

I. COURSE DESCRIPTION:

Students will be placed in a community setting where, under supervision they will carry out duties as defined by the field supervisor, the college instructor and themselves. The goal of fieldwork is to provide the student with an opportunity to integrate and apply the knowledge, skills and values of peace work and education into the student's personal and professional lives. Students will be expected to develop individualized learning goals and objectives in collaboration with the field supervisor and assigned college faculty. Over the course of the placement the student will be supported by the field supervisor and college instructor to track progress, monitor work performance and engage as a peace builder in action.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Demonstrate an ability to apply a peace studies perspective to the work place context.**

Potential Elements of the Performance:

- Address conflict at work nonviolently and work towards its creative transformation
- Apply holistic thinking to make connections between work at the community placement setting and broader micro, meso and macro contexts
- Assess the community placement for elements of peacefulness and violence and propose strategies to cultivate a culture of peace
- Show respect, open-mindedness and empathy in understanding and responding to the unique needs of the community placement
- Apply principles of sustainability to work place initiatives

2. **Communicate effectively in verbal, nonverbal and written forms which enhance the quality of professional relationships.**

Potential Elements of the Performance:

- Integrate the principles of nonviolent communication into verbal, non-verbal and written communication strategies
- Foster dialogue between colleagues and with community partners
- Plan and organize communications according to the purpose and audience
- Demonstrate an ability to give and receive constructive feedback

3. **Apply integrative thinking to the development of personal learning goals and action plans for the placement setting.**

Potential Elements of the Performance:

- Review the mission and mandate of the work place and develop a learning goal and action plan that are relevant to the organization and personal objectives as a peace builder
- Link learning goals and work place assignments to the broader goals of cultivating a culture of peace
- Research local and global resources, networks and initiatives that relate to one's personal learning goal and work place duties

4. **Engage in on-going self-assessment for the purpose of enhancing personal development and professional performance.**

Potential Elements of the Performance:

- Write clear and concise goal statements
- Collaborate with field supervisor and professor to track learning goals and monitor work performance
- Demonstrate ability to self-reflect and identify personal skills, interests, strengths and weaknesses
- Examine the impact of personal values and beliefs on actions and decisions
- Review the results of one's actions and decisions and clarify lessons learnt
- Demonstrate flexibility and a willingness to adapt to change

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

All required practicum materials will be posted on LMS. There is no required textbook. All students must read the field placement manual before placement begins.

IV. EVALUATION PROCESS:

- (a) Formal Evaluations
- (b) Learning Contract
- (c) Hours Completed

The following semester grades will be assigned to students:

Grade	<u>Definition</u>
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.*

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

V. 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.

VI. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.