

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Field Placement IV
CODE NO. : IVT201 **SEMESTER:** 4
PROGRAM: Community Integration Through Cooperative Education
AUTHOR: CICE Department, Nancy Leishman
DATE: Sept/03 **PREVIOUS OUTLINE DATED:** Jan/02

APPROVED:

	_____ DEAN	_____ DATE
TOTAL CREDITS:	12	
PREREQUISITE(S	IVT109, IVT119, IVT129	
):		
HOURS/WEEK:	14 Weeks/96 Hours	

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For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course is a continuation of Field Placement III. Field Placement IV is a fourth semester course. Training will be at a higher level and students are expected to have good work habits and interpersonal communication skills. Specific learning outcomes are developed at the onset of the field placement, and students are evaluated on an ongoing basis with a midterm and final evaluation.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the following abilities:

1. Work at a level of independence as outlined and discussed with the Employment Liaison Officer by:

Potential Elements of Performance

- demonstrating proper time management skills, i.e., arrive on time for work, complete tasks or assignments within the appropriate amount of time, utilize time on the job constructively
- following instructions and ask for clarification when needed
- scheduling personal appointments at other times
- requesting feedback related to progress at least once a week, i.e., “How am I doing?” and “What can I do to improve?”

2. Demonstrate the ability to follow daily routines and/or procedures related to the field placement by:

Potential Elements of Performance

- showing initiative by completing tasks or assignments without being asked (pending knowledge, experience and ability.)
- request for more work to do if assigned work is completed
- know when to ask questions about a job and/or task

3. Develop team building skills by:

Potential Elements of Performance

- actively participating in the organization/business/ or agency
- being open to constructive criticism
- showing initiative and a willingness to help out
- contributing ideas and following through on any commitments made to the team or organization.

4. Follow appropriate lines of communication within the field placement setting by:

Potential Elements of Performance

- dealing with work issues/problems immediately
- having the knowledge of where and when to get assistance in work related matters
- using appropriate problem solving techniques
- recognizing and following the “chain of command”

5. Practice professionalism on the job by:

Potential Elements of Performance

- staying on task until the assigned job/task is completed
- dressing appropriately for the type of employment experience
- knowing how to greet and treat customers, clients, and/or fellow employees with courtesy and respect

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Field placement package is provided.
- Student is responsible for his/her own transportation to and from the field placement.

IV EVALUATION PROCESS/GRADING SYSTEM:

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

METHOD OF EVALUATION:

1. Attendance (96 hours is required)
2. Field Placement Orientation Report
3. Mid-term Evaluation
4. Final Evaluation

V. SPECIAL NOTES:

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.

VI. 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.

VII. 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.