



**Human Services Counselor Diploma
New Brunswick Indigenous Career College**

75 Melissa Street Unit 1
Richibucto Road NB E3A 6V9



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75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9

Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

HISTORY OF NEW BRUNSWICK INDIGENOUS CAREER COLLEGE

The Union of New Brunswick Indians Board of Directors approved the establishment of the Training Institute in 1994. The purpose is to provide post-secondary and other educational opportunities for First Nations communities. In May 2009, NBICC became a non-profit organization. The Training Institute operates with a committee consisting of a Board of Directors, the Principal, and also a Chief Financial Officer.

All programs and workshops are open to all including any non-First Nation people. All curriculum is designed to ensure the students can have the option to work on or off-reserve. Professional Development Workshops are also offered on a regular basis. These workshops, as with all programs, are open to anyone who wishes to take them. Currently, we offer the following programs:

- Addictions Services with Mental Health Specialty Counsellor Diploma
- Early Childhood Education Diploma
- Personal Support Worker Diploma
- Human Services Counsellor Diploma
- Hospitality & Tourism Management Diploma
- Indigenous Social Services Community Worker Diploma

New Brunswick Indigenous Career College is registered with Canada and New Brunswick Student Loans, along with the Department of Indian Affairs for funding purposes. We are also registered under the New Brunswick Association of Career Colleges and also a member of the National Association of Career Colleges.



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Starla McDougall

Principal and Director, New Brunswick Indigenous Career College (NBICC)

Educator | Program Developer | Community Leader

Starla McDougall is the Principal and Director of the New Brunswick Indigenous Career College, bringing over 25 years of dedicated service to First Nations education and community development. Her career reflects a lifelong commitment to empowering Indigenous learners and integrating culturally relevant practices across all levels of education and training. Holding diplomas in Human Service Counselling and Early Childhood Education from NBICC, Starla has also completed extensive professional training in Fetal Alcohol Spectrum Disorder (FASD), autism, and working with high-risk youth. Her professional path includes leadership in child and family services, mentorship, and program design rooted in Indigenous worldviews and values.

At NBICC, Starla oversees academic programming, partnerships, and student success initiatives across multiple disciplines, including Early Childhood Education, Human Services, Personal Support Work, and Social Services. She has been instrumental in developing pathways for students through partnerships with universities, industry leaders, and community organizations. Starla's leadership style emphasizes cultural pride, inclusivity, and holistic wellness. Her dedication to land-based learning and intergenerational knowledge-sharing continues to shape NBICC's mission of building strong, self-determined Indigenous communities through education.



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Karen Hardy

Educator and Mental Wellness Specialist

B.A., Dip. Comm. Corr., Addiction Careworker (McMaster)

Karen Hardy is an experienced educator and community wellness professional with over 20 years of service in education, counseling, and restorative justice. She holds a Bachelor of Arts (Honours) in Criminology and Sociology from St. Thomas University, a Diploma in Community Corrections from St. Stephen University, and has completed the Addiction Careworker Diploma program through McMaster University.

Karen's career includes roles as Community Chaplain for Female Offenders, NNADAP Worker with Oromocto First Nation, and Executive Director of the Sarah Tracy Treatment Centre for Women. She currently serves as an Educational Assistant with the Anglophone Southwest District, supporting student growth, inclusion, and mental health. Her specialized training includes Critical Incident Stress Management (CISM), ASIST Suicide Intervention, Mental Health First Aid, Autism Awareness, and Addiction and Trauma Support.

Karen has also contributed extensively through volunteer leadership, serving on the Coverdale Centre for Women Board, the Maliseet Nations Mental Wellness Team, and the NB First Nations Suicide Prevention Task Force. Her work reflects a lifelong commitment to compassion, healing, and the empowerment of individuals through education and community connection.



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Samantha Ratti

Instructor, New Brunswick Indigenous Career College (NBICC)

Early Learning Specialist | Educator | Mentor

Samantha Ratti is a valued instructor at the New Brunswick Indigenous Career College, known for her compassion, leadership, and deep understanding of early learning and human services education. She is a graduate of NBICC's Early Childhood Education and Human Service Counsellor diploma programs and brings firsthand classroom experience as a former early childhood educator within the province.

Samantha's teaching philosophy centers on kindness, relationship-building, and respect for each learner's unique path. She fosters inclusive, hands-on learning environments that prepare students for real-world careers in education and care work. Her approach encourages emotional intelligence, empathy, and cultural awareness—key qualities in today's educators and support workers. Beyond her teaching role, Samantha contributes to curriculum enhancement and student mentorship, helping guide learners through their practicum experiences and personal growth. Her commitment to student success and culturally grounded education makes her a respected and inspiring member of the NBICC faculty.



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Todd McDougall

Instructor, New Brunswick Indigenous Career College (NBICC)

Health and Safety Specialist | Firefighter | Certified Personal Trainer

Todd McDougall is an accomplished instructor at the New Brunswick Indigenous Career College whose multidisciplinary expertise bridges healthcare, fitness, and emergency response. A FitPro Certified Personal Trainer, firefighter with the Oromocto Fire Department, and former medical sales representative, Todd brings a wealth of practical experience to NBICC's Personal Support Worker program. His background in health, safety, and crisis management allows him to teach students not only technical care skills but also the confidence and professionalism needed to respond effectively in emergency and healthcare settings. Todd's years in medical equipment sales provided him with in-depth knowledge of modern healthcare tools and technologies—expertise he now passes on to his students through practical demonstrations and safety instruction.

In addition to his instructional role, Todd's 25 years as a business owner in the automotive technology sector strengthened his leadership, organization, and problem-solving skills. He emphasizes resilience, teamwork, and accountability in the classroom, ensuring students graduate ready for both professional and personal success. Todd's commitment to education and community well-being reflects NBICC's core mission of preparing skilled, compassionate, and confident graduates to serve across diverse healthcare and community settings.

Reporting to Funding Agent

Marks and information will be released to the student's funding agent only if the student signs a release of marks/information form. Funding agents have asked for marks to be sent to them at the end of every course. Some also ask for attendance reports to be sent on a weekly basis. Disclosure to I.R.C.C. (Immigration Refugee Citizen Canada) on a quarterly basis.

Winter & March Break

Winter & March Breaks for all students will coincide with the public school (Anglophone West); the Principal notifies students otherwise.

Storm Closures

Classes may be cancelled due to weather. School is closed if Anglophone West (Zone 6) is closed. Please check the website: www.nbed.nb.ca

Program Length/Day

The number of days in each program is determined by the curriculum. A calendar is designed and attached for the program you are registered in. The length of day for each program will be determined by the Principal. All full-time programs run Monday to Thursday from 9:30 AM to 3:30 PM. You are expected to arrive 15 minutes early prior to class starting so you are ready to start class when class begins.

Library Service

New Brunswick Indigenous Career College has a library that is accessible to all students in all programs. Students are also encouraged to make use of the UNB's Harriet Irving Library, as well as the York Public Library downtown. Extra-mural cards are available at UNB for a cost.

Environment Safety

There are students and staff at NBICC with a variety of allergies to food and scents. Please DO NOT use any scented products. Please ASK before bringing food into the building to ensure that no one has bad allergies to food. This is a good practice to get into regardless of where you are.

Lost & Stolen Items

NB Indigenous Career College is not responsible for lost or stolen items. Please keep any valuables on you or in your car.

Confidentiality

- Students are required to sign a confidentiality agreement.
- Students will not disclose information to any unauthorized person.
- Confidentiality is to be maintained at all times.
- Failure to keep information confidential will result in the student being placed on probation or will be asked to withdraw from the program.

Attendance

- All students are expected to show up for classes 15 minutes early.
- Attendance during guest speakers and field trips are required.
- Statistics have proven that those with higher percentage attendance tend to have higher course marks.
- It is extremely important to attend class as this is where discussion and clarification takes place. This will help you to understand the material of the course.
- All students must attend classes alcohol and drug-free.

Attendance Marks

Attendance/Percent earned for final mark

100% = 10%

97-99% = 9%

91-93% = 8%

88-90% = 7%

85-87% = 6%

82-84% = 5%

79-81% = 4%

76-78% = 3%

75% = 1%

Anything less than 75% will result in 0%

Please note passing grade for all courses is 60%.

Progressive Guidance Policy

A 4-step policy will be followed, with an exception of a situation which may require an entry into an advanced step. All discussions will be noted on the student's file or on audio file.

1. The student will be counseled by the Instructor that a behavior and/or action needs modification. Together with the Instructor, the student will be told what is acceptable and what is not.
2. The student will be counseled if the unacceptable behavior or action persists and then the student will be notified that it will be recorded. This intervention will be done with another NBICC staff person present.
3. The failure of the above two steps to bring about a change in the unacceptable behavior or action will result in the student being given a written warning that the student has been placed on probation. The student will be counseled and notified that this has been recorded and put on their file. This intervention will be done with another NBICC staff present.
4. The failure of the above steps bringing about change in behavior or actions will result in the student being asked to withdraw from their program. This will take place with another NBICC staff member present.

Use of Alcohol or Drugs

All students are required to attend class alcohol and drug-free. Students who arrive under the influence of either substance or smelling will be immediately asked to leave for the day and upon returning to class the next day, the student and their Instructors will have to meet with the Principal and it will be documented and put in the student's file.

Computer Usage & Guidelines

- Food or beverages are permitted on the large group tables where there are no computers. Students will be given one warning and then the computer privileges will be suspended. Repeating incidents will result in permanent loss of computer privileges.
- Please remember that this is not for your exclusive use. Other classes use the space too.
- The classroom has to be left at the end of the day in the shape that you found it or better. This means all garbage is to be put in the garbage and taken out at the end of the week, and all books and notes put away.
- No computer belongs to any particular student--you may be asked to change computers from time to time.
- Material may be stored on a USB stick with these computers. You may also send documents to your email and retrieve it from this computer.
- Please do not personalize the computer with pictures or screensavers.
- Students are not allowed to print offensive material, for example, jokes or pictures.
- The use of the Internet is closely monitored and if the privilege is being abused, the student will lose their college computer privileges.
- You are responsible for the computer you use. Bring any problem to your Instructor's or Principal's attention immediately.

Academic Standing

A student may fail up to four courses over the time they are enrolled in the program. Keep in mind that there are certain courses you cannot fail in order to obtain your diploma.

A student shall be notified by their instructor if they have failed a course. Should a student fail their third course, they shall be placed on academic probation and at this time the student's funding agent will also be notified. Any other subsequent failure and the student will be required to withdraw from the course.

Test

A test may be administered at the end of each course module.

Test Reviews

A rewrite may be permitted for a student that did a final test and did not receive a passing grade of 60%. Please note that the rewrites are scheduled by the Instructor. If the student does not attend when the rewrite is scheduled, no further opportunities will be given and the student will remain with the original mark.

Final Course Marks

A student's final mark will be based on the following mark system, otherwise determined by the Instructor:

Test	40%
Assignments	50%
<u>Attendance</u>	<u>10%</u>
Total	100%

Students will receive a breakdown of each course marks within five days of course completion.

Please note the passing grade for each course is 60%.

Practicum

Students in the beginning of their program will be advised on the importance of their practicum during their course. Practicums are required of all students enrolled in the program to graduate. Students must pass all practicums in order to be eligible to graduate. Any practicum that a student may have failed may be redone which may mean the student will not graduate with her classmates.

Practicum Placements

- Only facilities that have completed their orientation process may host a student for the practicum.
- All hours for any practicum need to be approved by instructors in conjunction with the principal before the beginning of the practicum.
- The instructors will provide any new facilities with an orientation.
- Each practicum must be completed before the next practicum can begin.
- All practicums for the first year must be completed before the next year begins.
- Practicum orientation for the students will be held four weeks before their first day of practicum and the hours will be counted towards a total of practicum hours.
- Practicum debriefing will be held on the first day back from the practicum and will also count toward the total of practicum hours.
- Once a practicum site is chosen and practicum has begun, the student will remain at the site until the practicum is completed, unless otherwise directed by the Instructor in consultation with the Principal.

Reporting Suspected Elder or Child Abuse

In keeping with elder abuse and child abuse protocols, any student doing a practicum placement and suspecting abuse will report it to the Department of Social Development Child/Adult Protection (1-866-444-8838 or 1-866-444-8868), as they are required by law to report any form of abuse and as well, to report it to any police agency that is located in the area (RCMP, City Police, or Band Police). Also, if any students have concerns about whether something is abuse, then they should contact the practicum supervisor and/or the Principal immediately.

Practicum Evaluation

Students must pass all practicums to be eligible to graduate. Students will be evaluated by the instructor and by the cooperating facility staff. There are separate evaluations for each practicum program.

Criteria for passing the Practicums:

1. Required hours are complete, documented, and signed by the facility staff.
2. Practicum assignments are successfully completed and passed in at the end of each practicum.
3. Students must complete orientation before end of debriefing session after each practicum is completed to meet all requirements.
4. The recommendation of the instructor for a pass or fail will be based on evaluations of the students.
5. Students must complete practicum within the determined dates and times set out by the New Brunswick Indigenous Career College.
6. If these requirements are not met, then the student will be required to redo the practicum which may mean that they will graduate with the next graduating class.

Dress Code

All students are expected to dress in appropriate clothing. Students will not wear clothing during class hours that is not appropriate to wear in their field of work including the following:

- Clothing that is torn
- Clothing that is dirty
- Clothing that is advertising drugs or alcohol
- Clothing that has sayings which may be offensive to anyone
- Clothing that reveals body parts which normally cover body parts
- Clothing that is worn in leisure (cropped shorts/shirts)

The New Brunswick Indigenous Career College staff will ask any student who arrives wearing inappropriate clothing to go home and change and the time will be deducted for the time they are gone.

Language

We ask that you use appropriate language free of any swear words and vulgarities. Profanity and disrespect will not be tolerated.

Cheating

At the beginning of the year, the instructors will review the no cheating policy. Failure to comply with the requirements will result in the student being placed on probation. For any repeated offences, the student will be asked to withdraw from the program. See Steps 3 and 4 under the Progressive Guidance Policy.

Plagiarism

Plagiarism will be explained to the students at orientation. If the students are found to have plagiarized, Step 2 of the Progressive Guidance Policy will be applied. In the unlikely event that there be a second offence, then Step 3 of the Progressive Guidance Policy will be applied. If the student is being funded by an outside agency, they will be notified. Any subsequent offence will require that the student withdraw from New Brunswick Indigenous Career College.

Smoking

Students are to smoke only in designated areas determined by New Brunswick Indigenous Career College staff. If a student is a smoker, hands are to be washed and teeth are to be brushed before returning to the classroom after breaks—just as you were at your place of employment.

Personal Leave

Students may apply for personal leave by completing their request form. Personal leave may cover situations such as a death in the family, sickness, etc. Students may be required to take any modules they have missed or arrangements may be made for students to catch up on missed work.

Academic Term	One-half of the Academic Year
Personal Hours	Time allotted is 30 hours per year to a full-time student in the program they are enrolled in. This is to be used if the student has a doctor's appointment, etc.

Courses for Human Services Counsellor Diploma

HSC – 101 – Relating to Self (30 hrs) Credit Units: 2

Students will enhance self-knowledge as well as gain better understanding of Mi'kmaq/Wolastoqey culture. Studies will include working with elders to explore oral traditions (including the spoken language), traditional and contemporary values and cultural preservation through Talking Circles, Medicine Wheel, etc. Students will develop skills for establishing and maintaining effective relationships with others, particularly children in the early childhood setting.

HSC – 102 – Relating to others (30 hrs) Credit Units: 2

Students will study their own behaviours and personality styles in this course, as well as learn how to alter one's conduct to be productive with various personality patterns in a range of professional contexts. Students learn how to handle behavioural differences, improve cooperation, and boost team productivity. This course allows all students to learn from one another in a secure setting and allows them to apply their new shared language in the workplace.

HSC – 103 – Inclusive Interpersonal Communication (45 hrs) Credit Units: 3

Inclusive Interpersonal Communications enables the student to develop interpersonal communication skills to enhance their professional and personal relationships. We also expect students to clearly evaluate their own values, beliefs, and attitudes that influence their interpersonal communication.

HSC – 104 – Methods of Observing and Recording (75 hrs) Credit Units: 5

This course is designed to help students learning to become human services workers, education assistants, early childhood educators, and aboriginal education support workers enhance their skills in observing and recording human development and behaviour from birth through adulthood. A variety of observing and recording techniques will be explored in the course.

HSC – 105 – Professional Communications (45 hrs) Credit Units: 3

This course is designed to prepare students to use effective written communication, as a professional in the fields relating to the Human Services Worker Certificate. This course focuses on specific types of writing used in the field of human services work, such as letters, assessments, marketing, using social media, and writing proposals. We explore the challenges

and benefits of using new technologies for communication and the changing culture of professional communication.

HSC – 106 – Roles and Responsibilities in Human Services (45 hrs) Credit Units: 3

HSC 106 introduces you to the practice of social work, including a critical examination of the ethics, values, and historical development of the social work profession. Students learn a variety of models and theories of social work practice and examine how they can be applied to diverse populations.

HSC – 107 – Trends and Issues in Human Services (45 hrs) Credit Units: 3

HSC 107 is a critical introduction to the study of Canadian Social Welfare Policy and the structure of social services in Canada. The objectives and context of social welfare are presented and examined using different ideologies and discourses.

HSC – 108 – Health & Wellness (45 hrs) Credit Units: 3

This course is designed to provide students with a basic understanding of holistic health care needs of individuals in the community. Students are provided with the basic knowledge necessary to assist individuals who are unable to meet their health care needs independently. Students will also explore the concept of self-care and worker burnout. The content of this course is specific to developing the skills, knowledge, and values in the Human Services Worker setting.

HSC – 109 - Families (45 hrs) Credit Units: 3

This course provides early childhood educators and human services workers with an in-depth understanding of the diverse nature of families, the issues, and challenges that can be barriers to family health, and how to assist in building skills to work collaboratively to support families.

HSC – 110 – Guiding Across the Lifespan (60 hrs) Credit Units: 4

This course focuses on effective ways to guide and understand the needs and behaviours of children, youth, and adults. Learners will also explore the influences that inform their own behaviour and reflect on how these influences impact their understanding of themselves. A variety of theoretical, developmental, and experiential perspectives will be explored.

HSC – 111 – Counselling Skills (60 hrs) Credit Units: 4

This course introduces students to introductory interviewing and counseling skills that are needed for developing rapport, trust, and empathy in relationships with the clients they serve. Students develop skills in using invitational strategies, reflecting feelings and content, summarizing information, challenging perceptions, conducting assessments, and goal setting. Throughout the course there is an emphasis on self-reflection and self-evaluation.

HSC – 112 – Lifespan Development (60 hrs) Credit Units: 4

This course explores the development of humans from conception to death. It includes physical, cognitive, and psychosocial developmental domains. Students preparing to work in careers that involve other people need to clearly understand the complex, dynamic process of development throughout a person's lifespan. This knowledge can provide students with insight into their own development and the development of those they will encounter in their personal and professional lives. NOTE: This course is delivered in a hybrid format (45 hours face-to-face and 15 hours online) and in a fully online format.

HSC – 113 – Disability Studies (45 hrs) Credit Units: 3

This course is designed to introduce students to relevant physical, mental, emotional, and health conditions that might result in disability. The causes, interventions, and effects of a disabling condition on the individual, family, and community are examined as well as changing values and practices. We explore the impacts of poverty, deinstitutionalization, unemployment, and isolation on the lives of people labeled as disabled. This course focuses on specific disabling conditions prevalent in the field of human services.

HSC – 114 – Conflict Resolution (45 hrs) Credit Units: 3

This course provides students with an introduction to the theory, process, and skills of conflict resolution in child, youth, and family related conflicts. The course will introduce students to the core elements of conflict, restorative justice, mediation, and negotiation, and will provide the opportunity for students to develop skills for negotiating personal and professional disputes.

HSC – 115 – Crisis Intervention (45 hrs) Credit Units: 3

This course provides the student with an introduction to the theory and practical day-to-day procedures of crisis intervention. Students may be exposed to crisis topics common to a variety of helping profession disciplines, including counselling, educational, and social work.

HSC – 116 – Introduction to Mental Health Issues for Children and Youth (45 hrs) Credit Units: 3

This course uses a strengths-based approach to working with children and youth with mental health concerns. This course introduces students to the most commonly diagnosed mental illnesses, the direction for interventions, and the professionals presently working in the mental health field.

HSC – 117 – Issues in Adolescence (45 hrs) Credit Units: 3

This course introduces students to the contemporary study of adolescence from a lifespan perspective. It explores the challenges and the strengths of adolescence, along with the ways this knowledge can be applied to support healthy development among the diversity of young people in this period of life.

HSC – 118 – Introduction to Addictions (45 hrs) Credit Units: 3

This course provides the learner with an overview of current practice, theories, and models in the field of substance use. Topics include: models of addiction, assessment, intervention, and treatment for alcohol and other drug abuse; the impact of substance use on the individual, family, and society in general; and ethical issues and challenges for practitioners.

HSC – 119 – Studies in Diversity (45 hrs) Credit Units: 3

This course is designed as an introduction to studies in human diversity. It provides a foundation from which students explore diversity and anti-racism.

HSC – 120 – Independent Study (45 hrs) Credit Units: 3

This course is designed for focused, discipline-specific learning in the field of child, youth, or family studies. Students will systematically identify, plan, execute, and evaluate a learning project related to their professional field.

HSC – 121 – Indigenous Family Support Studies (45 hrs) Credit Units: 3

This course explores the diverse and unique nature and dynamics of First Nations, Aboriginal, Metis and Inuit (referred to inclusively as Indigenous) families. Students learn directly from Indigenous families, their support networks and advocates, their strengths, as well as the challenges and struggles they continue to face through the imposed transition from traditional to contemporary family roles. From this, students will work towards fostering a better understanding of how they can assist in providing culturally appropriate family support, and promoting family wellness and safe environments for children.

HSC – 122 – Introduction to the Criminal Justice System (45 hrs) Credit Units: 3

This course involves a critical examination of the structure and operation of the system that responds to crime and criminal behavior: the police, courts, and corrections. This course also examines the relationship between these agencies and the impacts and implications of the system. An emphasis is placed on experiential and interactive learning where students will engage with various individuals involved in the system. This course also includes an introduction to Indigenous justice models, community, and restorative justice.

HSC – 123 – Introduction to Psychology (45 hrs) Credit Units: 3

This course provides the learner with a general overview of contemporary psychology. Students will explore biological factors needed to have a more complete understanding of behaviour. This course will cover general principles and theories that describe the function of perceptual, cognitive, and emotional processes.

Practicum (13 weeks) Credit Units: 35

This practicum is designed to give you an opportunity to gain practical experience in a human services setting. You should be able to integrate theoretical, practical, and philosophical classroom-based learning with on-site experience.