

Columbia College
Human Services Programs Diploma Practicum (HSPD 399)

Lecture 1

Course Outline

Semester Dates: January 2015 – December 2015

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Tobias Mwandala, MSW, RSW

Email: tobiasm@columbia.ab.ca

Class Time: Wednesdays: 3:00p.m. – 5:00 p.m. (as outlined on page 8)

Room: 805-109

Credit: 6.0

Prerequisite: Successful completion of appropriate course as identified by the department

Note: It is the student's responsibility to be familiar with the information contained in the course outline and to clarify any areas of concern with the Director Human Services Programs.

Course Description:

This 12-month course offers students an opportunity to learn from experience – “learn by doing”. Students will secure a practicum/s and will gain valuable practical experience as an education assistant. Students will be engaged in regular 2hours seminars /workshops as outlined on page 8 of this syllabus. Each student will be journaling about her/his learning and progress achieved, and meeting with the Director Human Services Programs as scheduled to review progress. Each student will be under the supervision of the Human Services Programs Director and a site supervisor. Attendance at all scheduled seminars/workshops and practicum appointments is compulsory. Prerequisite: Successful completion of appropriate courses as identified by the department.

N.B. In this course, you may be required to attend a 12-hour Non-Violent Crisis Intervention Workshop (CPI course) which will be scheduled during your program. Or you may be asked to attend this training at another site/agency. There may be costs related to this training.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Demonstrate knowledge of organizational objectives and processes used in the workplace setting
- Explain the duties and responsibilities associated with being an education assistant
- Identify challenges that may arise in given work situations, and propose appropriate responses that could be taken by a worker in the student's work role
- Demonstrate how to deal with ethical dilemmas in an appropriate professional manner
- Understand principles guiding your practice, such as confidentiality policy
- Articulate relationships between classroom topics and situations encountered in the industry
- Communicate in ways and use methods appropriate to a professional environment
- Think critically to solve problems, anticipate outcomes, use and organize information
- Demonstrate appropriate workplace attitudes and behaviours (responsibility, accountability, initiative, trustworthiness, diligence, friendliness, empathy, etc.)
- Work effectively and harmoniously with others to achieve results: Leadership; initiative; motivate others to succeed; deal with difficult situations; reduce conflict.
- Describe insights into one's own preferences, aptitudes, work habits, style of interaction, and learning processes
- Plan a career development strategy that will incorporate learning, achievements, and contacts made through the practicum

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiasm and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

This field-based course provides students with real-life field experience and assists them in learning from their work experiences. It is designed to help students prepare for their future career. The student is expected to meet with the Director Human Services Programs as requested, provide the Director Human Services Programs with the necessary documents to support their placement as required and within the timelines established.

Required Textbooks and Equipment:

- Education Assistant Program Student Practicum handbook

Recommended Readings and Resources:

1. Drolet, J., Clark, N. & Allen, H. (2012). *Shifting sites of practice*. Toronto, ON: Pearson Canada Inc.
2. *Keys to Success: How to Achieve Your Goals*, Carol Carter & Sarah Lyman Kravits, Prentice Hall, 1996.
3. *Attitude: Your Most Priceless Possession*, Elwood N. Chapman, Crisp Publications, Inc., 1995.
4. *The 7 Habits of Highly Effective People*, Stephen R. Covey, Simon and Schuster, 1990.

Students may access these sources from the College and from home.

Career Cruising

- www.careercruising.com

Username: columbia

Password: discovery

ALIS – Alberta Learning Information Service

- www.alis.alberta.ca

Alberta Wage Info (OCCinfo) – Occupations and Educational Programs

- www.alis.alberta.ca/occinfo/

Further Recommended Readings and Resources:

- Internet (Job Banks, industry specific professional associations, and other resources)
- City of Calgary Public Library
- Alberta Career Development Centre
- Canada – Alberta Service Centre
- ProQuest
- Gale (Info-Trac)

Homework Assignment:

- Read your course outline and be ready to discuss.
- Please write a reflection/journal about your insights/learning from each previous practicum seminar you attend (300 words typed and double-spaced in a word document). Please try to relate your reflection to your practicum experiences and your inner being. This is your reflection and it is your work. Please submit email your written journals during each practicum seminar. It is your responsibility to submit these journals to the Director Human Services Programs at the beginning of each workshop/seminar.

