

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



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:	Dec/13	PREVIOUS OUTLINE DATED:	Dec/12
APPROVED:	"Angelique Lemay"		Dec/13
	DEAN		DATE
TOTAL CREDITS:	4		
PREREQUISITE(S):	IVT-110, IVT-112, IVT130, IVT-118, IVT-131		
CO REQUISITE(S):	IVT-132		
HOURS/WEEK:	1		

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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 General Education 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.*
(5th ed.). H.M. Lamarre & K. McClughan. Prentice Hall, 2005.

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

V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance	5%
Participation	15%
Take Home Assignment/ OR Pamphlet & Business Card	15%
Job Posting Package	20%
In class activities (resume worksheets)	5%
Field Placement Assignment	20%
Video/reflection Journal	20%
In class Assignments	25% 75%

The following semester grades will be assigned to students:

<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%	
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. This is also required for Field Placement

VI. SPECIAL NOTES:

Attendance:

There is a mandatory attendance requirement of 80% for this course.

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 POLICIES:

1. Regular attendance and punctuality is expected. 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 Chair of Community 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.

COURSE POLICIES:

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. 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.
 - Students have the right and are encouraged to discuss their learning needs or grades with the teacher through direct communication.

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

Student: _____

ALL EXPECTATIONS MET 10 - 15 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.)