

SHOW CASE

**WE ARE
FUTURE
FOCUSED**

Work-Integrated Learning
Project Showcase
Summer 2020



HUMBER

Faculty of Social & Community Services

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A letter from the Senior Dean

As a leader in polytechnic education, we strive to make the connections between theory and practice come to life as our students prepare for careers that will change the lives of others. Student placements play an integral role in the experience we offer, and the way in which our students learn to be agents of change in the professions they are studying. COVID 19 has introduced new challenges to the way all 800 of our industry partners work, and also in how they support our students. As the world began to shut-down, so did many of the opportunities our students had to experience this hands on learning.

To tackle this challenge we convened faculty who work in industry to help us create new ways of ensuring our students put their education into practice. The Project Library was developed to create opportunities for our students to work in remote ways to create tools that could help their fields, the clients that are served, and even the students themselves. This publication outlines just some of the work that our students did while showcasing the creativity and compassion that Humber is known for. I hope you enjoy reviewing these projects, and consider joining us to create new ones as we move into a future that will be very different than the past we are leaving behind.

Sincerely,

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

A letter from the Manager, Placements and Partnerships

Work-Integrated Learning is a partnership model designed to prepare students for the workplace through direct experience. The Work-Integrated Learning projects you are about to explore showcase examples of what our students did when the world paused.

We would like to extend our sincerest appreciation to all of the individuals who applied their creativity and determination to reimagine our services and communities in new and meaningful ways. We are on the precipice of creating new social systems and know that the only way forward is by learning from each other and working together. We hope that you will be inspired to address collective problems through collaboration with the Faculty of Social and Community Services at Humber College.

There are many ways to collaborate with Humber: supervise one student in your workplace or host an interdisciplinary team through an applied project; engage with faculty on research relevant to your field or present a challenge to a classroom of students. Our students are eager to work with you and learn from you in-person as well as remotely.

Programs in the **Faculty of Social and Community Services** include a range of disciplines from Human Services to Justice Services.

I hope these projects inspire you to connect with our Work-Integrated Learning Center to explore ways that our students can help you lead the way in reimagining our world. My team is available at **FSCSwork.learn@humber.ca**.

Corina Ivory
Manager, Placements and Partnerships
Faculty of Social and Community Services
Humber College



Me First Podcast

Project Team:

Emily Lewis

Courtney Wood

The Me First podcast acts as an information hub providing listeners with a new vehicle for accessing community resources in the Greater Toronto Area (GTA). The show is hosted by Emily Lewis and Courtney Wood, who bring information to light regarding the various services available to the community, how to access these services, what the processes entail, as well as their own personal insights. There are a total of six episodes, each of which target a different demographic and the services available for those specific needs.



“Mental health has an impact on everybody. The unique experiences that we all deal with have a direct impact on our experiences with mental health.”

Grounded: A Mental Health Podcast for Secondary School Students

Project Team:

Nancy Bizzarro

Meaghan Hale

Victoria Kodytuakku

Marieanna Kucza-czarnota (Anya)

Mallory Young

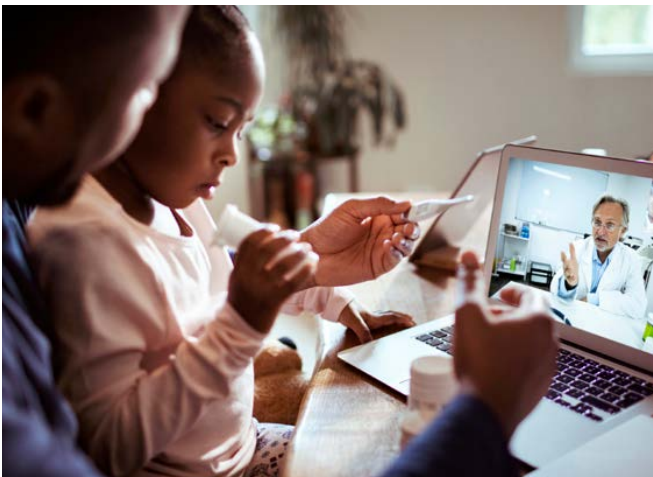
The project identified three specific issues students in the ADMH program may experience and worked to create resources in the form of a podcast and guide for each of these issues. The issues examined included Prioritizing Mental Health in Post-Secondary Education, Burnout and Diversity Issues in Mental Health.

