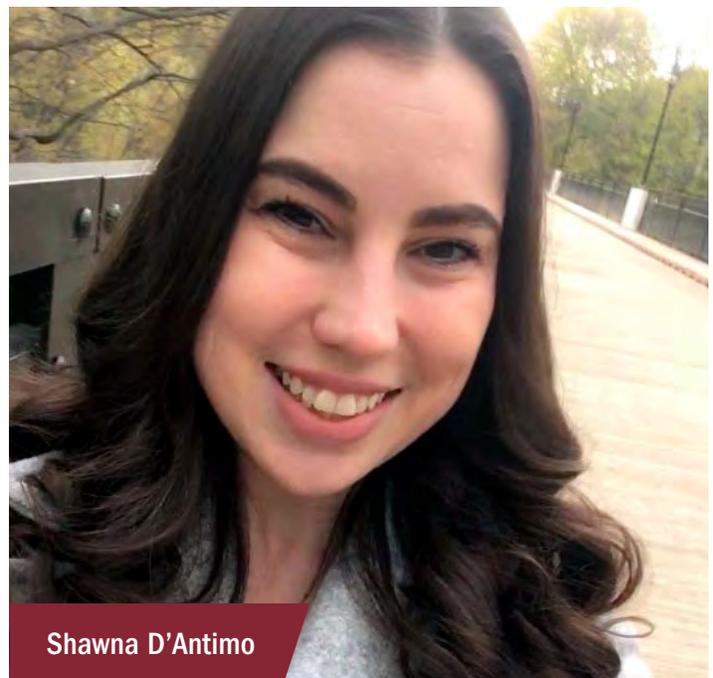
"I am excited to be part of the first graduating class for the Bachelor of Community Development program at Humber. Prior to joining as a transfer student, I received a diploma in Community Work from George Brown College. I have worked in the field of community work for over five years and have experience 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.

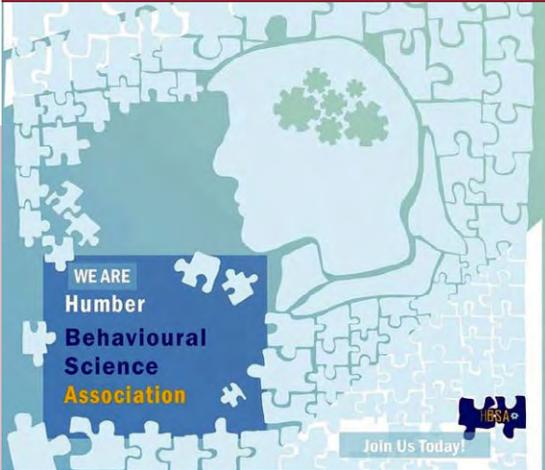
By Partnering with other Ontario Colleges, the CPL Department of the FSCS was successful in securing two new online Micro-Credentials. At Humber College, **Micro-Credentials** allow skills and competencies to be learned in a flexible, fast and affordable way. Micro-credentials are designed to help organizations 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:

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