Columbia College

Social Services Programs Diploma Professionalism I (HSPD143)

Course Outline

Semester Dates: January 8, 2024 to June 29, 2024

Social Services Diploma Practicum Facilitator: Kris McNab and Faith Miller	Email: kris.mcnab@columbia.ca faith.miller@columbia.ca
Class Time: Scheduled via Microsoft Teams once per month of program.	Room: Microsoft Teams and HSPD143 Moodle Page -
Credit: 3 HSPD143 Practicum Classes (1) HSPD144 Practicum (2)	Prerequisite: Acceptance into the SSPD program

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 facilitator.

Course Description:

This 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 by the end of this course. Students will be engaged in regular 2-hour seminars /workshops as outlined on Page 7 of this syllabus. Each student will be journaling about her/his learning and progress achieved, and meeting with the Program Chair Social Services Programs as scheduled to review progress. Each student will be under the supervision of the Social Services Program Chair and/or Practicum Advisor. Attendance at all scheduled seminars/workshops and practicum appointments is compulsory. Prerequisite: Successful completion of appropriate courses as identified by the department.

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 12-Hour online course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Most of our discussions will take place synchronously but there will be asynchronous activities to complete in form of special projects and presentations. 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 tend 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 Social Services Program Chair as requested, provide the Social Services Program with the necessary documents to support their placement as required and within the timelines established.

Required Readings:

Kiser, P. (2016). *The human services internship: getting the most from your experience*. Boston, MA: Cengage Learning.

Recommended Readings and Resources:

1. Drolet, J., Clark, N. & Allen, H. (2012). *Shifting sites of practice.* Toronto, ON: Pearson Canada Inc.
2. *Attitude: Your Most Priceless Possession,* Elwood N. Chapman, Crisp Publications, Inc., 1995.
3. *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

Homework Assignment Due for the First Class:

- Read your course outline and be ready to discuss in Class 1.
- Please write a reflection/journal about your insights/learning as scheduled in your outline on Page 8 (minimum 300 words typed and double-spaced in a word document). This is your reflection, and it is your work. It is your responsibility to submit these journals to the Social Services Program Chair and the Practicum Advisor via Microsoft Teams Dropbox on the due date.

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.

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 Chair'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 behavior, 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.

To meet all requirements, the student must attend all meetings, workshops/seminars; provide the Social Services Program Chair 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.

Title of Assignment/Examination	Length	Due Date	Weight
Practicum Journals	300 - 350 words	Every Class except the first class	Pass/Fail
Non-Violent Crisis Intervention Workshop	N/A	TBA	Attendance
Practicum Evaluations	N/A	Upon Completion	Pass/Fail
Student Engagement	N/A	Every Class	Pass/Fail
Special Projects	Vary	By June 29, 2024	Pass/Fail

PRACTICUM PROCESS

1. Students are required to satisfactorily complete the following classroom sections:
   - Attend Orientation– be engaged and committed.
   - Attend and fulfil the requirements of the orientation workshops.
   - 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 professionalism course 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 2.7 maintained.

2. Students will undertake their practicum placement while they are enrolled in their theory courses but there are extra time allotted during Semester's 5 and 10. Although most practicum placements are performed on a voluntary basis 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 Program Chair Social Services Programs to secure the correct agreement form.

3. It is the student's responsibility to arrange a suitable practicum placement with approval from the Practicum Site Advisor. Students already employed may complete a practicum placement with their employer, providing the work is clearly program related and approved by both parties. The site and the type of work being performed must be approved by the Social Services Program Chair 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.

4. If a student is having difficulty securing a practicum site, the Practicum Advisor will provide support. It is the student's responsibility to ask for help.

5. A student who has identified an organization in which they would like to obtain their practicum experience will be responsible for informing the Practicum Advisor of the necessary information and securing approval from the Social Services Program Chair for the placement site **prior** to beginning to work at the practicum placement. This may mean that the Practicum Advisor will need to visit the placement host site prior to granting approval.

6. 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.

7. 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 their practicum hours. Columbia College assumes no responsibility for this decision.

8. The student is responsible for ensuring that the mid-point evaluation is completed at 150 hours and the final evaluation at 300 hours. Evaluations are to be handed in to the Practicum Advisor of Social Services at per established timelines. Log Hours are to be handed in with the Final Evaluation.

