

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Transitions to Work: Seminar III  
**CODE NO:** IVT-128 **SEMESTER:** 4  
**PROGRAM:** Community Integration Through Cooperative Education  
**AUTHOR:** CICE Program, Nancy Leishman  
**DATE:** Jan/08 **PREVIOUS OUTLINE DATED:** May/07  
**APPROVED:**

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**CHAIR, COMMUNITY SERVICES**

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**DATE**

**TOTAL CREDITS:** 4  
**PREREQUISITE(S):** IVT-110, IVT-112, IVT109, IVT-118, IVT-119  
**CO REQUISITE(S):** IVT-129  
**HOURS/WEEK:** 1

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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:**

In this course, students will explore the transition from student to employee and gain an understanding of the differences between the practicum setting and work place. This course is designed to consolidate information from the first three seminar classes into this final course. Policies, legislation, processes, roles, responsibilities and expectations of both the employer and employee are themes that will be examined and discussed. Students will develop resume and interviewing skills through in class activities. This will serve to prepare the students for future employment opportunities. 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. Identify and discuss qualities required to be an effective competent worker.**

Potential Elements of the Performance:

- Examine and evaluate one's own behaviour as a member of a working team at the placement site.
- Incorporate feedback and suggestions made in the classroom into the field placement experience.
- Use thoughtful consideration in assessing their personal strengths and determine realistic alternatives for change.

**2. Identify and develop specific professional goals for field placement.**

Potential Elements of the Performance:

- Understand the purpose of observation and incidents reports
- Analyze and apply the various recording tools to field placement situations.

**3. Develop strategies for seeking employment.**

Potential Elements of the Performance:

- Analyze a job posting and develop a cover letter in response.
- Develop various job search strategies utilizing local employment agencies and/or government employment services.
- Complete a sample cover letter.
- Complete a thank you letter
- Identify different resume formats and their major components.
- Develop a working resume or update resume by the end of the semester

**4. Develop experience and skills in employment interviewing.**

Potential Elements of the Performance:

- Review key components of a job interview.
- Practice and demonstrate interview skills through the mock interview process, and in-class discussions.
- Evaluate interview skills.
- Discuss future employment direction and establish individual goals.
- Apply self-advocacy and self-determination skills to identify and overcome barriers to employment
- Understand basic rights and responsibilities of both the employer and employee
- Understand various methods to accommodate one's individual needs in the work place environment through discussions with employers
- Develop appropriate communication skills to discuss one's challenges

**5. Demonstrate appropriate and professional behaviour.**

Potential Elements of the Performance:

- Conversations and language are appropriate to the discussion.
- Confidentiality is maintained.
- Respect for others is demonstrated.

**III. TOPICS:**

1. Qualities of a Competent Worker
2. Goal Setting
3. Employment Strategies
4. Interview Skills: Self-advocacy & Self-determination
5. Resume package/skills list
5. Professional Behaviour

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

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

- Binder
- Pen & Pencil
- Day Planner
- Field Placement Uniform

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

Attendance	15%
Participation	5%
Take Home Assignment/Mock Interview	20%
OR	
Pamphlet & Business Card	
Resume and Cover/Thank you Letters	30%
Field Placement Tool Box	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%	
A	80 – 89%	4.00
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:

Course Requirements:

This course is a co requisite with Field Placement 1- IVT-129

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 or call Extension 2703 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

Tuition Default

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of March 1, 2008 will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as a result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

**VII. COURSE POLICIES:**

1. Regular attendance and punctuality is expected. This course is a prerequisite to Seminar class IVT-128 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 70% 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.

**VIII. 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.

**IX. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair’s secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**  
IVT-118

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.)