

WE ARE MAKING A DIFFERENCE

# SOC&COM

## Work-Integrated Learning & Community Partners

*YEAR IN REVIEW*  
2020-2021

**WE ARE  
FUTURE FOCUSED**

# Welcome to the WIL Centre

Fall is a busy time for the Work-Integrated Learning (WIL) Centre. As we welcomed students back to our virtual campus, it was essential to ensure students were registered in the appropriate Work-Integrated Learning courses and connected to a Faculty Advisor/Seminar Instructor. The focus has now shifted to preparing for the Winter semester by connecting with students through virtual class visits, one-on-one virtual appointments and conducting outreach to community partners for the Winter and Summer terms.

## Here's what our students are doing right now:

With guidance from their Faculty Advisor/Seminar Instructor, students are participating in WIL courses in one of 3 ways: working with an agency in-person or remotely, working on an applied project through the Project Library, or doing a combination of project and field work.

Students preparing for placement in the Winter term have begun reviewing deadlines and completing essential documentation needed for their health and safety with the direction of their Field Placement Coordinator.

Community partners continue to express interest in hosting students for the Winter term. With newly crafted resumes, students are beginning to review the various opportunities the WIL Team has facilitated to work in-person or remotely in the field. With the guidance of their Field Placement Coordinator, students will be sending professional emails to community partners to arrange virtual interviews. and completing essential documentation needed for their health and safety with the direction of their Field Placement Coordinator.

## Meet the WIL Team

The WIL team has continued to grow and is now currently made up of 11 support staff.

You can usually find us in the Work-Integrated Learning Centre in E108, but this semester we are working virtually to safely support agencies, faculty, and students.



Half of the team is actively pursuing or are already graduated from a Master's program.

The longest team member has worked with Humber College for 29 years. That's a lot of experience!



## Spotlight on Community Partners and Anti-Racism Initiatives

The WIL Team continues to prioritize building partnerships with organizations that share the FSCS values of Inclusion, Compassion, Integrity, Self-Awareness, and Respect. We have made a dedicated effort to reaffirm our commitment to working with those actively engaged in leading and supporting practices which address anti-black racism and all forms of systemic oppression. We are proud to highlight three of our community partners who deserve special mention for their work in the field:

### VOICES Canada

VOICES (Voices Of Inspired Children Engaging Society) Canada is focused on addressing determinants of health in urban communities challenged by poverty. This summer, they launched an anti-Black racism project, the Green Book Worthy Initiative. This initiative sets out to engage BIPOC participation in crafting a set of guidelines and recommendations to be used by organizations. The Green Book Worthy Initiative is intended to help organizations promote safe spaces that encourage meaningful participation of BIPOC members in these environments.

### Urban Alliance

Urban Alliance on Race Relations provides training and research to address racism in society. This summer, they collaborated with other community-based organizations to release a joint statement: "Embracing Hope - Building Communities". This statement emphasizes the importance of taking a community-based approach to ending violence. By signing this joint statement, the community demonstrates a commitment to building an inclusive and caring society. Urban Alliance is currently engaged in 10 projects related to racial justice and racial equity.

