

# Instructor Guide for Human Services Practicum

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## Course Description

This course is for professionals entering the Human Services sector, and was designed to be taught as a hybrid course: synchronous meetings with asynchronous online work, and onsite (internship) work over a 10 week term at Linn Benton Community College.

This course covers the workplace, systems, equity and culture of the Human Services. The goals have been shaped to be both cognitive and attitudinal to best equip these workers in their future endeavors. There are no required prerequisites, but it is highly recommended learners complete Intro to Human Services before or concurrent with this course.

This course was designed using many features of open pedagogy, including utilizing an OER text, self-directed and self-reported learning, and ample reflection prompts.

## Course Learning Outcomes

1. Integrate and reflect on classroom learning with field experience.
2. Summarize work experience and growth as a helping professional.
3. Evaluate and report on workplace competencies and skills as defined by the National Organization of Human Services.
4. Describe the dynamics of power, privilege, and interculturalism in one's own experience.

## Course Scope and Structure

This course incorporates a variety of instructional materials, such as an Open Resource textbook, videos, articles, in person and online assignments, discussion prompts, and surveys.

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Most weeks follows this structure:

- A chapter from the textbook with additional articles, videos, and resources.
- A list of “essential questions” which guide the student in the module’s work, the answers to which are shared during seminar discussions as well as reflection papers.
- A pre-synchronous session survey and a post-week survey
- An onsite activity prompt, the results of which are shared in a discussion forum.
- A reflection journal assignment, shared just with the instructor. The reflection journals follow the themes for the essential questions.

In addition to this weekly work, there are three major ‘capstone’ projects: A Practicum Learning Plan (includes supervisor and mentor assessments) and Work Calendar, a Professional Identify Reflective Statement paper, and a Final Presentation. Prior to the beginning of the practicum students are involved in researching possible sites, contacting sites for more information, and applying to interested sites. Once a practicum site is obtained the faculty facilitator, student and mentor sign a practicum agreement.

### ***Notes to Future Instructors:***

Additional instruction included synchronous lectures, guided by slides. It is highly recommended you prepare your own slides to guide the session, using the module learning outcomes established (which are aligned to the course outcomes) as a starting point.

The learners are responsible for their work onsite, though many activities are oriented at them reflecting or sharing their experiences there. The learning activities are structured to encourage students to interact with their mentors and other staff at their practicum site and ask questions.

In addition to these, it should be noted that some of the content brings to the forefront systems in place which interfere or influence the work of someone in the Human Services sector. These are important for students to understand in order to acquaint

themselves with the workplace, and to effectively support children, families and individuals.

Future instructors should also consider how to promote the reflection of equity concepts throughout the experience in meaningful and consistent ways. This requires students to think critically about their experiences and their own social identities regularly.