Episode one considers individual experiences with mental health and looks at College-specific resources to break down walls and promote the de-stigmatization of mental health. Episode two discusses the concept of burnout and how burnout can trigger mental health issues within individuals, while providing student specific resources. Episode three explores how mental health care has typically been explored through a westernized viewpoint, resulting in mental health care practitioners exploring treatment with a “one size fits most” approach. This episode takes an intersectional approach to examine mental health care and how college students access it, while considering the impacts of the historically used westernized viewpoint.

Telehealth Approaches to ABA

Project Team:

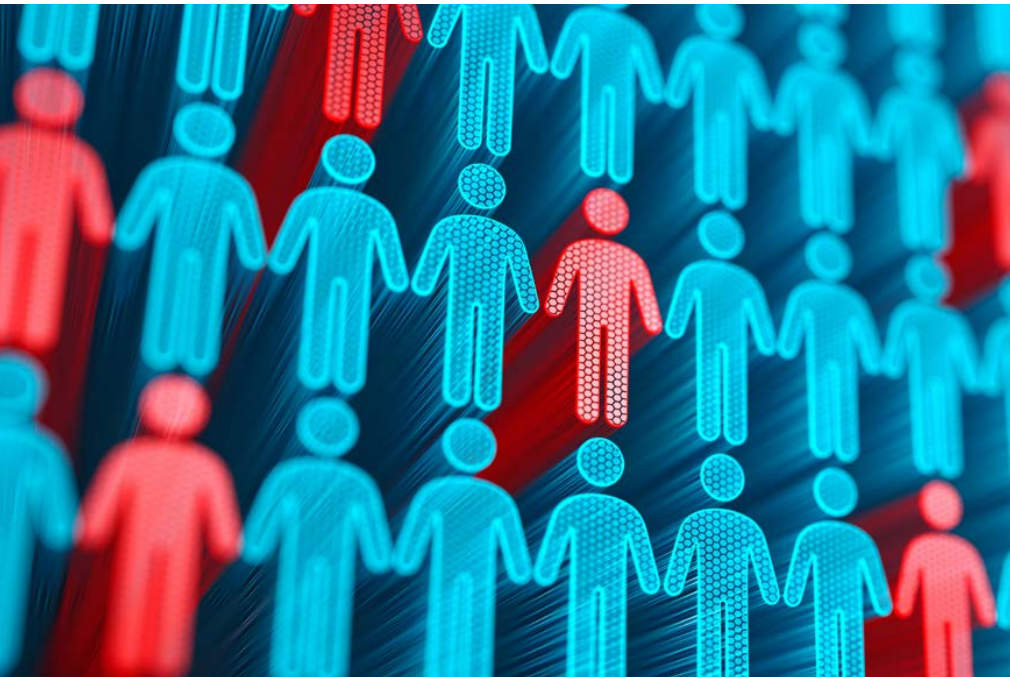
Chrisnaly Jade Cayron
Colton Healy
Charlotte Ward-Elliot