### The 519

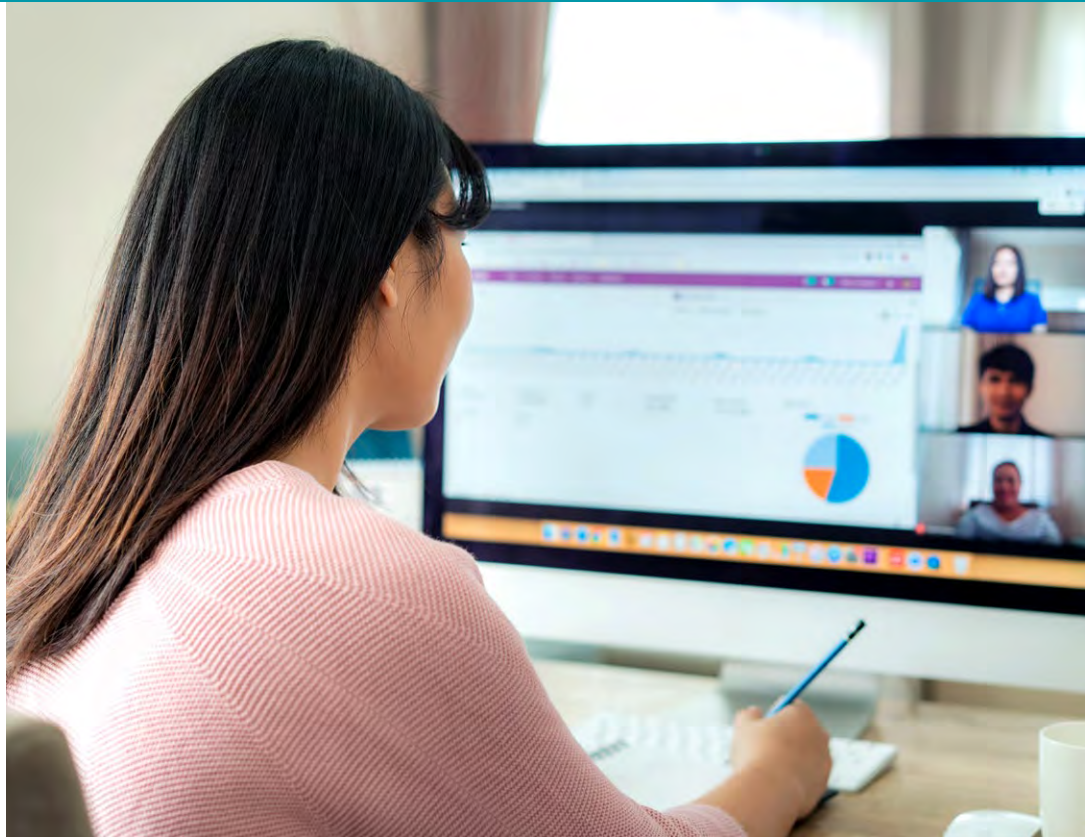
The 519 offers supports, resources, space and workshops for those in the LGBTQ2S+ community. The Trans People of Colour Project (TPOC) is a specific initiative that aims to support racialized trans people in Toronto by providing access to training, skills development and employment opportunities for TPOC to take up community leadership, provide access to affirming sexual health promotion information and services.

\*If you would like to suggest organizations or projects with community partners, please connect with your Field Placement Coordinator.

For more information on the FSCS WIL Centre, please contact Manager, Placements and Partnerships - Corina Ivory >

## 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)

## Welcome to the WIL Centre

Winter continues to be busy for the Work-Integrated Learning (WIL) Centre regardless of restrictions in Ontario. As students are now well into winter courses, our focus has shifted to the upcoming summer and fall semesters. Field Placement Coordinators are connecting with long standing partners of the FSCS to establish their needs and understand how Humber students can support their programs and services. Developing new relationships with community agencies provides an opportunity to diversify Work-Integrated Learning experiences.

Work-Integrated Learning has been a popular topic in the media in January 2021. Many news outlets have highlighted the many ways that institutions can continue supporting students. Derek Stockley and Corina Ivory from our Faculty of Social and Community Services have been highlighted in multiple news outlets: Post-secondary school work placements go virtual, Challenging times for post-secondary students, Community services web portal a stopgap on road to central Etobicoke hub: Humber college students working on virtual tool, and fast track your learning in the caring professions.





# SPOTLIGHT ON COMMUNITY PARTNERS

## AGENCIES FOCUSED ON COMMUNITY JUSTICE

The WIL Centre is excited to highlight a few justice-focused organizations in this edition that primarily support students in the Bachelor of Social Science, Criminal Justice degree and the Community and Justice Services diploma. These organizations are committed to providing students with great Work-Integrated Learning opportunities and have found ways to continue supporting students throughout this past year.