9. If a student does not complete their practicum requirements by the end of their program, the student will not be eligible to graduate at that time. 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 they have been seeking a practicum placement but has been unable to secure one, and has asked for assistance from their Practicum Advisor and Program Chair of Social Services or that the host site has not been able to accommodate the student with enough hours due to circumstances beyond their control. The Social Services Program Chair 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 Social Services Program Chair 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, HSPD143/4 Moodle page or the Social Services Program Chair.

10. 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.

11. 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.

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 course facilitator 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 about their communication with others and their behavior in class.
- conduct themselves with academic integrity in all 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

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 accessibilityservices@columbia.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, 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 Columbia College email address you have been given to the school daily for any messages from the Department Chair/designate, facilitator 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.

Class	Date	Homework/Readings/Assignments
1	**Tuesday January 23, 2024 Microsoft Teams Live Lecture 3:00PM to 5:00PM**	• What are Practicum and Requirements? • Columbia Professional Code of Conduct • Columbia Student Code of Conduct • Journal #1 Due- *Why did I choose to become a human service worker?* • Submit Resume following resume presentation
2	**Tuesday February 20, 2024 Microsoft Teams Live Lecture 3:00PM to 5:00PM**	• Practicum and Requirements • **Read: Kisler, P. Chapter 1: Getting Started** • What is the Social Services profession? • Journal #2 Due – What are three goals I have set for myself to be successful in the SSPD program? - See SMART Goals
3	**Tuesday March 19, 2024 Microsoft Teams As Scheduled activities**	• Practicum and Requirements • Social Services central values at glance • **Read: Kisler, P. Chapter 2: Getting Acquainted** • Journal #3 Due- Provide an update how the program is progressing with practicum search
4	**Tuesday, April 9, 2024 Microsoft Teams As Scheduled activities**	• Ethics in practice/decision making process. • **Read: Kisler, P. Chapter 3** • Social Justice • Journal #4 Due- What is the most important role for human service worker while on a professional team?
5	**Tuesday May 7, 2024 Microsoft Teams As Scheduled activities**	• **Read: Kisler, P. Chapter 4** • Interview Techniques • Self-care • Journal #5 Due- Theory/Practice based- How well do you feel your theory classes have supported you in your practicum (search)?
6	**Tuesday June 18, 2024 Microsoft Teams LIVE Lecture 3:00PM to 5:00PM**	• **Read: Kisler, P. Chapter 5:** • Diversity and Cultural competence—working in a diverse environment. • Indigenous culture and perspectives • Journal #6 Due- Reflecting on your previous journals, please reflect on your growth as a prospective social service worker

Appendix 1
Assignment Outlines

HSPD143 Journal
Topic: See Microsoft Teams page
Due Date: Every class (6 total journals)
Weight: Pass/Fail at the end of course evaluation

Description: Write a reflection/journal (minimum of 300-350 words) typed and double-spaced in a Microsoft Word document. Please submit an electronic copy to the appropriate assignment submission box for review by scheduled due date. 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

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

Special Projects:
Due Date: End of HSPD143
Weight: Pass/Fail

Each student is responsible for completing an approved Massive Open Online Course (MOOC) or social service-related learning course**.**

These will be described to you in your HSPD143 Team Special Project Assignments

Professional E-Portfolio
Due Date: End of Program
Weight: Pass/Fail at the end of course evaluation.
Employers are seeking Social Service workers that are knowledgeable in both global and specific areas. These individuals can provide evidence of learning and growth through a Professional E-Portfolio that they will use at their job interview or when seeking a future new position. In INTE125, and this course, you will receive specific information on how to develop a Professional E-Portfolio- this can be electronic or paper.

While your Portfolio will be graded on a Pass/Fail basis, you will also receive an evaluation that indicates whether it is outstanding, good, satisfactory, developing, or unsatisfactory (fail). Please see the attached rubric.