Resource Guide

For Remote ABA
Treatment

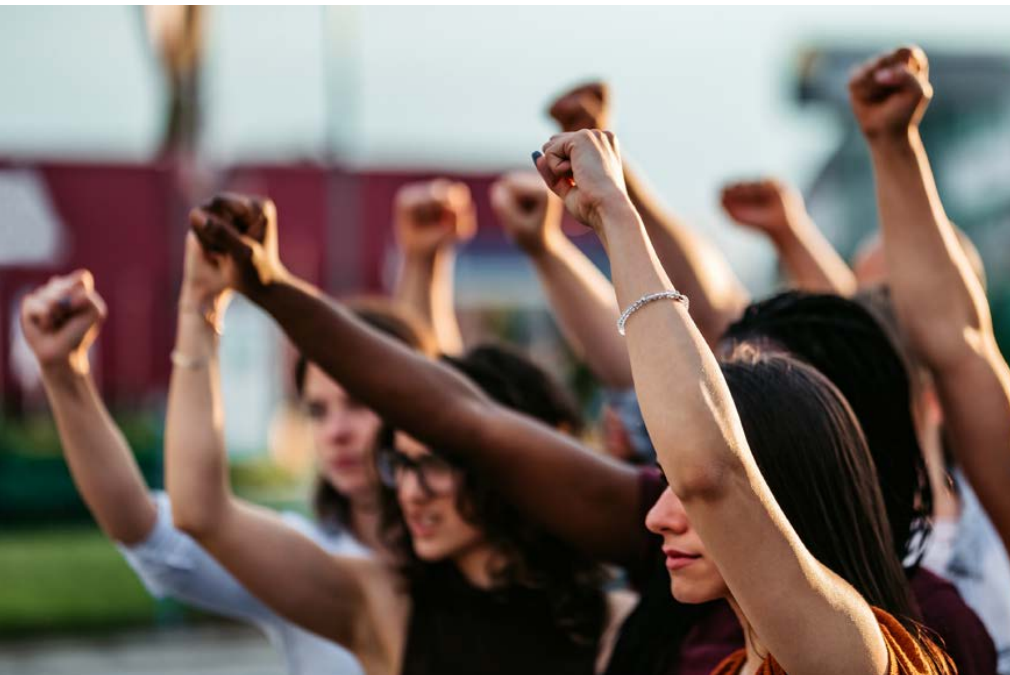
Due to the global Covid-19 epidemic, ABA services have needed to evolve to suit the recommendations and laws of a region's governing body. The concept of social distancing is a large component of Canada and Ontario's response to reduce the spread of Covid-19. Therefore, services like ABA were modified for delivery through the Telehealth model. However, ABA is predominately a service that requires a behaviour analyst's physical presence with the client in order to develop and deliver behavioural interventions (Cox, Plavnick & Brodhead, 2020). Behaviour analysts are trained to observe and record frequencies of behaviour, behavioural analysis and then develop treatment plans. In order to successfully deliver ABA services through a Telehealth format the following five key issues need to be considered: delivery format, readiness of client to engage via Telehealth, competency of the caregivers, client safety and ethical considerations, and assessment of Telehealth treatment efficacy. This project developed a resource guide for Telehealth Approaches to ABA.



How to Navigate Our New World: Pandemic and Global Revolution

Project Team:

Dallia Al-Hallis
Brandon Carreiro
Calley Durbin
Cole Paleshniuk
Curtis Rose
Elora Sanchez



Black, Indigenous and People of Colour (BIPOC) are not only experiencing a global pandemic but a revolution. BIPOC have been targeted for years, with a long history of police brutality, and hate. Now more than ever it can be overwhelming for some individuals to think of how they can protest safely . How do I leave my house during a pandemic? What can I do virtually if I'm unable to attend a protest? How can I be an ally for our BIPOC? This project identifies strategies of how to protest safely, in-person or virtually.

“An idea that is developed and put into action is more important than an idea that exists only as an idea.”

– Edward de Bono

Humber Voices Podcast

Project Team:

Michael Ajibe
Maria Daschevi
Brigette Hernandez
Jessica Pierson
Davian Reynolds



Humber Voices is a collection of podcast episodes designed to help first year college students feel prepared and excited for their new college experience. Since students are currently battling the Covid-19 pandemic, new students entering their first year will have a different experience at Humber than others in the past. Listeners will have the opportunity to learn through the experiences of the hosts, who will offer tips and tricks to support students' transitions.

