



# COURSE OUTLINE

## IVT112

Prepared: Nancy Leishman    Approved: Martha Irwin

<b>Course Code: Title</b>	IVT112: SELF-ADVOCACY & RIGHTS IN THE WORKPLACE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semester/Term:</b>	18W
<b>Course Description:</b>	This course is designed to assist the student in establishing his/her role within the field placement environment. Students will gain an understanding of the importance of self-advocacy, the government legislation that applies to student and employee rights. Student experiences and ideas, as well as suggestions for interacting and participating effectively, within field placement, will be exchanged. In addition, professional responsibilities, particularly reliability and confidentiality, will be emphasized through review of field placement packages. 
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	2
<b>Total Hours:</b>	30
<b>Prerequisites:</b>	IVT110
<b>Corequisites:</b>	IVT130
<b>This course is a pre-requisite for:</b>	IVT118, IVT131
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p>



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- #10. Manage the use of time and other resources to complete projects.
- #11. Take responsibility for ones own actions, decisions, and consequences.

**General Education Themes:**

- Arts in Society
- Civic Life
- Social and Cultural Understanding
- Personal Understanding

**Course Evaluation:**

Passing Grade: 50%, D

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Attendance	5%
Field Placement Assignment/Reflection	20%
Field Placement Profile	20%
In Class Activities	5%
Participation	15%
Pictorial Journey	15%
Poster Board and Presentation	20%

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

### Course Outcome 1.

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

### Learning Objectives 1.

- Contribute one’s own ideas, opinions and information while demonstrating respect for others.



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- Clarify one's own role in the field placement setting and share specific learning experiences with other students.
- Identify and discuss employer/student expectations while in the field placement setting.

### **Course Outcome 2.**

Review and discuss student expectations in the designated field placement setting.

### **Learning Objectives 2.**

- Review the field work packages and course outlines and discuss responsibilities and assignments the students will complete while fulfilling required hours.
- Identify and discuss the field placement and supervisor expectations.
- Develop a list of student field placement expectations.
- Discuss field placement experiences and share ideas as a collaborative team participant.
- Complete an oral presentation to the class outlining the field placement experience.
- Identify/demonstrate appropriate transferable skills from the classroom to the field placement environment.
- Understand one's accountability and reliability surrounding field placement

### **Course Outcome 3.**

Demonstrate effective interpersonal communication skills.

### **Learning Objectives 3.**

- Identify appropriate listening and responding skills and barriers to communication.
- Develop awareness of how emotions impact behaviour.
- Differentiate between verbal and non-verbal communication and describe the main types of non-verbal communication (ie. body orientation, gestures, face and eyes, proxemics, etc.) through assignment.
- Develop conflict resolution skills to field placement/work placement issues
- Identify and discuss how interpersonal interactions impact one's development of self and personal growth and development

### **Course Outcome 4.**



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Develop effective skills to advocate for one's self.

### **Learning Objectives 4.**

- Develop an understanding of the definition of self-advocacy
- Identify how to develop self-advocacy skills
- Understand how disabilities impact one in various ways and how barriers impede access
- Have a basic knowledge of the legislation pertaining to special needs, such as the Ontario Human Rights Code, Duty to Accommodate etc.
- Develop appropriate communication skills to address accommodations within the employment setting

### **Course Outcome 5.**

Utilize problem solving techniques associated with field placement issues.

### **Learning Objectives 5.**

- Identify and discuss problems presented in class.
- Discuss strategies for effective conflict resolution.
- Demonstrate problem-solving skills through discussions and assignments.

### **Course Outcome 6.**

Develop an Understanding of APA Documentat

### **Learning Objectives 6.**

- Have a basic understanding of the purpose for APA documentation style
- Discuss In-text Citation and Referencing Style
- Demonstrate through in class assignments and discussion the appropriate documentation techniques

**CICE Modifications:**

**Preparation and Participation**



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1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.



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### ***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

### **E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.