

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Field Placement Preparation For CICE  
**CODE NO. :** IVT105 **SEMESTER:** 1  
**PROGRAM:** Community Integration Through Cooperative Education  
**AUTHOR:** Nancy Leishman , CICE Program  
**DATE:** May/2005 **PREVIOUS OUTLINE DATED:** Aug/2004  
**APPROVED:**

	_____ DEAN	_____ DATE
<b>TOTAL CREDITS:</b>	6	
<b>PREREQUISITE(S):</b>	None	
<b>HOURS/WEEK:</b>	3	

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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 prepare students for the transition to the field placement component of the CICE program. The seminar class is intended to support and enhance the students learning and growth within the placement setting in the areas of job preparedness (i.e. personal hygiene, attire, confidentiality, individual responsibility) interpersonal communication, time management, and health and safety. As a group, students will discuss a variety of techniques that will assist with the acquirement of skills necessary to participate in an effective, collaborative approach. This course will promote successful transition and interaction with College life and assist students to understand and maximize future field placement training opportunities.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Develop an awareness of and be able to utilize learning strategies for the College experience.

Potential Elements of the Performance:

- Name, locate, and describe various services available at Sault College
- Discuss how the variety of services benefit students
- Recognize and discuss the benefits of the Student Academic Council
- Understand the process of accessing the computer systems within the College, along with being aware of all policies regarding their use
- Develop and demonstrate an understanding of the importance of the Students Rights and Responsibilities policy of Sault College.
- Demonstrate an understanding of the policies and roles of the CICE program
- Demonstrate appropriate and professional behaviour within the seminar class, and college environment
- Identify various stress management techniques

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

Potential Elements of the Performance:

- Utilize an appointment/agenda book
- Understand the importance of using calendars and tracking lists for planning
- Identify personal goals
- Prepare a personal weekly study schedule
- Identify and discuss the benefits of accountability and priority setting as a student and professional

3. Develop effective Interpersonal Communication Skills.  
Potential Elements of the Performance:
  - Understand what interpersonal communication is
  - Identify problems presented and discuss effective, alternative solutions for resolving conflict
  - Actively participate in class activities, discussions and role plays
  - Demonstrate appropriate responding to constructive feedback from others
  - Demonstrate the ability to work effectively in a team by problem solving, collaborating and communicating within the class
  - Identify and discuss problems and situations related to field placement and develop strategies to effectively resolve such issues
  - Develop an understanding of how self concept and self esteem relate to professional development
  - Understand the importance of various types of written reports
  
4. Identify and discuss various issues around personal safety for various field placement settings.  
Potential Elements of the Performance:
  - View a video on “Things You Need To Know”
  - Discuss the various hazards that can be encountered while on placement
  - Understand individual roles and responsibilities for safety
  - Discuss the appropriate steps to deal with safety issues
  - Develop an understanding of the characteristics of the young worker
  - Understand and discuss the importance of developing a field placement profile of the students’ placement site, including emergency evacuation procedures
  
5. Review and discuss the expectations of field placement.  
Potential Elements of the Performance:
  - Review field placement packages and course outlines and discuss responsibility for assignments, hours, and attendance while at placement
  - Identify and discuss expectations of the field placement supervisor, and the Employment Liaison Officer
  - Develop a list of student goals and expectations for field placement
  - Understand and describe the student’s role while at placement
  - Identify the appropriate communication techniques for various situations at field placement
  - Understand the differences in the various roles of staff at placement
  - Recognize and adhere to policies surrounding confidentiality
  - Discuss and demonstrate the importance of proper personal hygiene
  - Understand the importance of the CICE program dress code for field placement
  - Develop an awareness and understanding of the various Codes of Ethics for different professions

6. Demonstrate the ability to participate in a field placement visit.  
Potential Elements of the Performance:
- Complete a mandatory field placement visit to a prearranged placement site
  - Participate in the role of observing the interactions of others at the site
  - Identify areas of concern, interest and overall opinions through a self-reflection/observation journal report
  - Recognize and adhere to College and CICE guidelines while at the placement site
  - Discuss with the class your experience of this observational activity

**III. TOPICS:**

1. Strategies for College Life
2. Organization and Time Management Techniques
3. Interpersonal Communication Skills
4. Personal Safety Issues
5. Field Placement Expectations
6. Personal Reflection Journal

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

**Required Text:** *Personal Development for Life and Work* (9<sup>th</sup> ed.) by Wallace and Masters (2006) Thomson Southwestern

- Binder
- Pen/pencil and paper
- Weekly Day Planner
- Student Workbook (supplied)
- Name Pin
- Field Placement Uniform

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Attendance	10%
Participation	10%
College Orientation Report	10%
Time Management Package	10%
Professionalism Portfolio	40%
Personal Reflection Journal	20%

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:

### 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary 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.