### 1 THE JOHN HOWARD SOCIETY

The John Howard Society – Bail & Supervision Program of Peel-Halton-Dufferin (JHSPHD) traditionally operates from office and court room settings. It provides an alternative to a remand in custody for individuals seeking bail releases with community-based justice programs for both adults and youth. This program works to educate, empower, and support the individual's ability to make the necessary changes to reduce recidivism (convicted criminals to reoffend).

Due to COVID-19, this program has managed to shift their work online, continuing to support community members and student opportunities virtually. JHSPHD is working closely with justice system partners to operate virtual courts, including the bail and diversion programs. They have also shifted to an entirely web-based phone and case management system to ensure quality of service in a virtual world. Clients are offered supervision, groups, and individual counselling by video or telephone and staff work with clients to find adequate technology.

### 2 FINGERPRINTS, IDENTIFICATIONS AND PARDONS SERVICES INC (F.I.P.S.)

Fingerprints, Identifications and Pardons Services (F.I.P.S.) is a Royal Canadian Mounted Police (RCMP) accredited agency since 2003, and family operated by two former Police Officers. F.I.P.S. has two locations in the greater Toronto area and includes services such as electronic (digital) fingerprinting, traditional ink-and-roll fingerprinting, conversion from ink prints to electronic format as well as Canadian Police Information Checks (C.P.I.C.).

Students that work with F.I.P.S. have the valuable experience of learning how to fingerprint clients who require criminal record checks for all levels of government and private companies.

### 3 SALVATION ARMY: CORRECTIONAL AND JUSTICE SERVICES

The Salvation Army Correctional and Justice Services provides a broad range of services to individuals affected by the justice system. Community Residential Facilities (CRF) delivers programs to men serving federal sentences to support reintegration back into the community. Staff provide counselling, employment support, and housing assistance, while monitoring conditions determined by the Parole Board of Canada. CRFs work closely with Correctional Services of Canada and Toronto Police Services to support public safety.

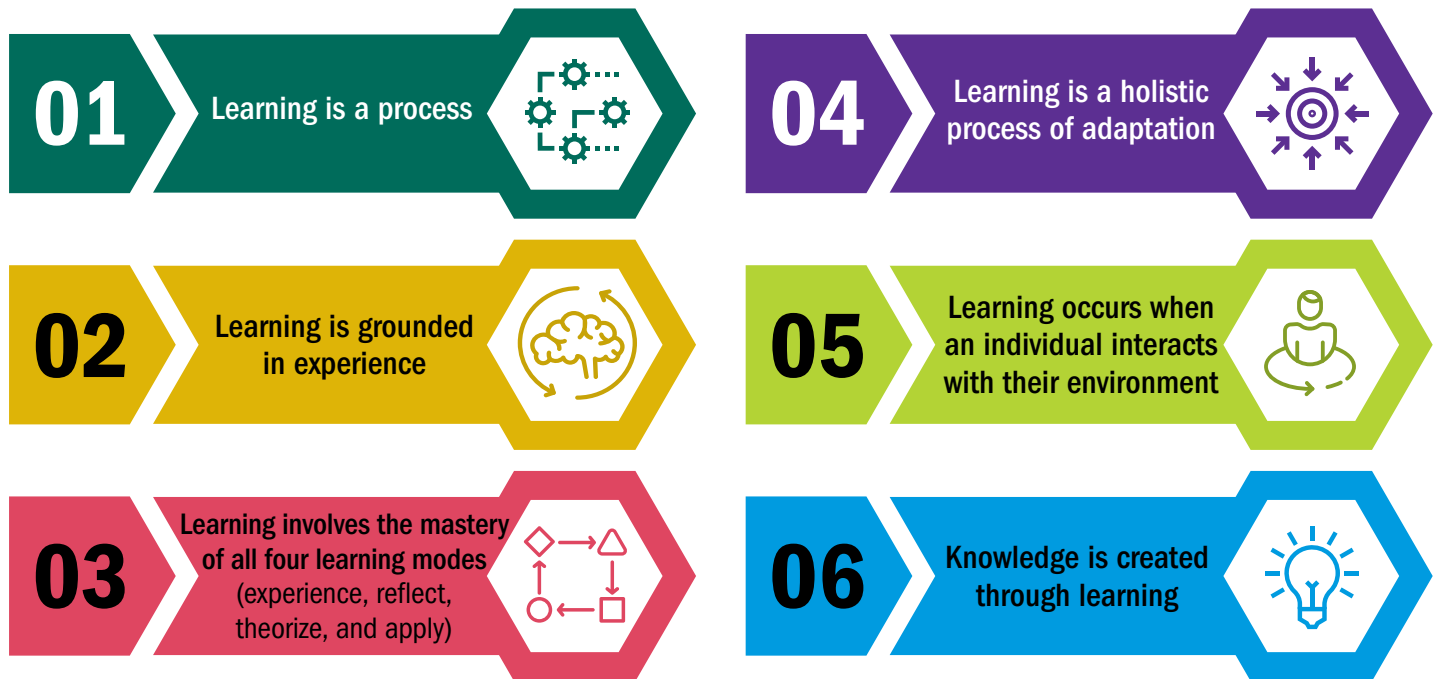
Humber students have an opportunity to engage in WIL at the three CRF's located in Toronto: Archibald Centre, Bunton Lodge, and Harbour Light. Students working with Salvation Army learn from the Support Workers, Caseworkers, and Community Resource Coordinators to support clients, starting with simpler tasks and transitioning to case management.

