

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrative Seminar II

CODE NO. : IVT115 **SEMESTER:** 2

PROGRAM: Community Integration Through Cooperative Education

AUTHOR: CICE Program, Nancy Leishman

DATE: Jan/04 **PREVIOUS OUTLINE DATED:** Sept/03

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 assist the student in establishing their role within the field placement environment. Student experiences and ideas, as well as suggestions for interacting and participating effectively, will be exchanged. In addition, professional responsibilities, particularly reliability and confidentiality, will be emphasized through review of field placement packages.

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 of others.
- Clarify one's own role in the field placement setting and willingly share 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.

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.

4. 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.

III. TOPICS:

1. Placement Responsibilities and Expectations
2. Field Placement Journals
3. Interpersonal Communication
4. Team Work and Conflict
5. Feedback and Self-Evaluation
6. Oral Presentation

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbook: *Interpersonal Communication: Relating to Others* (3rd Canadian ed.), by Steven A. Beebe, Susan J. Beebe, Mark V. Rodmond, Terri M. Geerinck. Allyn & Bacon 2004.

- Binder
- Pen & Pencil
- Weekly Day Planner
- Lined Paper
- Disk & Holder
- Student Workbook
- Name Pin

V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance	10%
Participation	10%
Field Placement Profile	15%
Oral Presentation and Project Board	20%
Report on Interpersonal Communication	10%
Filed Placement Reports (5 at 5% each)	25%
Report on Professionalism	10%
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 E1204 or call Extension 493 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.