

**SOUTHEAST COMMUNITY COLLEGE**  
**HEALTH SCIENCES DIVISION**  
**Human Services Program**  
**11/2021**  
[Syllabus Statements](#)

**I. CATALOG DESCRIPTION**

**Course Number:** HMRS 1020  
**Course Title:** Peer Practicum  
**Prerequisite(s):** Current AHA CPR, TB

**Catalog Description:** Under direct and indirect supervision student will work with selected clients to demonstrate acquired skills and principles studied in the classroom setting. Students put skills into practicum in Peer Support Specific community programs.

**Credit Hours:** 4  
**Class Hours:** 15  
**Lab Hours:** 135  
**Total Contact Hours:** 150

**II. COURSE OBJECTIVES:** *Course will:*

1. Provide student to shadow other Peer Support Specialists working in the field
2. Provide student the opportunity to work independently and as a team member in a Peer Program setting
3. Provide student the opportunity to put into practice Peer Support theory, philosophy, values and skills
4. Provide student the opportunity to attend co-facilitated peer lead wellness groups

**Note:** Unit objectives are located in the learning management system within each unit of study.

**III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:**

**A. STUDENT LEARNING OUTCOMES:** *The student will be able to:*

1. Discuss and apply professional ethical guidelines
2. Demonstrate Wellness Recovery Action Planning
3. Demonstrate Critical thinking skills
4. Demonstrate ability to develop positive working relationships with diverse populations
5. Explain ethical standards and boundaries of Peer Support Specialists
6. Demonstrate an understanding of trauma informed care
7. Practice and demonstrate skills in digital literacy
8. Demonstrate co facilitation skills in wellness groups

**Guidelines:**

- Should communicate what the student will be able to know/do at the end of the course.
- Should have at least five student learning outcomes.

**B. GENERAL EDUCATION LEARNING OUTCOME**

**1. GELO 6: Career and Life Skills**

Outcome: Develop knowledge and habits that will foster physical, emotional, social, spiritual, intellectual, and environmental wellness.

**IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)**

**A. UNITS**

1. Peer ethical guidelines and boundaries
2. Scope of Practice
3. Orientation to the Practicum site
4. Consumer Interaction
5. Staff Interaction
6. Digital health and literacy Practice
7. Co-facilitation

**V. INSTRUCTIONAL MATERIALS REQUIRED**

**A. Required Text(s):**

PEERiodical Peer Support Training Manual for Nebraska, Sadie Thompson CPSWS, ALF WRAP, and Danielle Smith CPSWS, ALF WRAP (current edition)

**VI. METHODS OF PRESENTATION/INSTRUCTION**

A. Methods of presentation typically include a combination of the following:

1. Demonstration
2. Direct consumer interaction
3. Class Participation/Presentations
4. Case Studies and Group Work
5. Role Plays and Group Leadership
6. Guest Presenters
7. Websites
8. Power Point slides and videos

**VII. METHODS OF EVALUATION**

A. Methods of evaluation typically include a combination of assignments, quizzes, exam, projects, skill checkoffs (roleplays and group leadership), etc. For grading expectations please see the course information document

**SCC STANDARD GRADING SCALE POLICY:**

|                  |                   |
|------------------|-------------------|
| <b>A+ 95-100</b> | <b>C+ 75-79</b>   |
| <b>A 90-94</b>   | <b>C 70-74</b>    |
| <b>B+ 85-89</b>  | <b>D+ 65-69</b>   |
| <b>B 80-84</b>   | <b>D 60-64</b>    |
|                  | <b>F Below 60</b> |

## **VIII. SPECIFIC COURSE REQUIREMENTS**

### **A. ATTENDANCE**

Attendance is crucial to the success of this course. Any class missed could mean valuable missed information, which is difficult to obtain. Please notify the instructor of any pending absences or if you will be late. Absences in excess of four hours may result in failing the course.

**B.** Must pass all program courses with a C+ to progress to the next term.

Please see course information document for course policies related to grading, expectations, assignments, assessments, and participation.