

I. COURSE DESCRIPTION:

This course is designed as a co-requisite to Community Practicum. The focus will be on professional development skills (writing, verbal and behavioural) and the consolidation of peace and conflict studies foundational concepts and fieldwork experience to prepare for next life steps. The principles that will be learned will apply to both the behaviour of others and to one's own behaviour as a helping professional. Reference will be made to material drawn from other Peace and Conflict Studies courses. The fieldwork and seminar format enables students to gain self-confidence in their abilities as a peace worker, become aware of their motivations and share their problems, anxieties, and feelings. This class also assists students with understanding the broader social context that is involved in building a culture of peace on an individual, community and global scale. (15 hours)

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Generate a network of peer support.Potential Elements of the Performance:

- Demonstrate collaborative and respectful relationships with others
- Discuss personal successes and challenges from peace work experiences
- Use active listening skills and empathy in interactions with classmates
- Share resources and personal coping strategies for stress management, dealing with uncertainty and working in a helping field

2. Summarize skills and experiences of the peace worker into useful personal resources.Potential Elements of the Performance:

- Develop a resume that integrates skills, knowledge and experiences gained in the peace and conflict studies diploma program
- Compile a comprehensive portfolio
- Practice writing cover letters for employment opportunities that correspond to one's aspirations

3. **Define behavior and examine one's behavior as a professional.**

Potential Elements of the Performance:

- Recognize and understand the implications of one's own attitude, values, and actions within both the classroom and fieldwork setting and make modifications when needed
- Clarify the ethical roles and responsibilities of the peace worker
- Examine and evaluate one's own behaviour as a member of a working team at the placement
- Incorporate feedback and suggestions made in the classroom, through supervision and in reports
- Clearly identify the differences between perception and behaviour

4. **Perform ongoing self-assessments and self-care to promote personal growth and professional competence.**

Potential Elements of the Performance:

- Write effective goal statements
- Develop tangible action plans related to one's goals
- Engage in continued self-reflection
- Implement strategies that promote personal wellness
- Identify personal strengths and weaknesses
- Explore resources and opportunities to support next life steps as a peace worker

5. **Communicate clearly, concisely and correctly in written, spoken and visual formats.**

Potential Elements of the Performance:

- Demonstrate respectful verbal communication skills in seminar
- Plan and organize communications according to the purpose and audiences, by completing various written assignments and class presentations
- Evaluate communications and adjust for any errors in content, structure, style and mechanics

6. **Demonstrate a sound understanding of the community placement and its role in cultivating a culture of peace.**

Potential Elements of the Performance:

- Summarize the mission and mandate of the community placement
- Describe the organizational structure of one's community placement.
- Outline how the community placement achieves or works toward the achievement of its main objectives.
- Explain how one's community placement contributes to cultivating peace.

III. TOPICS MAY INCLUDE:

1. Roles and responsibilities of peace workers
2. Strategies for promoting and sustaining personal wellness while engaging in peace work
3. Learning Portfolios, Resumes and Cover Letters
4. Possible Next Steps in Peace Work
5. Lessons learnt from the field

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

There is no required text for this course.

V. EVALUATION PROCESS/GRADING SYSTEM:

Progress Reports	25%
Next Step Assignment	25%
Practicum Presentation	25%
Learning Portfolio	25%

Co-requisites:

Each student is required to participate in the community placement course and must receive an S grade in order to pass the Seminar. Failure of the Practicum will result in the automatic failure of the Seminar and vice versa.

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%	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.	

**A student is only granted two attempts to pass the practicum and seminar courses*

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.

VII. COURSE OUTLINE ADDENDUM:

1. 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.

2. 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.
3. Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:
The College considers *Desire2Learn (D2L)* 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 this Learning Management System (LMS) communication tool.
6. Academic Dishonesty:
Students should refer to the definition of “academic dishonesty” in *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.

7. 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 the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. 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 of the 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.
8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.
9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.