Evaluation - Assessment of Student Performance:

The final assessment in the course will be based on the following elements.

Please refer to Appendix A for Assignment Descriptions and further Assessment Information.

Title of Assignment/Examination	Length	Due Date	Weight
Practicum Journals	300 words	Every Class except the first class	Pass/Fail
12-hour Non-Violent Crisis Intervention Workshop	N/A	TBA	Attendance – Pass/Fail
Practicum Evaluations	N/A	Upon Completion	Pass/Fail
Student Engagement	N/A	Every Class	Pass/Fail

PRACTICUM PROCESS

1. Students are required to satisfactorily complete the following classroom sections:
 - Attend Orientation week – be engaged and committed
 - Attend and fulfil the requirements of the orientation workshops on the following topics:
 - Resume and cover letter writing (Career Services support)
 - Canadian Workplace Culture (Diversity)
 - Professionalism (Document in Professional Programs Student Services Guide General Information)
 - Attend practicum workshops/seminars as scheduled

2. It is expected that the student will display a high degree of maturity, sense of responsibility, and a good attitude and work ethic. Required attendance at workshops/seminars will be considered, along with the quality of participation at these sessions. All academic coursework must be satisfactorily completed and a minimum G.P.A. of 2.0 maintained. If a student's GPA falls below 2.0, the student will not be permitted to begin a practicum until the GPA is at a satisfactory level. A student may also be removed from a practicum if his/her GPA falls below 2.0.
3. Students will undertake their practicum placement on a part-time basis of four to eight hours per week during their program. Although most practicum placements are performed on a voluntary basis in order to gain valuable experience, some employers may pay a modest hourly wage to the student in line with company policy, but do not expect to be paid. If there is remuneration (payment), the student must inform the Director Human Services Programs in order to secure the correct agreement form.
4. It is the student's responsibility to arrange a suitable practicum placement. This demonstrates initiative of professional behaviour. It is important that the student begin a practicum work within the first 2 months of the program. Students already employed may complete a practicum placement with their employer, providing the work is clearly program related. The site and the type of work being performed must be approved by the Director Human Services Programs in order to qualify as a practicum placement in terms of this course. Only work performed during the period of study will be considered to meet the requirements of the course. If a student wished to have previous or current employment considered for practicum experience, please discuss with the Director Human Services Programs. This work may qualify under a PLAR (Prior Learning Assessment & Recognition).
5. If a student is having difficulty securing a practicum site, the Director Human Services Programs will provide support. It is the student's responsibility to ask for help.
6. A student who has identified an organization in which they would like to obtain their practicum experience will be responsible for informing the Director Human Services Programs of the necessary information and securing approval from the Director Human Services Programs for the placement site prior to beginning to work at the practicum placement. This may mean that the Director Human Services Programs will need to visit the placement host site prior to granting approval.
7. Once approval is secured, the student will arrange for signing of the practicum agreement with the company and the College prior to the start of any practicum placement. This is necessary due to the legal conditions surrounding a practicum placement. The agreement for a non-paying practicum placement includes Workers' Compensation coverage provided by Columbia College. Without a signed agreement, Worker's Compensation coverage is not available to the student, and the student is working at his/her own risk.
8. Should the student be working at the practicum placement without all documents completed, the student does this as volunteer work that will not be counted towards his/her practicum hours. Columbia College assumes no responsibility for this decision.
9. The student is responsible for ensuring that the mid-point evaluation is completed at 100 hours and the final evaluation at 200 hours. Evaluations are to be handed in to the Director Human Services Programs at per established timelines. Log Hours are to be handed in with the Final Evaluation.

