

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrative Seminar I
CODE NO.: IVT111 **SEMESTER:** 1
PROGRAM: Community Integration Through Cooperative Education
AUTHOR: CICE Program, Nancy, Leishman
DATE: Sept/03 Previous Outline Dated: June/02
APPROVED:

DEAN

DATE

TOTAL CREDITS: 4

PREREQUISITE(S): None

HOURS/WEEK: 1

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School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course is designed to facilitate student growth in the areas of confidence and competency. As a group, the students will discuss a variety of techniques that will assist with the acquirement of skills necessary to participate in an effective, collaborative approach. In this format, the students will be given opportunities to discuss their experiences in applying these transferable skills from the College to the field placement environment. In addition, field placement packages will be reviewed.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Possess an awareness of and be able to utilize a wide range of services provided by Sault College.Potential Elements of the Performance:

- Name, locate, and describe the various services available at Sault College.
- Discuss how the variety of services would benefit Sault College students.
- Recognize the functions of the Student Academic Council and discuss the benefits to all students.

2. Review and discuss the Students Rights and Responsibilities policies as well as some College policies.Potential Elements of the Performance:

- Demonstrate the ability to access the policies on the Sault College Internet homepage.

3. Review and discuss student expectations in the designated field placement setting.

Potential Elements of the Performance:

- Review the field placement packages and course outlines and discuss responsibilities and assignments the students will complete while fulfilling required hours.
- Identify and discuss the field placement and supervisor expectations.
- Develop a list of student field placement expectations.
- Discuss field placement experiences and share ideas as a collaborative team participant.
- Complete an oral presentation to the class outlining the field placement experience.
- Identify/demonstrate appropriate transferable skills from the classroom to the field placement environment.

4. Identify/discuss the services their field placement agency, business, or industry provides.

Potential Elements of the Performance:

- Research the fieldwork setting and complete an Orientation assignment documenting the mission statement, goods and/or services the employer provides, customers or clients they serve etc.
- Complete a Field Placement Profile Summary.
- Identify who the contact person is at the site.
- Outline the major duties to be performed by the student in the work place setting.

5. Develop and enhance problem solving and assertiveness skills.

Potential Elements of the Performance:

- Identify problems presented and discuss effective, alternative solutions for resolving conflict.
- Identify/discuss problems related to field placement and develop strategies to effectively resolve such issues.
- Understand different interpersonal behaviours (i.e. passive aggressive).

6. Identify/discuss the significance of time management and organizational skills in relation to success.

Potential Elements of the Performance:

- Recognize the importance of presenting a "Professional Self" in a field placement environment.
- Identify/discuss the benefits of accountability and priority setting.
- Demonstrate the ability to effectively apply skills in the use of a Day Planner.
- Identify and demonstrate time management and organizational techniques.

III. TOPICS:

1. Sault College Services and Supports
2. Writing Field Placement Reports
3. Problem Solving Strategies
4. Interpersonal Communication Skills
5. Oral Presentation Skills
6. Time Management & Organizational Skills
7. Field Placement/Employment Skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Binder
- Pen & Pencil
- Day Planner (must be weekly)
- Lined Paper
- Disk & Holder
- CICE Seminar I Student Work Book

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|-------------------------------------|------------|
| Attendance | 10% |
| Participation | 10 % |
| Field Placement Profile | 15% |
| Self Evaluation (beginning and end) | 5% |
| College Orientation Assignment | 10% |
| Time Management | 10% |
| Field Placement Reports | 20% |
| Final Oral Report | <u>20%</u> |
| Total | 100% |

The following semester grades will be assigned to students in postsecondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 - 100% | 4.00 |
| A | 80 - 89% | 3.75 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| F (Fail) | 59% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. | |
| NR | Grade not reported to Registrar's office. | |
| W | Student has withdrawn from the course without academic penalty. | |

VI. SPECIAL NOTES:Complementary Activities:

To meet course objectives, students should expect to match scheduled class hour with independent study.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

IMPORTANT NOTICE TO STUDENTS:

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Students Rights and Responsibilities" document."

Assignments:

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. Late submissions will be deducted 5% per day.
3. Assignments more than one week late will not be accepted.
4. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their assigned date will forfeit their mark for that assignment.
5. Students have the responsibility to be aware of assignment due dates.

Tests/Quizzes:

1. Tests/Quizzes must be completed on the date scheduled. If students are unable to attend, contact the professor prior to the start of the test/quiz. An alternative date must be arranged before the next class.