Mapping Community Resources

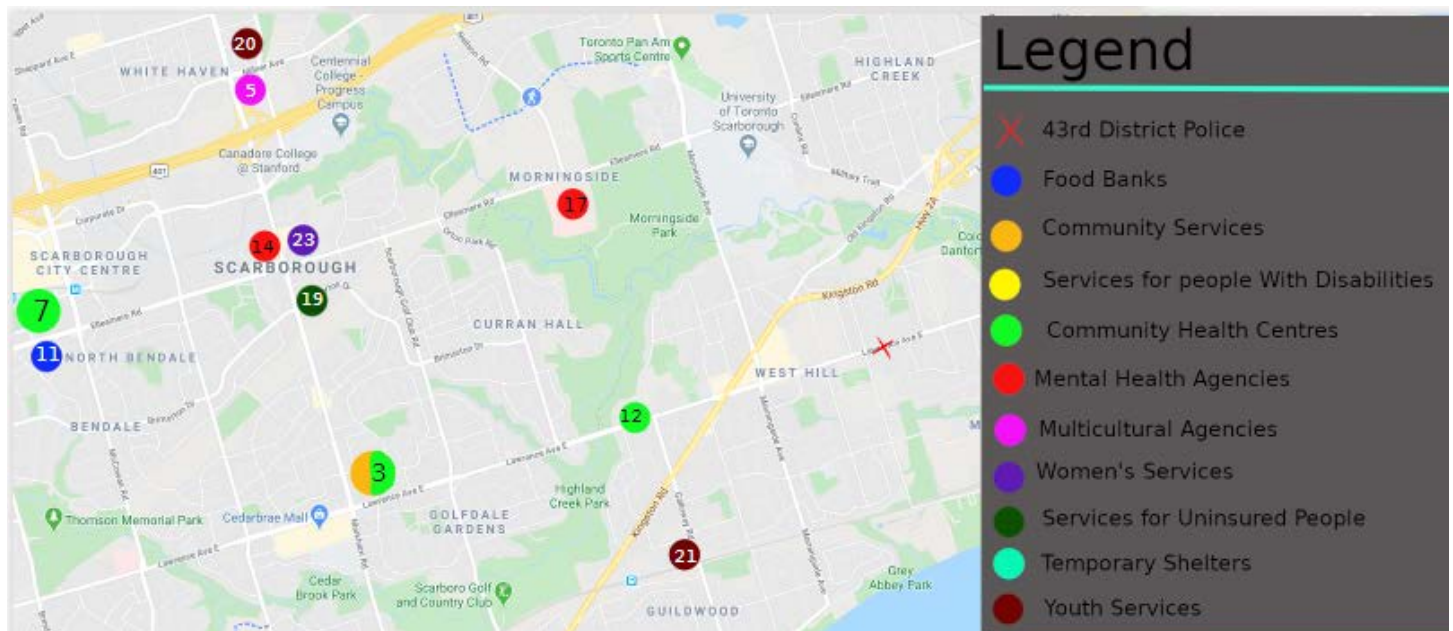
Project Team:

Steve Thanh Vuong Chau
 Ian J. Hopkins
 Courtney L. Roach
 Tanysha Thomas-andorfer
 Raychel K. Wells

