

I. COURSE DESCRIPTION:

This course is a continuation of Field Placement II. Field Placement III is a third semester course. Training will be at a higher level and students are expected to have good work habits and interpersonal communication skills. Specific learning outcomes are developed at the onset of the field placement, and students are evaluated on an ongoing basis with a midterm and final evaluation.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the following abilities:

1. Interact with other professionals in ways that contribute to effective working relationships and the achievement of goals within the placement setting.

Potential Elements of the Performance:

- Work collaboratively with supervisors and the staff team to identify the roles and responsibilities of the student on placement.
- Establish and implement strategies to accomplish these tasks and student's individual learning objectives.
- Dress appropriately as directed by the field placement supervisor.
- Demonstrate effective human relations by displaying courtesy and respect.
- Respect the confidentiality clause within the workplace.
- Model attitudes and behaviour appropriate to the setting.
- Demonstrate an ability to work with others in the field placement setting.

2. Demonstrate appropriate work habits related to the type of employment setting.

Potential Elements of Performance

- Demonstrate proper time management skills, i.e., arrive on time for work, complete tasks or assignments within the appropriate amount of time, utilize time on the job constructively.
- Follow instructions and ask for clarification when needed.
- Schedule personal appointments at other times.
- Request feedback related to progress at least once a week, i.e., "How am I doing?" and "What can I do to improve?"
- Show initiative by completing tasks or assignments without being asked (pending knowledge, experience and ability.).

3. Actively participate as a team member.

Potential Elements of Performance

- Actively participating in the organization/business/ or agency.
- Be open to constructive criticism.
- Show initiative and a willingness to help out.
- Contribute ideas and following through on any commitments made to the team or organization.

4. Follow appropriate lines of communication within the field placement setting.

Potential Elements of Performance

- Deal with work issues/problems immediately.
- Have the knowledge of where and when to get assistance in work related matters.
- Use appropriate problem solving techniques that have been taught in seminar classes.
- Recognize and following the “chain of command”.

5. Practice professionalism on the job.

Potential Elements of Performance

- Stay on task until the assigned job/task is completed.
- Dress appropriately for the type of employment experience.
- Know how to greet and treat customers, clients, and/or fellow employees with courtesy and respect.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

A small notebook for weekly journal entries will be used for all four semesters.

For further details regarding dress requirements, see the Field Placement Policies manual.

IV EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</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.	

METHOD OF EVALUATION:

1. Attendance (84 hours is required)
2. Field Placement Orientation Report
3. Mid-term Evaluation
4. Final Evaluation

V. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

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.

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

VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.