## WIL Centre Highlight – KOLB’S EXPERIENTIAL LEARNING CYCLE

Theoretically grounded WIL ensures deliberate engagement, which promotes meaningful learning experiences. At Humber, Faculty Advisors and Seminar Instructors are connected to WIL courses to provide ongoing supervision and support while students engage in WIL. There are several pedagogies related to experiential education which have been developed with David A. Kolb, a major contributor

and educator to this area. Kolb’s Experiential Learning Theory suggests that “learning occurs when an individual recognizes a personal experience and transforms that experience through their affect, perceptions, cognitions and/or behaviours” (HEQCO, 2016).

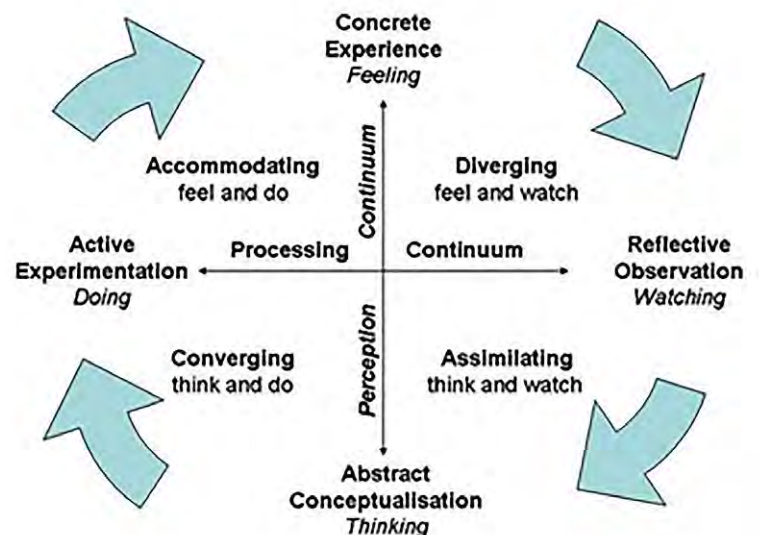
There are six core tenets of Experiential Learning Theory:



### The Experiential Learning Cycle comprises 4 modes of learning:

- Concrete experience
- Abstract conceptualization
- Reflective observation
- Active experimentation

These 4 modes do not necessarily occur in a sequential manner but are instead integrated within a learning experience. Concrete experience emphasizes an individual’s engagement with an experience. Reflective observation involves descriptive observations of what or how an event was experienced. Abstract Conceptualization occurs when a student applies logic, theory, and concepts to an experience. Active Experimentation emphasizes experimentation to alter an environment or experience. When each of these modes are present, an optimal level of learning occurs.



Higher Education Quality Council of Ontario (HEQCO). (2016). A practical guide for work-integrated learning.