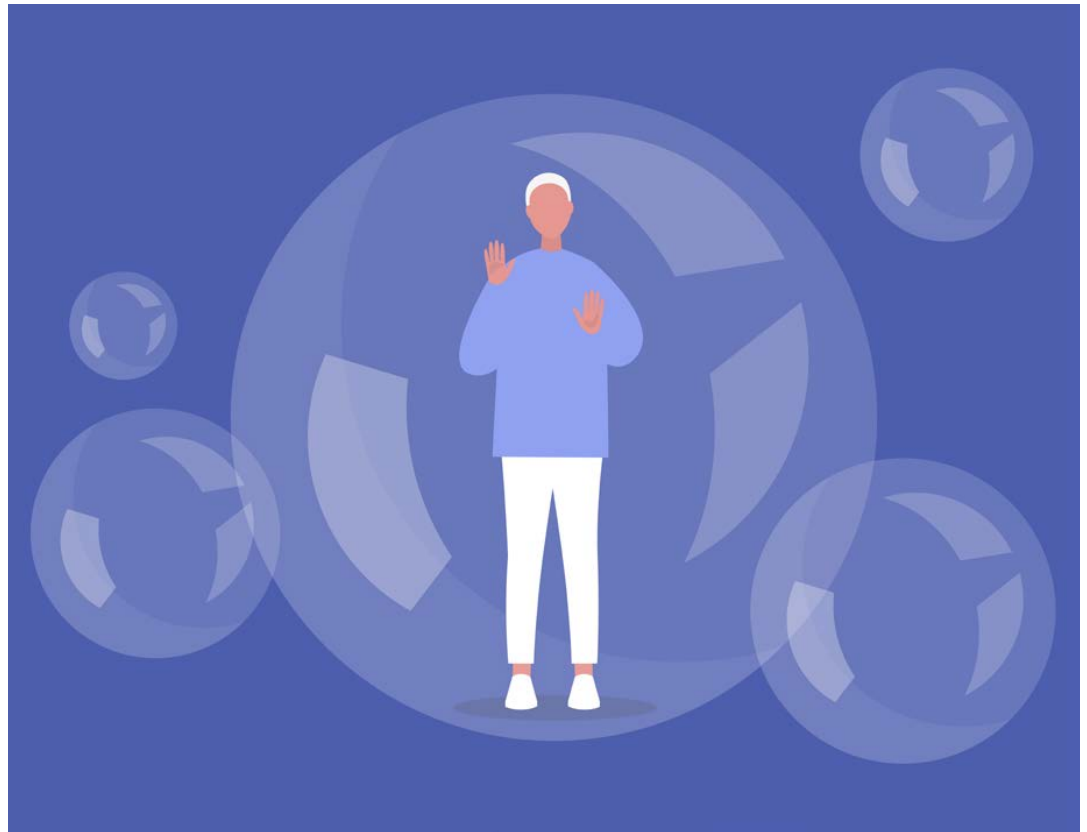
Homelessness is a prevalent issue in the GTA, especially in the city of Scarborough. Whereby, the most recent Toronto Street Needs Assessment 2018 Report estimated that the total Homeless population in Toronto was upwards of 8,700 people. In addition, the City of Toronto’s Infrastructure and Service Improvement Plan for the Emergency Shelter System staff report for 2015 found that on any given night about 950 people maybe experiencing absolute homelessness in Scarborough. Meaning that many individuals who experience absolute homelessness, must face the difficult reality of living on the streets with no physical shelter of their own.

This project identifies an immediate gap in information being transmitted to police service members that are usually the first to respond to issues within the homeless community and maps out community organizations and resources in the target community of Scarborough. The project concludes that revision of the current database of agencies that could offer beneficial services to this marginalized group is essential, considering the COVID19 pandemic and all the invariable logistics and evolving services.

“We recognized an immediate gap in information being transmitted for police service members...and that a revision of their current database of agencies...is essential.”



“It is important to protect our mental health since it is an essential part of who we are as a human being.”



Social Isolation

Project Team:

Latoya Burgin
Shakira Charles
Kaitlin McDonald
Helen Ng
Felicia Upi
Reileigh Zohren



One of the most challenging things that people faced during this pandemic is isolation. Isolation and loneliness are also common struggles among those who suffer from mental illness. Even before the pandemic of COVID-19, loneliness and social isolation were already major issues faced by many.

It is important to protect our mental health since it is an essential part of who we are as a human beings. Being able to have an open conversation about our mental health and things that affect us, can help people cope during these difficult times. This project identifies a breadth of educational tools and resources to support those struggling with social isolation during the pandemic.



