



COURSE OUTLINE: IVT128 - TRANSITIONS TO WORK

Prepared: CICE

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

Course Code: Title	IVT128: TRANSITIONS TO WORK
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2023-2024
Course Description:	In this course, students will explore the transition from student to employee and gain an understanding of the differences between the practicum setting and workplace. This course is designed to consolidate information from the first three courses into this final course. Policies, legislation, processes, roles, responsibilities and expectations of both the employer and employee are themes that will be examined and discussed. Students will develop resume and interviewing skills through in-class activities. This will serve to prepare the students for future employment opportunities.
Total Credits:	4
Hours/Week:	2
Total Hours:	28
Prerequisites:	IVT118, IVT131
Corequisites:	IVT132
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN 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. 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:

Passing Grade: 50%, D

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. Understand qualities of effective workers.	1.1 Examine development of employable skills at the placement site through self-evaluation. 1.2 Incorporate feedback and suggestions made in the classroom into the field placement experience. 1.3 Assess personal strengths and set goals for further development. 1.4 Apply self-advocacy and self-determination skills to strategize for employment. 1.5 Demonstrate understanding of rights and responsibilities of both the employer and employee. 1.6 Understand various methods to accommodate ones individual needs in the work place environment.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Identify and develop specific professional and personal goals for field placement and employment.	2.1 Discuss future employment and establish individual goals. 2.2 Understand reflective practice and engage in ongoing self-evaluation. 2.3 Reflect and incorporate personal wellness, personal goals and values in the professional goal setting process to promote self-actualization.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Develop strategies for seeking employment.	3.1 Engage in job search and analyze relevant job postings. 3.2 Develop job search strategies using employment agencies and services. 3.3 Identify different resume formats and their major components. 3.4 Create an effective working resume or update resume and cover letter.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Develop experience and	4.1 Review key components of a job interview.



skills in employment interviewing.	4.2 Practice and demonstrate interview skills through mock interview and in-class discussions. 4.3 Evaluate interview skills. 4.4 Develop appropriate communication skills and strategies to overcome challenges in interviews and the work environment.
Course Outcome 5	Learning Objectives for Course Outcome 5
Demonstrate appropriate professional behaviour.	5.1 Demonstrate professional communication skills and language. 5.2 Maintain confidentiality. 5.3 Understand critical feedback and gain experience giving and receiving critical feedback. 5.4 Understand the purpose of observation and incident reports.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Discussions & Reflections	20%
In-Class Activities	20%
Job Posting Package	20%
Mock Interview Project	25%
Professional Portfolio	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.

