

Human Services Practicum Instructor Guide

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Course Description

This course for **[describe target student audience: first year college students, advanced undergraduate students, etc]** was designed to be taught as **[describe format for course: a hybrid course that meets synchronously (face to face or on Zoom) once a week, an online course with no synchronous meetings, an in-person course with once a week seminar-style meeting, etc.]** over a **[describe the length of the term: 10 week term, 6 week term, 12 week semester, etc]** at **[name of institution]**.

This course covers **[in one sentence, summarize major domain areas, skills, or prerequisites covered for future courses]**.

This course was designed using **[list the pedagogical frameworks, investments, values, or professional accreditation standards that guide the instructor's design process]**.

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 Pack Scope and Structure

This course pack incorporates a variety of instructional materials, such as online discussion forums, a weekly bullet journal, reflective writing assignments about professional identity development, and questionnaires specific to that week's readings.

Each week follows this basic structure:

- Week #: What to Read, Watch, and Write
- Week #: Pre-Class Questionnaire
- Week #: Reflection Assignment

Notes to Future Instructors:

[please include any additional notes or suggestions you'd like future educators to know as they implement your course materials]