



COURSE OUTLINE: CICE112 - FIELD PLACEMENT I

Prepared: Allie McKeachnie, CICE Program ELO

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

Course Code: Title	CICE112: FIELD PLACEMENT I
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2023-2024
Course Description:	<p>Students are introduced to field placement and the workplace. Through practical experience in an area of study, students practice vocational skills, including interpersonal skills and communication for work. Students take initiative and engage in self-directed learning with guidance of field placement supervisors and employment liaison officer.</p> <p>Students explore workplace roles and responsibilities associated with their area of study and engage in goal setting and planning. Self-evaluation is ongoing and relates to developing vocational skills, professional skills and work habits, and goal setting skills.</p> <p>Students complete 40 to 60 hours in Field Placement I plus one hour of in-class instruction weekly. Additionally, the CICE Program Fieldwork Manuals contain relevant policies and procedures to guide students and field supervisors.</p>
Total Credits:	12
Hours/Week:	6
Total Hours:	84
Prerequisites:	CICE101
Corequisites:	CICE102
This course is a pre-requisite for:	CICE201, CICE202, CICE211, CICE212
Vocational Learning Outcomes (VLO's) addressed in this course:	<p>1120 - COMMUNITY INTEGRATN</p> <p>VLO 1 Integrate fully in academic, social and community activities.</p> <p>VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.</p> <p>VLO 3 Develop academic and employment skills related to the workplace and specified area of study.</p> <p>VLO 4 Apply interpersonal and communication skills to build relationships with community supports, resources, and prospective employers.</p> <p>VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.</p> <p>VLO 6 Engage in strengths-based, individualized goal setting related to self-determination and independence, both personally and professionally.</p>
Essential Employability	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form



Skills (EES) addressed in this course:

- 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.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Satisfactory/Unsatisfactory
&
A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Course Outcomes and Learning Objectives:

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:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Actively participate in establishing and maintaining a healthy and safe field placement experience.	1.1 Adhere to health and safety policies, procedures, and legislation in the field placement setting. 1.2 Collaborate to clarify roles, responsibilities, and tasks of the student in the field placement setting.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Develop professional behaviours, skills and attitudes in field placement.	2.1 Employ professional personal and interpersonal skills to promote the development of positive working relationships in field placement. 2.2 Assess constructive feedback and determine appropriate response. 2.3 Develop skills and knowledge in placement and achieve goals defined in collaboration with the student, ELO and supervisor. 2.4 Adhere to policies and procedures of both the placement organization and Sault College, including privacy and confidentiality, and the Sault College CICE Program Field Placement Expectations. 2.5 Demonstrate reliability, dependability, and motivation in the placement setting. 2.6 Employ leadership skills and practice taking initiative. 2.7 Demonstrate active participation in the field placement learning experience.
Course Outcome 3	Learning Objectives for Course Outcome 3



	<p>3. Establish and maintain clear, appropriate and ongoing communication at field placement.</p>	<p>3.1 Employ professional verbal and non-verbal communication skills to promote the development of effective working relationships in the field placement setting. 3.2 Follow placement supervisor's instructions and seek clarification when necessary. 3.3 Maintain effective communication with field placement supervisor and employment liaison officer. 3.4 Communicate any difficulties or concerns to the field placement supervisor. 3.5 Clearly communicate and reflect about learning experiences both verbally and in writing. 3.6 Employ active listening skills and strategies. 3.7 Respond constructively to feedback and communication with field placement supervisor and employment liaison officer. 3.8 Contribute to skills inventory developed in relation to field placement.</p>
	Course Outcome 4	Learning Objectives for Course Outcome 4
	<p>4. Develop strengths-based learning strategies and build self-knowledge.</p>	<p>4.1 Apply skills of reflective practice in discussions and activities centered around field experience. 4.2 Develop, implement and assess strengths-based learning strategies to maximize learning at field placement. 4.3 Set goals for continual learning. 4.4 Build capacity to work in an entry-level job in the specific area of study.</p>
	Course Outcome 5	Learning Objectives for Course Outcome 5
	<p>5. Complete assigned field placement documents and activities.</p>	<p>5.1 Review required field placement documents and confirm understanding of policies by signing. 5.2 Complete assigned field placement assignments and activities. 5.3 Evaluate performance and learning through ongoing self-reflection.</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Field Observation Assignment	20%
Field Placement Evaluations	10%
Field Placement Requirements	10%
Placement Self-Assessments	20%
Reflection Journal	25%
Skills Inventory	15%

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.