

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Field Placement Preparation: Transitions to Working in a Diverse Society

**CODE NO. :** IVT-110 **SEMESTER:** 1

**PROGRAM:** Community Integration Through Cooperative Education

**AUTHOR:** Nancy Leishman , CICE Program

**DATE:** May/10 **PREVIOUS OUTLINE DATED:** May/09

**APPROVED:** "Angelique Lemay" Sept. 10

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	<b>CHAIR</b>	<b>DATE</b>
<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 Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course will endeavor to prepare the student for the transitions from college to the field placement setting. The growth and learning of the student will be supported and enhanced in the areas of job preparedness which include, but are not limited to personal hygiene, attire, confidentiality, individual responsibility, interpersonal communication, health and safety, and student's rights and responsibilities not only as a student, but also within the college environment. As a group, students will discuss a variety of techniques that will assist with the acquisition of skills necessary to participate in an effective, collaborative approach in the classroom and workplace setting. This introductory course aims to promote successful transition between College and community and interaction with College life. This course will also assist students to understand and maximize field placements that occur in subsequent semesters. Students will also gain a basic understand of the purpose and techniques of appropriate APA documentation style.

**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
- Demonstrate an understanding of the policies and goals of the CICE program
- Identify various stress management techniques

2. Develop a basic understanding of the role of the Student's Rights and Responsibilities

Potential Elements of the Performance:

- Review and discuss the Student's Code of Conduct Handbook
- Understand the most key areas related to student life within the college
- Understand the college's process for appeals and/or complaints
- Understand the role of the services provided by student services, and student academic counsel
- Discuss the impact of violation of any key conditions discussed
- Demonstrate appropriate and professional behaviour within the seminar class, and college environment

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"
- Examine the relevant Legislation surrounding "Work Place Safety" and "WHMIS"
- 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
- Understand and review the policy and procedures for reporting and injury while at field placement

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. Complete a Self Reflection Journal  
Potential Elements of the Performance:
  - Complete a Self Reflection Journal discussing the learning experience within the seminar class
  - Discuss with the class your experiences within the seminar class and how this relates to job-readiness
7. Develop an Understanding of APA Documentation  
Potential Elements of the Performance:
  - Have a basic understanding of the purpose for APA documentation style
  - Discuss In-text Citation and Referencing Style
  - Demonstrate through in class assignments and discussion the appropriate documentation techniques

### III. TOPICS:

1. Strategies for College Life
2. Student's Rights and Responsibilities/Code of Conduct
3. Interpersonal Communication Skills
4. Personal Safety Issues
5. Field Placement Expectations
6. Self Reflection Journal
7. APA documentation

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

- Binder
- Pen/pencil and paper
- Weekly Day Planner
- Field Placement Uniform

### V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance	20%
Participation	10%
College Orientation Report	10%
In Class Student Activities	20%
Professionalism Portfolio	30%
Self Reflection Journal	10%

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:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

### VIII. COURSE POLICIES:

1. Regular attendance and punctuality is expected. This course is a prerequisite to Seminar class IVT-112; therefore successful completion of this course is required in order to participate in the field placement component of the program. Students may be required to repeat the class if less than 80% of classes are attended. Allowances may be made, for extenuating circumstances, at the discretion of the teacher. The student is responsible for contacting and communicating with the teacher prior to class, to substantiate an absence. Students will be notified through a "Letter of Notification" if attendance/behaviour is a concern. The Teacher reserves the right to ask for verification of absence.
2. Due to the nature of discussions that may arise in this course confidentiality must be maintained. Breaching this condition may result in failing the course, and attending a mandatory meeting with the Dean of Health and Human Services.
3. Students are expected to abide by the College's *Student Code of Conduct* policies and by the established and agreed upon rules for classroom conduct.
4. Active participation is vital to ensuring a sound understanding of course material. Students are expected to bring their workbook and all other pertinent materials to class. Students are expected to be respectful of their peers, and to appreciate and value individual differences. Students are expected to model in the classroom professional behaviour that will be expected in Field Placement experiences. Failure to abide by this will result in the student being excused from class. Final grade is at the discretion of the teacher. **Please see the "Class Participation & Professional Development Guidelines" attached at the end of the course outline.**
5. Punctual completion of assignments is required. Acceptance of late assignments is at the discretion of the teacher, and a 5% per day grade reduction will be applied. No late assignments will be accepted after one week, or a zero will be assigned, if relevant. It is the student's responsibility to seek assistance from the teacher to clarify any information that is not understood.
6. Cell phones and pagers must be turned off, or on "vibrate" mode while in class. Under extenuating circumstances, and at the discretion of the teacher, may be left on. MP3 players, disc man's or any other electronic equipment is not to be out, unless it is adaptive equipment required for accommodation, this includes head phones or ear buds.
7. Beverages/food are allowed in class on the condition that students dispose of garbage, be respectful and it does not interrupt the learning of others. This privilege will be rescinded if these conditions are not followed.
8. Students have the right and are encouraged to discuss their learning needs or grades with the teacher through direct communication.

**CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**  
IVT-110

Student: \_\_\_\_\_

**ALL EXPECTATIONS MET 10 points**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Generalizes and applies concepts and information from other courses to personal/professional experience
- Contributes in a very significant way to ongoing discussions, keeps comments focused responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development

**SOME EXPECTATIONS MET 6-9 points**

- Demonstrates good preparation for class, knows some of the material
- Contributes occasionally to ongoing discussions,
- Occasionally generates questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in most aspects of course
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Occasionally is disruptive (frequent side discussions, reading other materials during class, etc.)

**FEW EXPECTATIONS MET 0- 5 points**

- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class
- Participates usually only when called on
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a lack of self-understanding and lack of commitment to personal and professional development
- Is disruptive (frequent side discussions, reading other materials during class, etc.)