

I. COURSE DESCRIPTION:

This course is designed to assist the student in establishing his/her role within the field placement environment. Students will gain an understanding of the importance of self-advocacy, the government legislation that applies to student and employee's rights. Student experiences and ideas, as well as suggestions for interacting and participating effectively, with field placement, will be exchanged. In addition, professional responsibilities, particularly reliability and confidentiality, will be emphasized through review of field placement packages. 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. Participate actively in discussions by providing examples of experiences and personal interactions at his/her placement.

Potential Elements of the Performance:

- Contribute one's own ideas, opinions and information while demonstrating respect for others.
- Clarify one's own role in the field placement setting and share specific learning experiences with other students.
- Identify and discuss employer/student expectations while in the field placement setting.

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

Potential Elements of the Performance:

- Review the field work 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.
- Understand one's accountability and reliability surrounding field placement

3. Demonstrate effective interpersonal communication skills.

Potential Elements of the Performance:

- Identify appropriate listening and responding skills and barriers to communication.
- Develop awareness of how emotions impact behaviour.
- Differentiate between verbal and non-verbal communication and describe the main types of non-verbal communication (ie. body orientation, gestures, face and eyes, proxemics, etc.) through assignment.
- Develop conflict resolution skills to field placement/work placement issues

4. Develop effective skills to advocate for one's self.

Potential Elements of the Performance:

- Develop an understanding of the definition of self-advocacy
- Identify how to develop self-advocacy skills
- Understand how disabilities impact one in various ways and how barriers impede access
- Have a basic knowledge of the legislation pertaining to special needs, such as the Ontario Human Rights Code, Duty to Accommodate etc.
- Develop appropriate communication skills to address accommodations within the employment setting

5. Utilize problem solving techniques associated with field placement issues.

Potential Elements of the Performance:

- Identify and discuss problems presented in class.
- Discuss strategies for effective conflict resolution.
- Demonstrate problem-solving skills through discussions and assignments.

6. 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. Placement Responsibilities and Expectations
2. Tool Box of Work Related Strategies
3. Interpersonal Communication
4. Self-advocacy
5. Team Work and Conflict resolution
6. Feedback and Self-Evaluation
7. APA Documentation Techniques

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Binder
- Pen & Pencil
- Weekly Day Planner
- Lined Paper
- Field Placement Uniform

V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance	15%
Participation	5%
Project Board and Presentation	20%
In class activities	5%
Field Placement Tool Box	15%
Field Placement Assignment/reflection	20%
Field Placement Profile	<u>20%</u>

In class activities	25%
Assignments	75%

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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:

There is a mandatory 80% attendance requirement for this course, as it facilitates and compliments the skills being employed at Field Placement

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.

Course Requirements:

This course is a co requisite with Field Placement 1- IVT-130

VII. COURSE OUTLINE ADDENDUM:

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

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

IVT-112

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.)