10. If a student does not complete his/her practicum course by the end of their program, the student will not be able to graduate. The student may request an extension of two months by filling out a Practicum Extension Form. The fee for the extension is \$300. Payment must be made at the time the form is submitted to the Registrar's office. A request to have the fee waived may be made by the student if the student has demonstrated every effort from the first month of the program that he/she has been seeking a practicum placement but has been unable to secure one, and has asked for assistance from his/her Director Human Services Programs or that the host site has not been able to accommodate the student with enough hours due to circumstances beyond his/her control. The Director Human Services Programs must support this request which is made to the Manager Student Services. The student will fill out the practicum extension form and submit it to their Director Human Services Programs for endorsement. The form will then be given to the Manager, Student Services for approval. This form is available on Columbia's website under Student Services & Forms, the Administration Office in Building 802, or the Director Human Services Programs.
11. If a student does not complete his/her practicum course by the end of the extension period, the student will be required to repeat the course and pay the tuition fee assessed by the program. In unusual circumstances, a further extension may be permitted.
12. At the end of the practicum experience, the student should write a Thank-You letter to the work site supervisor. This may be a formal letter or in the form of an email.

Evaluation - Assessment of Student Performance:

Grading in this course is on a pass-or-fail basis, subject to the student's satisfactory completion of the practicum requirements as outlined in this course outline. The Employer Evaluation and the Program Director's overall evaluation of the student's participation in such areas as demonstrating initiative in securing a Practicum placement, attendance at appointments, attendance at regular practicum meetings, participation in these meetings, general professional behaviour, provision of documents and journal entries as requested, all play a significant role in the evaluation of the student. The student should demonstrate growth through the practicum experience attained.

In order to meet all requirements, the student must attend all meetings, workshops/seminars; provide the Director Human Services Programs with the two practicum evaluations (at mid-term and final) signed by the practicum supervisor, and a practicum supervisor signed record of log hours. These documents must be submitted by the last day of the final semester of the student's program.

Submission and Completion of Assignments:

You are expected to submit any assignments by the due date. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Director Human Services Programs for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from the Practicum Supervisor

Requesting an Examination Deferral:

N/A

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the Director Human Services Programs for approval in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing disabilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Accommodation Policy and Handbook (ADM-P188)*.

Student Support:

Students should be aware that Life Coaching, Counselling, Career and Disability Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Practicum Supervisor, Department Director, or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Workshop Date	Topics	Assignment
1 February 11 th 2015	<ul style="list-style-type: none">• Workshop expectations• About learning journals & homework assignments• Why practicums• Practicum Goals• Review of Practicum Handbook	<i>Prepare journal for the Workshop # 1 with the topic of "What are your energizers, fears, future opportunities and challenges relating to you specialization?"</i>
2 February 18 th 2015	<ul style="list-style-type: none">• Preparing for your practicum• Cautions and encouragements• Interviews• Resumes; posting and social media• What if?	<i>Journal 1 Due – Topic: "What are your energizers, fears, future opportunities and challenges relating to you specialization?"</i>
3 February 25 th 2015	<ul style="list-style-type: none">• Integrating theory and practice• What is Human Services?	<i>Journal 2 Due – Topic: How prepared I am for my practicum? What things have I done in preparation of my practicum?</i>
4 March 04 th 2015	<ul style="list-style-type: none">• Cultural competence—working in a diverse environment	<i>Journal 3 Due – Topic: Your role as a practicum learner: what guides you?</i>

Workshop Date		Topics	Assignment
5	April 1 st 2015	<ul style="list-style-type: none"> • Taking Care of Others: Challenges and Rewards • My identity 	<i>Journal 4 Due – Topic: What’s your culture?</i>
6	May 6 th 2015	<ul style="list-style-type: none"> • Ethics in practice/decision making process • Professional Code of Conduct • Student code of conduct • Ethical & practice standards in your profession • Social Justice 	<i>Journal 5 Due – Topic: Who am I? Group/individuals I want/love to work with and why?</i>
7	June 3 rd 2015	<ul style="list-style-type: none"> • Organizational culture and Behaviours • Formal and informal structures • Government, private and public settings 	<i>Journal 6 Due – Topic: What ethical dilemmas have you experienced in your practicum? How did you resolve them?</i>
8	June 17 th 2015	<ul style="list-style-type: none"> • A positive approach to Human Services 	<i>(Journal 7 Due – Topic: Step one: Draw a graphic that represents your mission, vision and value statement. Step two: Draw a graphic that closely depicts the informal mission, vision and value statement.</i>
9	August 5 th 2015	<ul style="list-style-type: none"> • Using information and technology as a tool • Future use of technology in professional practice • Training needs assessment 	<i>Journal 8 Due – Topic: What is Human Services to you?</i>
10	September 02 nd 2015	<ul style="list-style-type: none"> • Indigenous Culture and Perspectives 	<i>Journal 9: How does technology relates to my specialization?</i>
11	October 07 th 2015	<ul style="list-style-type: none"> • Handling challenging clients 	<i>Journal 10 Due – Topic: Build a mind map identifying training gaps in your professional practice.</i>
12	December 02 nd 2015	<ul style="list-style-type: none"> • Assessing your practicum experience • Personal growth and professional development • Field and faculty supervisors evaluations • Assessing your practicum agency • Leveraging your practicum into planning and executing a job search 	<i>Journal 11 Due – Topic: Putting it all together. What do you see in your next steps? The goal setting cycle starts again.</i>

