Columbia College

Human Services Programs Diploma Professionalism II (HSPD243)

Lecture 1

Course Outline

Semester Dates: March 16, 2026 to September 5, 2026

Human Services Diploma Practicum Facilitator: Kris McNab, MEd	Email: kris.mcnab@columbia.ca
Class Time: Scheduled via Microsoft Teams once per month of program (synchronous and asynchronous).	Room: Microsoft Teams and HSPD243 Moodle Page
Credit: HSPD243 (1) Practicum Hours 150 (2) Total - 3	Prerequisite: Successful completion of appropriate courses as identified by the Human Services Diploma 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 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, synchronous, and asynchronous 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 Program Chair Human Services Programs as scheduled to review progress. Each student will be under the supervision of the Human Services Program Chair and/or Practicum Advisor. Attendance and completion 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 a human services worker.
- 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.
- 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.
- Work effectively with others to achieve results: Leadership; initiative; motivate others to succeed; deal with difficult situations; reduce conflict.
- Plan a career development strategy that will incorporate learning, achievements, and contacts made through the practicum.

Course Format:

This 12-hour remote 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 assigned activities 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 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.

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 Readings:

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

Recommended Readings and Resources:

Students may access these other academic sources such as those available in the Columbia College E-Brary in their respective Moodle/Portal Course Page.

The most recommended for use are:

- ProQuest
- ERIC
- Google Scholar (limited access).

Homework Assignment Due for the First Class:

- Read your course outline and be ready to discuss.
- Please write a reflection/journal about your insights/learning as scheduled in your outline on Page 8 (300 words typed and double-spaced in a word document). This is your reflection, and it is your work. Please submit email your written journals on the assigned day. It is your responsibility to submit these journals to the Human Services Program Chair and the Practicum Advisor via Microsoft Teams Assignment page HSPD243 Site on the due date.

Evaluation - Assessment of Student Performance:

The final assessment of 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 <u>pass-or-fail basis</u>, subject to the students' 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 Program Chair of the 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.**

Title of Assignment/Examination	Length	Due Date	Weight
Practicum Journals/Activities	Varied	As Assigned	Pass/Fail
Special Project Completion	N/A	See Teams Deadline	Pass/Fail
Practicum Evaluations	N/A	At Mid-point and 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– 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 throughout their program with as scheduled days dedicated to the practicum experience should be balanced with their school schedule. 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 Human Services Programs to secure the correct agreement form.

3. It is the student's responsibility to seek a suitable practicum placement with approval from the Program Chair. 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 Human 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 Program Chair 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 Program Chair of the necessary information and securing approval from the Human Services Program Chair for the placement site **prior** to beginning to work at the practicum placement. This may mean that the program will need to meet with 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 their 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 Human 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 beginning 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 Human Services or that the host site has not been able to accommodate the student with enough hours due to circumstances beyond their control. The Program Chair of 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 Program Chair Human Services Programs for endorsement. The form will then be given to the Manager, Student Services for approval. This form is available on the HSPD243/4 Moodle page.

10. If a student does not complete their 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 Learner Services Advisor – Main Office by emailing accessiblity.services@columbia.ca. The Department Chair or facilitator cannot 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 through your Program Chair. 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 your Columbia College email 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	Topics	Pre-Class Readings
Class 1 **March 31, 2026** **LIVE**	Online Activities-See Teams Journal #1 Due	• *Journal Topic#1: How prepared are you as you enter the second half of your program? What do you feel you need to be supported?*
Class 2 **April – As Scheduled via Teams**	Online Activities	• **Kisler, P Chapter 6 Communicating in Your Internship**.
Class 3 **May - As Scheduled via Teams**	Online Activities	• **Kisler, P Chapter 8 Writing and Reporting within your agency**.
Class 4 **June Asynchronous**	Online Activities	• **Kisler, P Chapter 9 Taking Care of Yourself**
Class 5 **July Asynchronous**	Online Activities	• **Kisler, P Chapter 10 Ending your internship.** • *Journal #5 Topic: What do you feel is necessary for human service professionals to learn about cultural competencies? What is the most valuable thing you have personally learned?*
Class 6 **August 25, 2026** **LIVE**	Journal #6:	• **Kisler. P. Chapter 11 Planning your Career.** • **Career Services Presentation** • Complete/Submit one of the options for Special Project to Program Chair for approval.

Appendix 1
Assignment Outlines

Journal
Due Date: As assigned in Teams.
Weight: Pass/Fail at the end of course evaluation

Write a reflection/journal (minimum of 300 words) typed and double-spaced in a Microsoft Word document. Please submit a copy to appropriate Teams Assignment for review by the end of the 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 completion of asynchronous activities/assignments.
Due Date: Every class- see Teams for submission details.
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 HSPD243
Weight: Pass/Fail

Each student is responsible for completing an approved Massive Open Online Course (MOOC) or human service-related learning course prior to the end of the program.

Program choices will be shared in HSPD243 Teams Assignments; students can provide an alternative if the training is taken during their time in the program and related to their professional development.

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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 daily.	• 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 daily	• 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 regularly.
4	• Demonstrates completion of readings or assignment and awareness of most of the key concepts daily.	• Comments contribute to learning process; show 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 regularly
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: