THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
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We acknowledge that we are on the traditional, ancestral and unceded territory of the həṅḋəmiṅəṁ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 531 Client Centred Services for Adults – Course Syllabus (3)

Program:	MLIS/MASLIS
Year:	2020 Summer Term 1
Course Schedule:	Asynchronous
Location:	Online
Instructor:	Tess Prendergast, MLIS, PhD
Office location:	N/A
Office phone:	N/A
Office hours:	Virtual meetings by appointment
E-mail address:	tess.prendergast@ubc.ca
Learning Management Site:	https://canvas.ubc.ca/courses/50136

Course Goal: A basic precept of library service is that it be designed to serve the particular interests and needs of the community, institution or organization that created

it. This course concentrates on how the interests and needs of particular adult client groups, or potential client groups, within a community can be identified and integrated into the ongoing operations of the public, university, college or special library.

Upon completion of this course students will be able to:

1) Identify and assess the diverse needs of identifiable client groups served by a library, in order to determine appropriate library services and collections (1.1., 1.2., 2.2.)

2) Understand and explain the special circumstances of particular client groups which make them either disadvantaged in our society, or create for them special needs and problems in accessing information and making full use of the library (1.1., 1.2., 1.3., 2.2.)

3) Plan services on a priority basis, and to evaluate them for their effectiveness in meeting the identified needs of client groups (1.1., 2.2., 4.1.)

4) Discuss the philosophical, professional, and practical issues related to serving specific client groups, and the role of the library in furthering societal goals, and empowering individuals and groups within the community. (1.1., 1.4., 2.1., 2.2., 5.1., 5.2.)

5)Understand the steps involved in program planning and presentation, and in marketing and evaluating programs (4.1., 4.2.)

6) Tailor a library's collection to the specific needs of an identifiable group or community of users (1.1., 1.2., 1.3.)

Course Topics:

- Defining adult services: its history, current practice, special issues
- The planning process in library services
- Assessing clients' needs and determining priorities
- Planning, promoting, financing, implementing and evaluating programming in public libraries
- Serving recent immigrants, international students and ethnic communities
- Cross-cultural communication
- Information needs of First Nations communities and individuals
- The role of libraries in promoting literacy
- Serving people with disabilities
- Reaching the poor and homeless
- Library Services for older adults

- Serving the homebound and institutionalized
- Library services and collections for LGBTQ+ communities

Prerequisites:

MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of iSchool Graduate Advisor

Format of the course: Asynchronous, readings, discussions, activities, group assignments and written assignments

Required and Recommended Reading: Required readings will be listed in the course Canvas site.

Course Assignments

Assignment Name	Due Date	Weight	Graduate Competencies
1)Readings Response Journal #1 Weeks 1-2	May 24th	10%	1.4., 2.1., 4.1.
2)Readings Response Journal #2 Weeks 3-5	June 14th	15%	1.4., 2.1., 4.1.
3) Group project: Assessing and meeting the information needs of a specific client group of adults	June 12th Posted on Canvas June 15th Peer feedback due June 18th	25%	1.1., 1.2., 1.3., 2.1, 2.2, 3.1.
4) Final project: Design an adult library collection, service or program *Proposal due during week 4*	June 26th	30%	1.1., 2.2., 4.1., 4.2., 5.3

5) Regular discussion board participation	Participate in 2 discussion topics per week	20%	1.4., 3.1, 4.1.

Course Schedule [week-by-week]:

Topics	Date
· Course introduction and overview of adult services in libraries · Understanding adult learning, assessing adults' library service needs across contexts, and addressing adult's library anxiety	Week 1 May 11-May 17
· Cultural competencies, understanding intersectionality, finding and using demographic data about community composition, and effective outreach to communities · Program planning & program evaluation	Week 2 May 18-May 24
· Research about refugees / Immigrants / International students, and library collections, services and programs relating to refugees, immigrant and International students · Research about LGBTQ+ people, and library collections, services, programs relating to LGBTQ+ people and their families and allies	Week 3 May 25- May 31
· Research about Indigenous people in Canada and beyond, and library collections, services and programs relating to Indigenous people · Research about people with disabilities, and library collections, services, programs relating to people with disabilities	Week 4 June 1-June 7
· Research about "new adults" and new parents and library collections, services and programs relating to "new adults" and new parents · Research about older adults, and library collections, services and programs relating to older adults	Week 5 June 8 – June 14

·   Research about trauma informed services and research about, and library responses to, issues such as: Poverty, homelessness, addiction, and incarceration

· Student presentations · Peer feedback on student presentations	Week 6 (short week) June 15-June 18

Attendance: Regular and punctual attendance is expected in this class and comprises part of your participation mark. Unexplained absences may result in a lowered participation mark in this class. If at all possible, please let me know in advance by email if you are going to miss a class, be more than a few minutes late for a class, or need to leave early. Severe illness and family emergencies are usually the only circumstances that will not incur penalties on your participation mark. Please note that I may ask you for documentation from a health professional or Access and Diversity.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site. I provide brief grading criteria for assignments and you are encouraged to ask for clarifications on anything that is not clear in the assignment descriptions well before they are due. Late assignments or missed class-wide activities may result in lowered marks. In cases of severe illness or family emergencies, you will be granted an extension by letting me know as soon as you are able. As per the iSchool's policy available here https://lais.air.arts.ubc.ca/students/courses/ your written work may receive a lower mark if it is, in the opinion of the instructor, deficient in English, however, I occasionally invite students to revise and resubmit their work if it needs editing. Please make full use of the supports offered on campus to improve your writing for example at the Learning Commons available here https://learningcommons.ubc.ca/improve-your-writing/writing-consultations/

If you are struggling with the writing aspects of this course, please contact me so we can come up with suitable accommodations. These may include making videos or audio recordings in place of writing for some of the course work.

Required Materials: There is no textbook in this course. Citations and links to the required and recommended course readings are in the course Canvas site. Required readings will be used as jumping off points for our regular weekly discussion group interactions. Participation in discussion groups is mandatory.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that

sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: [https://students.ubc.ca/about-student-services/centre-for-accessibility]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.