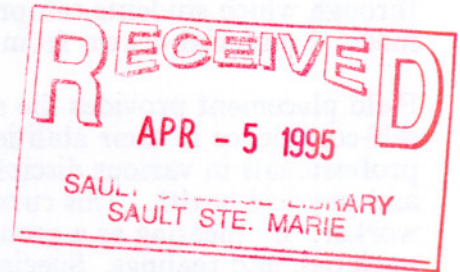


SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE



COURSE TITLE: FIELDWORK SEMINAR II

CODE NO.: ED 158 SEMESTER: THREE

PROGRAM: TEACHER ASSISTANT

AUTHOR: LINDA POZZEBON

DATE: JANUARY 1995 PREVIOUS OUTLINE: JANUARY 1993

NEW REVISED

APPROVED: K. DeRosario Date Jan 6/95
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

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NATURE OF COURSE

This course is designed as a Corequisite to Fieldwork 1B (CCW200). Seminar provides the forum through which students can process their field placement experiences. Reference will also be made to material drawn from other T. A. courses.

Field placement provides the student with exposure to real life situations. It enables them to gain self-confidence in their abilities, become aware of their motivations and share experiences with professionals in various disciplines involved with caring for and teaching both emotional growth and physical health. This course is designed to facilitate the growth of the student into a competent worker. By meeting as a group, the students will discuss their experiences in the field—problems, anxieties, and feelings. Special attention will be paid to the examination and application of the ethics of our professional to real-life situations.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Use the student field placement references:
 - a) Share and compare the treatment philosophies of the particular placements in which the students are working.
 - b) Using specific examples discuss any concerns the students may have in the treatment of children and youth.
 - c) Help the student evaluate his/her own work and attitudes in specific situations and with particular children.
2. To further build on the student's observation skills and the way in which his/her observations are communicated in both oral and written reports.
3. To explore the professional scope of the student.
4. To further build on the student's skill in assessing situations and in decision making.
5. To assess one's skills in self-evaluation through assessment of their strengths and weaknesses; identifying both strengths and goal areas.
6. To apply ethical principles to real and simulated case studies.

REQUIREMENTS

1. Preservation of confidentiality as per T. A. policy.
2. Regular attendance at Integrated Seminar. This means that missing more than **three** classes per semester is automatically a "U". The purpose of attendance is to ensure that presentations are done before a receptive contributing audience as well as to allow students to demonstrate their professional commitment. Graduate level participation is expected and one cannot participate if absent!

Allowance is made here for illness and emergencies—the instructor reserves the right to ask for verification of absence in any case.

Participation in presentations and discussions is required. The instructor will determine the grading for this section.

RE: presentation dates and attendance

If you do not attend to present your report on the date assigned, there may not be an opportunity to do so. Consideration may be given if students call to make alternative arrangements prior to the class time.

3. Graduate level participation in presentations and discussions.

EVALUATION

- a) Two learning experience reports (see handout for format)
- b) Journal up-keep

COLLEGE GRADING POLICY

90 - 100% = A+
80 - 89% = A
70 - 79% = B
60 - 69% = C
BELOW 60% = R

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SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.