Supporting Social Distancing During COVID-19

Project Team:

Jessica Douglas
Shae-Lynn McMartin
Dajana Pljevacic
Rebecca Theodorou
Necretia Watson

During the Covid-19 Pandemic, a new way of life needed to be implemented in order to prevent the spread of the illness and to protect the citizens of Canada. Social distancing has posed many challenges for everyone. For some, it has proven to be more difficult than expected. The groups that are mainly affected are the elderly, youths and homeless people. COVID-19 pandemic has forced us to distance ourselves, and the new bylaws implemented have not made it any easier to cope.

Social distancing for various groups during this pandemic is very difficult, especially if they are unable to be with family and friends, have poor functional status, feel misunderstood, and depressed. This project looks at the challenges that various groups have faced at the global level and what measures have been identified to support social distancing during COVID-19.

Healthy Eating and Super Foods

Project Team:

Olivia Bagnoral
Katrina Ceccarelli

Cooking can be therapeutic for many!

An individual's food choices each day has a huge impact on their general health, both mind and body. Although food choices are only one aspect of a healthy lifestyle it is a great first step especially for youth between the ages of 13 - 18. In adolescence, one begins to enhance their life-skills and independence. Knowing how to make simple and healthy recipes is an essential life-skill in order for one to take care of themselves and live independently. The purpose of the project is to help enhance one's confidence in following and preparing recipes. The project is also intended to be informative discussing the benefits of cooking different brain superfoods with the corresponding nutritional facts and provides resources with other recipes and healthy food options.

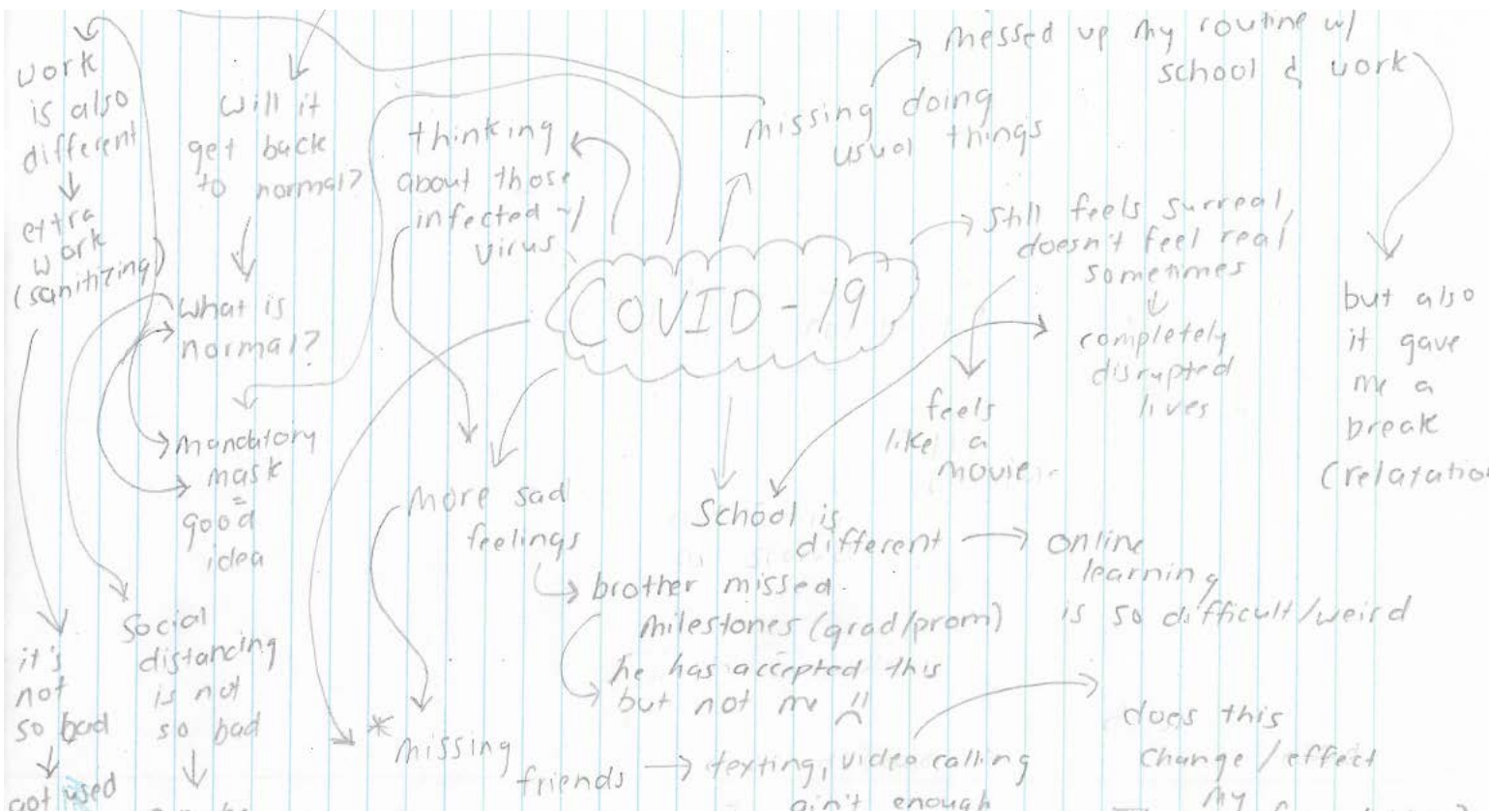




Mind-Map Journaling: A Guide for CYCPs and Clinicians

Project Team:
Elthea Estrada

This project provides tools and resources to support Mind-Map Journaling. This project was developed as a toolkit for Child and Youth Care Practitioners and Clinicians, providing in-depth resources and templates to support mind-mapping activities for youth.





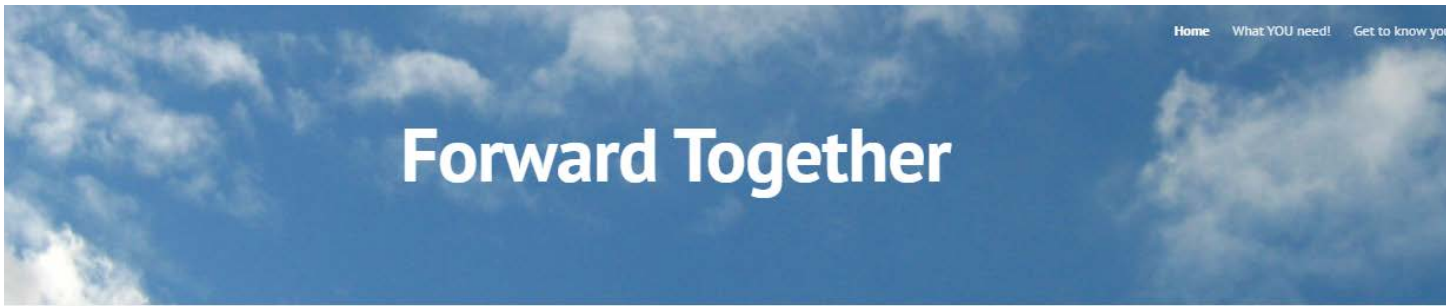
Therapeutic Activities for Children and Families

Project Team:

Jenna Bourque
Jade Chung
Agnes Erazo
Teniqua Gaynor-Spence
Seyda Saglamdemir

This project developed an interactive website with a variety of therapeutic activities, that are targeted for youth aged 9 to 11. The purpose of the website is to offer a holistic approach that offers tools to learn and practice mindfulness, build self-identity, and foster positive relationships in a healthy and safe environment. Included in the site are modifications, adult tips, and resources for practitioners.





**“Change is the
end result of
all true learning.”**

– Leo Buscaglia

Forward Together

Project Team:

Moya Percy
Thania Quevedo
Rachel Scrivo

In the wake of COVID-19, there has been many conversations surrounding issues of racial relations. Forward Together is a website aimed at informing young people on how to educate themselves on these issues and how to become an ally. It outlines steps on how to stay safe amidst COVID-19, safeguarding mental health, knowing rights and legal resources, as well as steps to take in a variety of activities such as attending a demonstration or going to the store. The website provides an array of resources for young persons' various needs.