Appendix 1 Assignment Outlines

Journal Paper

Due Date: Every class

Weight: Pass/Fail at the end of course evaluation

Write a reflection/journal (minimum of 300 words) typed and double-spaced in a word document. Please submit a printed version of your written journals during each practicum seminar at the beginning of the class. Try to write/journal on the topic as it closely relates to your career choice. You will be asked to apply critical thinking by synthesizing knowledge, skills and behaviours from both the classroom experience and your fieldwork experience. The rationale for this exercise is that you will understand yourself better and you will gain solid knowledge, professional attitudes and skills that are required by employers.

Participation and engagement in seminars/workshops

Due Date: Every class

Weight: Pass/Fail at the end of course evaluation

Students are expected to be prepared for each seminar and be actively and thoughtfully engaged. Please see attached rubric.

Appendix 2
Assignment Rubrics
Columbia College
Reflective Writing Rubric
 Last Revised: March 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Skills	5	4	3	2	1
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. 	<ul style="list-style-type: none"> Little to no reflection is present.
Use of Examples / Evidence	<ul style="list-style-type: none"> Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response. 	<ul style="list-style-type: none"> Uses some examples to support understanding of the subject matter and reflections. 	<ul style="list-style-type: none"> Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process. 	<ul style="list-style-type: none"> Uses little to no examples.
Cohesiveness of Response	<ul style="list-style-type: none"> This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order. 	<ul style="list-style-type: none"> This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way. 	<ul style="list-style-type: none"> Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner. 	<ul style="list-style-type: none"> This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order. 	<ul style="list-style-type: none"> This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with essentially no errors. 	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with occasional errors. 	<ul style="list-style-type: none"> • Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 	<ul style="list-style-type: none"> • Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. 	<ul style="list-style-type: none"> • Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.

Total out of 20:

Comments:

Columbia College
Student Engagement Rubric
 Last Revised: December 2011

Student's Name		Course Code	Date	Facilitator/Evaluator's Name
Pts	Preparation for Class	Quality of Participation	Involvement in Process	Frequency of Participation
5	<ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis. 	<ul style="list-style-type: none"> Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis 	<ul style="list-style-type: none"> Comments build on contribution of others, enabling group to integrate experiences and insights (linking theory and real-life experiences); supportive and encouraging to other class members; comments are focused and concise. 	<ul style="list-style-type: none"> Contributes actively and consistently to group process on a daily basis.
4	<ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis. 	<ul style="list-style-type: none"> Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis. 	<ul style="list-style-type: none"> Comments do not always build on the contribution of others; most times shows support of other classmates. 	<ul style="list-style-type: none"> Contributes actively and somewhat inconsistently to group process on a daily basis.
3	<ul style="list-style-type: none"> Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis. 	<ul style="list-style-type: none"> Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner. 	<ul style="list-style-type: none"> Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus. 	<ul style="list-style-type: none"> Contributes inconsistently to group process.
2	<ul style="list-style-type: none"> Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation. 	<ul style="list-style-type: none"> Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive 	<ul style="list-style-type: none"> Contributes little to group understanding; little evidence of being encouraging to others. 	<ul style="list-style-type: none"> Does not contribute to group except when asked.
1	<ul style="list-style-type: none"> Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily 	<ul style="list-style-type: none"> Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows 	<ul style="list-style-type: none"> Does not contribute to the group process. 	<ul style="list-style-type: none"> Does not contribute.

	preparation.	general lack of interest.		
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Total Score out of 40:

Facilitator/Evaluator's Comments: