



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm 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)**

<b>Program:</b>	MLIS/MASLIS
<b>Year:</b>	2022-2023
<b>Course Schedule:</b>	Tuesdays & Thursdays, 2pm-5pm
<b>Location:</b>	Buchanan D 201
<b>Instructor:</b>	Dr. Tess Prendergast
<b>Office location:</b>	iSchool Adjunct Office
<b>Office phone:</b>	604-822-5007
<b>Office hours:</b>	Tuesdays & Thursdays 11am-12pm & by appointment
<b>E-mail address:</b>	tess.prendergast@ubc.ca
<b>Learning Management Site:</b>	<a href="https://canvas.ubc.ca/courses/95166">https://canvas.ubc.ca/courses/95166</a>

#### **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.

**FNCC specialization:** The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

#### **Learning Outcomes**

#### **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 Indigenous 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:** Lectures, in-class activities, student-led presentations, occasional guest speakers and field study.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 20 hours (this is for a compressed summer schedule)

**Required and Recommended Reading:** All required readings will be listed in the course Canvas site. There is no textbook for this course.

**Course Assignments:**

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1: Discussion Facilitation & Reflection	June 3, 10, or 17, 2022	20%	1.4, 2.1, 3.1
Assignment 2: Group Project: Program design	June 21, 2022	30%	1.1, 2.1, 2.2, 3.1, 4.1, 4.2
Assignment 3: Final Project (3 options: Staff training; Proposal; Opinion piece)	June 28, 2022	40%	1.1.1, 2.1, 2.2, 3.1, 4.1, 4.2
Participation & reflection	June 19, 2022	10%	1.4., 3.1, 4.1.



Course Schedule [week-by-week]:

Topics	Date
Course introduction/ Overview of adult services	May 17, 2022
Adult learning / Library Anxiety / Cultural Competence	May 19, 2022
Adult program planning & evaluation	May 24, 2022
Diverse communities / Using demographic data	May 26, 2022
Newcomer communities	May 31, 2022
Disabled communities	June 2, 2022
Indigenous communities	June 7, 2022
LGBTQ+ communities	June 9, 2022
Social conditions (i.e., poverty, homelessness, incarceration)	June 14, 2022
New adults/New parents	June 16, 2022
Students' group presentations	June 21, 2022

**Attendance:** Regular and punctual attendance is expected in this class and comprises part of your participation mark. Unexplained absences will 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. Please arrange your appointments and other commitments outside class time. While illness and family emergencies are valid reasons for missing class, I do need you to email as soon as possible to let me know that you are missing for either of these reasons. NB: If I am unable to teach in person for any reason, I will notify you with details about how to keep up with the course.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). I will also explain my approach to grading in class. Please ask for clarification of any assignment instructions that are not clear. Late assignments or missed in-class 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/academic-regulations/> 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 written work. Please make full use of the supports offered on campus to improve your academic writing, for example, <https://writing.library.ubc.ca/writing-consultations/>



**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 discussed in class on a regular basis.

**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

**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>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.