



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)

Program: MLIS/Dual

Year: 2023 Summer Term 2

Course Schedule: Tuesdays and Thursdays 6-9pm

Location: Online

Instructor: Dr. Millicent Mabi

Office location: N/A

iSchool Adjunct Office

Office phone: N/A

Office hours: Virtual meetings by appointment

E-mail address: Millicent.mabi@ubc.ca

Learning Management Site:

<http://lthub.ubc.ca/guides/canvas/>

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 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 the gay and lesbian community

Prerequisites:

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

MAS: completion of MAS core and permission of the iSchool Graduate Advisor

Format of the course: Synchronous lectures, readings, class discussions, activities, individual and group assignments

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours

Required:

- Readings will be listed in the course Canvas site.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Reading reflection weeks 1 and 2	July 17	10%	1.4., 2.1., 4.1.
Reading reflection weeks 3-4	July 31	10%	1.4., 2.1., 4.1.
Group project: Assessing the information needs of a specific client group of adults	July 18- August 3	35%	1.1., 1.2., 1.3., 2.1, 2.2.
Final project: Design an adult library collection, service or program	August 18	30%	1.1., 2.2., 4.1., 4.2., 5.3
Class and discussion board participation	Throughout the course	15%	1.4., 3.1, 4.1.



Course Schedule [week-by-week]:

Topic	Date
Course introduction and overview of adult services in libraries	Week 1
The role of the library in promoting literacy among adult learners	July 2-8
Planning and delivery of library programs and services	
Serving immigrants, refugees and international students	Week 2
Cultural competency, intersectionality and privilege	July 9-15
Serving Indigenous communities	
Outreach and community engagement	Week 3
Library services for older adults	July 16-22
Serving the homebound and institutionalized	Week 4
Trauma informed services	July 23-29
Reaching the poor and homeless	Week 5
Serving people with disabilities	July 30-August 5
New parents and new adults	
LGBTQ+ adults and libraries	Week 6 August 6-12

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.

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> (\$7)

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.



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

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-ofsignificance-calendar/>