

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrative Seminar III
CODE NO. : IVT125 **SEMESTER:** 3
PROGRAM: Community Integration Through Cooperative Education
AUTHOR: CICE Program, Nancy Leishman
DATE: Sept/04 **PREVIOUS OUTLINE DATED:** Jan/04
APPROVED:

		_____	_____
		DEAN	DATE
TOTAL CREDITS:	4		
PREREQUISITE(S):	NONE		
HOURS/WEEK:	1		

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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 designed to provide students with the opportunity to share ideas and theoretical concerns relative to field practice. Field placement experiences will form a basis for discussion. As a result, students will be better prepared for implementing and practicing hands-on skills and planning for future goals. 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. Actively participate in class discussions by providing examples of experiences at his/her placement.

Potential Elements of the Performance:

- Discuss opportunities and tasks assigned in the placement setting.
- Contribute ideas, views, opinions and information while demonstrating respect of others.
- Clarify role within the field placement environment and share experiences with other team members.
- Prepare an oral presentation outlining the placement experience.
- Develop an individual placement action plan based on vocational goals.

2. Demonstrate effective interpersonal communication skills.

Potential Elements of the Performance:

- Discuss situations reflecting assertive behaviour.
- Define and discuss effective conflict management and resolution techniques.
- Develop an understanding of different cultures.
- Discuss and develop an understanding of appropriate and non-appropriate self disclosure.

3. Develop strategies for seeking employment.

Potential Elements of the Performance:

- Identify sources for gaining employment.
- Develop a variety of job search strategies.
- Develop an individualized action plan.
- Identify strengths and limitations in a variety of areas.

III. TOPICS:

1. Placement Responsibilities and Expectations
2. Goal Setting
3. Planning for Employment
4. Interpersonal Communication

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Binder
- Pen & Pencil
- Day Planner
- Lined Paper
- Disk & Holder
- Student Workbook
- Name Pin
- Field Placement Uniform

Required Text

Career Focus Canada: A Personal Search Guide. (3rd ed.).
H.M. Lamarre & K. McClughan. Prentice Hall, 2005.

V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance	10%
Participation	5%
Field Placement Profile	5%
Action Plan	20%
Poster Board and Presentation and Written Report	30%
Field Placement Toolbox	20%
Field Placement Assignment	<u>10%</u>
Total	100%

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% 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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 skills 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 "Student 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 the 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 unable to attend, contact the professor prior to the start of the test/quiz. An alternative date must be arranged before the next class.