Gratitude in Grief Journaling Practice

Project Team:
Agnes Erazo

This project developed new journaling practice for those experiencing grief. The purpose of this practice is to offer a tool of using gratitude in grief as part of the healing process. The journaling practice allows the writer to use self-reflection, positive thinking, and focusing on emotions to find gratitude in their life. It encourages being open and honest about emotions, and reflecting on memories of a specific loss, whether it is a person, pet, relationship, object, job, or a part of themselves. The aim is to help the writer build their resiliency and find hope. The process is detailed and includes an easy step-by-step guide. This practice is best suited for youth that are in their teens or older. It also includes a note for practitioners.



Social Isolation and Navigating Relationships

Project Team:

Olivia Bagnarol
Jessica Dipirro
Elthea Estrada
Marzia Monopoli

This project explores various themes as they relate to Social Isolation and Navigating Relationships. The team behind this project, created a resource and toolkit using three different videos on the following topics: a Toolkit for Making Transitions: School Based Relationships during Social Isolation, Navigating Your Relationship with Social Media: Overexposure during Social Isolation and Building a Relationship with Yourself: Enhancing Self-Awareness During Social Isolation.

Strategies for Mental Health (Youth Focus): Art Making and Anxiety

Project Team:

Jasmine Delottinvillea



This project uses a youth focused video to explore the meaning of “anxiety” and how our bodies respond to it. In addition to identifying reasons why one may feel anxious, it examines art as a form of self-care for reducing feelings of anxiety, while offering a wide variety of related resources. This project also identifies several art projects that youth can try at home.

“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.”

– Mary Lou Cook



Strategies for Mental Wellness (Youth Focus): Mindfulness and Anxiety

This project provides tools and resources geared towards school-aged children from grades 3 – 6. It is geared towards children with anxiety disorders and can be used as a tool for other purposes or disorders based on individual needs and level of development.

Project Team:
Thania Quevedo

“The great aim of education is not knowledge but action.”
– Herbert Spencer



“I intend to enrich, practice and learn how to implement many of the community development skills and tools that I have gained throughout my first three years of study.”



Senior Connection

Project Team:

Lisa Trolley

This project identifies a student's intention for future work, including reflections on recent achievements in the student's work placement agency. This project outlines the student's intention to enrich, practice and learn how to implement many of the community development skills and tools gained throughout their first three years of study. The project also explores the organizational not-for profit structure and governance, and various aspects of operations and administration.





Life Skills Project

Project Team:

Trishana Nelson
Jessica White

The Life Skills project was created to promote independence and confidence for individuals with developmental disability within the community. As you know, many individuals we support are transitioning from a group home to the Supported Independent Living (SIL) with minimum support from a support staff. This project enables many resources using key chain PECS, social stories, and videos to help guide and prepare them. Each module is followed by a task analysis where clients can track their progress.





Activities for Seniors with Dementia in Long Term Care Facilities

Project Team:

Rima Kasbar
 Julius Adonis Mateo
 Hawa Mohamed
 Rutendo Ruimbe

Research shows that Seniors with Dementia face a higher risk of social isolation and depression.

As a result of COVID-19 restrictions, seniors may be at risk for little to no support because precautionary steps were enforced to minimize visitation rights. Health practitioners are recommending that seniors isolate to minimize their risk of contracting COVID-19. Due to this new reality, the project team found it beneficial and relevant to create delivery methods for new activities, adapting to new precautions and restrictions in the face of the pandemic. These activities will ensure the safety of all seniors and ensure that they continuously receive much-needed therapeutic activities. Moreover, the activities will reduce the impact of isolation during COVID-19 to fight and manage the effects of Dementia.

People with dementia have raised great families, managed successful companies and have done so much more.

What can we do to preserve the roles they have always undertaken in their lives?

What role can our seniors living with dementia play to make a difference to the community in-light of COVID-19?