Appendix 2
Assignment Rubrics

Columbia College
Student Engagement Rubric

Student's Name		**Course Code**	**Date**	**Facilitator/Evaluator's Name**

Pts	Preparation for Class	Quality of Participation	Involvement in Process	Frequency of Participation
5	• Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis.	• 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	• 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.	• Contributes actively and consistently to group process on a daily basis.
4	• Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis.	• 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.	• Comments do not always build on the contribution of others; most times shows support of other classmates.	• Contributes actively and somewhat inconsistently to group process on a daily basis.
3	• Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis.	• 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.	• Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus.	• Contributes inconsistently to group process.
2	• Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation.	• Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive	• Contributes little to group understanding; little evidence of being encouraging to others.	• Does not contribute to group except when asked.
1	• Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation.	• Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest.	• Does not contribute to the group process.	• Does not contribute.

Total Score out of 20:
Facilitator/Evaluator's Comments:

SOCIAL SERVICE DIPLOMA PROGRAM
PROFESSIONAL E- PORTFOLIO EVALUATION RUBRIC

Student: _____   Date: _____   Evaluator: _____

Paper Format_____   Electronic Format   _____
Revised Apr. 2018

	Exceeded Expectation (4 pts.)	Met Expectations (3 pts.)	Working Towards Expectations (2 pts.)	Yet to Meet Expectations (1 or 0 pts.)
Organization	Organization is clearly and explicitly evident; organizational aids used throughout. Includes a Title Page, Table of Contents, and dividers.	Organization is generally satisfactory and evident; Organizational aids are used. Includes a Title page, Table of Contents and dividers.	Organization is somewhat evident. Some use of organizational aids, though not consistently. A limited Table of Contents may be included. May contain a Title Page and dividers.	Organization is unclear or generally inconsistent. No organizational aids are used. Lack of order. No Title page, Table of Contents. And dividers.
Resume	Resume meets all requirements to address the job description for an education assistant. Personalized and creative with almost no errors. Resume updated with practicum experience.	Resume is satisfactory in meeting requirements to address the job description for an education assistant. Resume updated with practicum experience.	Resume show development, but is missing some areas to meet requirements. Resume update as to practicum experience is quite brief or may not be evident.	Resume is missing some key areas and others are incomplete. Shows little development. Missing practicum experience update.
Artifacts (evidence)	Artifacts represent a wide variety of examples and sources. They demonstrate excellent progress towards mastery of requisite skills and competencies.	Artifacts represent a fairly wide variety of examples and sources. They demonstrate general progress towards mastery of requisite skills and competencies.	Artifacts represent a limited number and variety of examples and sources. They demonstrate some progress towards mastery of requisite skills and competencies.	Few artifacts or none. Little evidence of progress towards mastery of requisite skills and competencies.
Rationale & Support	Notations are provided throughout the portfolio that clearly explains the contents and the reason for inclusion. Choice of information is excellent.	Notations are provided in a number of places that explain reason for inclusion. Choice of information is usually well selected.	Notations are provided on a limited basis. Reason for inclusion is not always clearly expressed.	Notations are missing or very limited. Reason for inclusion is missing or unclear.
Visual Appeal	Attention to visual detail highly evident (type of binder, colours used in binder, font, etc.) Few, if any, insignificant grammar and mechanical errors.	Attention to visual detail is evident (type of binder, colours used in binder, font, etc.). Generally, correct mechanics, though there are some grammar and/or mechanical errors.	Some attention to visual detail (type of binder, colours used in binder, font, etc.) evident, though inconsistent. Grammar and/or mechanical errors are evident and begin to interfere with the appearance and readability of the content.	Little to no attention to visual detail (type of binder, colours used in binder, font, etc.) evident. Not very neat. Many grammar and/or mechanical errors interfere with readability.

Total Score: 20/   %

Outstanding: 20-19 - Portfolio is exceptionally professional in format, content, and in appearance.

Good (Proficient): 18-16 - Portfolio is generally professional in format, content, and in appearance.

Satisfactory: 15-14 - Portfolio is acceptable, but could be improved with a bit more work.

_____

*<u>**Students who score below the Satisfactory level will need to make changes and resubmit their Professional Portfolio.**</u>

Developing:*   13-10 - Portfolio is beginning to become professional in format, content, and appearance, but needs more work. **NEEDS TO BE RESUBMITTED.**

Fail:* (Unacceptable) 9 and below - Portfolio is poorly developed/presented. **NEEDS TO BE RESUBMITTED.**

Comments: