



COURSE OUTLINE: CICE102 - SEM I: PROF DEV & WK

Prepared: Allie McKeachnie, CICE Program ELO

Approved: Karen Hudson, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CICE102: SEMINAR I: PROF. DEVELOPMENT & WORKPLACE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2023-2024
Course Description:	This course is designed to assist the student in establishing his/her role within the field placement environment. Students will gain an understanding of the importance of self-advocacy, the government legislation that applies to student and employee rights. Student experiences and ideas, as well as suggestions for interacting and participating effectively, within field placement, will be exchanged. In addition, professional responsibilities, particularly reliability and confidentiality, will be emphasized through review of field placement packages.
Total Credits:	4
Hours/Week:	2
Total Hours:	28
Prerequisites:	CICE101
Corequisites:	CICE112
This course is a pre-requisite for:	CICE201, CICE202, CICE211, CICE212
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
	VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.
	VLO 3 Develop academic and employment skills related to the workplace and specified area of study.
	VLO 4 Apply interpersonal and communication skills to build relationships with community supports, resources, and prospective employers.
	VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
	VLO 6 Engage in strengths-based, individualized goal setting related to self-determination and independence, both personally and professionally.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.



	<p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>												
General Education Themes:	<p>Civic Life</p> <p>Social and Cultural Understanding</p> <p>Personal Understanding</p>												
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>												
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Demonstrate an understanding of workplace health and safety.</td> <td> <p>1.1 Demonstrate an understanding of legislation related to workplace health and safety, including the Occupational Health and Safety Act, and through completion of Worker Health and Safety Awareness in 4 Steps.</p> <p>1.2 Demonstrate an understanding of safety concerns related to hazardous materials through completion of Workplace Hazardous Materials Information System (WHMIS) Training.</p> <p>1.3 Develop awareness of workplace health and safety issues related to specific sectors.</p> </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Demonstrate an understanding of field placement expectations, as well as roles and responsibilities of the student and employer.</td> <td> <p>2.1 Review student expectations and responsibilities in relation to field placement.</p> <p>2.2 Identify and discuss field placement and supervisor expectations.</p> <p>2.3 Discuss field placement experiences and share learning experiences with peers.</p> <p>2.4 Present field placement experience in class.</p> <p>2.5 Identify and demonstrate transferable skills in field placement environment.</p> <p>2.6 Understand accountability and reliability related to field placement.</p> </td> </tr> <tr> <th>Course Outcome 3</th> <th>Learning Objectives for Course Outcome 3</th> </tr> <tr> <td>3. Demonstrate effective</td> <td>3.1 Identify and demonstrate appropriate communication skills</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Demonstrate an understanding of workplace health and safety.	<p>1.1 Demonstrate an understanding of legislation related to workplace health and safety, including the Occupational Health and Safety Act, and through completion of Worker Health and Safety Awareness in 4 Steps.</p> <p>1.2 Demonstrate an understanding of safety concerns related to hazardous materials through completion of Workplace Hazardous Materials Information System (WHMIS) Training.</p> <p>1.3 Develop awareness of workplace health and safety issues related to specific sectors.</p>	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Demonstrate an understanding of field placement expectations, as well as roles and responsibilities of the student and employer.	<p>2.1 Review student expectations and responsibilities in relation to field placement.</p> <p>2.2 Identify and discuss field placement and supervisor expectations.</p> <p>2.3 Discuss field placement experiences and share learning experiences with peers.</p> <p>2.4 Present field placement experience in class.</p> <p>2.5 Identify and demonstrate transferable skills in field placement environment.</p> <p>2.6 Understand accountability and reliability related to field placement.</p>	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Demonstrate effective	3.1 Identify and demonstrate appropriate communication skills
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	professional communication skills.	and barriers to communication. 3.2 Develop professional oral and written communication skills. 3.3 Differentiate between verbal and non-verbal communication and describe the main types of non-verbal communication (ie. body orientation, gestures, face and eyes, proxemics, etc.) through assignment. 3.4 Develop conflict resolution skills related to field placement issues. 3.5 Understand importance of critical feedback to reflective practice. 3.6 Demonstrate use of APA style in written assignments and presentations.
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Develop effective skills of self-advocacy.	4.1 Develop self awareness through collaborative and individual activities. 4.2 Understand how disabilities may create barriers in the community. 4.3 Understand the role of self-advocacy in field placement. 4.4 Develop and practice self-advocacy skills in class and at field placement related to requesting accommodations and addressing challenges, including health and safety issues. 4.5 Develop an understanding of related legislation including the Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act. 4.6 Build confidence requesting accommodations within the employment setting with assertive communication skills.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Utilize problem solving techniques associated with field placement issues.	5.1 Identify problems related to the workplace and propose ways to appropriately solve problems. 5.2 Apply strategies for effective conflict resolution in collaboration with peers. 5.3 Demonstrate problem-solving skills through discussions and assignments.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Community Supports Group Project	20%
Field Placement Profile Presentation	20%
In Class Activities	20%
Online Discussions	15%
Professional Portfolio	25%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)



3. Study notes will be geared to test content and style which will match with modified learning outcomes.

4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.

2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.

3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.

4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.

2. Paraphrase the test question without revealing any key words or definitions.

3. Transcribe the student's verbal answer.

4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.

2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format

2. Propose a reduction in the number of references required for an assignment

3. Assist with groups to ensure that student comprehends his/her role within the group

4. Require an extension on due dates due to the fact that some students may require additional time to process information

5. Formally summarize articles and assigned readings to isolate main points for the student

6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.



NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: July 17, 2023

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.