

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Self-Determination in the Workplace: Seminar II
CODE NO. : IVT-118 **SEMESTER:** 3
PROGRAM: Community Integration Through Cooperative Education
AUTHOR: CICE Program, Nancy Leishman
DATE: May 09 **PREVIOUS OUTLINE DATED:** Sept 08
APPROVED: "Angelique Lemay"

CHAIR

DATE

TOTAL CREDITS: 4
PREREQUISITE(S) IVT-110, IVT-112, IVT-130
CO REQUISITE(S): IVT-131
HOURS/WEEK: 1

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I. COURSE DESCRIPTION:

This course is designed to assist the student in establishing their role within the field placement environment. The principles of this course are a continuation of IVT- 112 where the concept of self-advocacy now is put into action through self-determination in the workplace and within the college environment. In preparation for beginning a job search students will develop comprehensive action plans to identify goals, skills, strengths, challenges and barriers to the workplace setting. A key component of this course is for the expression of skills and experiences and for students to “know and value” one’s self, and learn how to express and advocate for him or her self in an affirmative manner. Student experiences and ideas, as well as suggestions for interacting and participating effectively, will be exchanged. In addition, professional responsibilities, particularly reliability, accountability and confidentiality, will be emphasized through review of field placement packages.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Participate actively in discussions by providing examples of experiences and personal interactions at his/her placement.

Potential Elements of the Performance:

- Contribute one’s own ideas, opinions and information while demonstrating respect of others.
- Clarify one’s own role in the field placement setting and willingly share experiences with other students.
- Identify and discuss employer/student expectations while in the field placement setting.

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

Potential Elements of the Performance:

- 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.

3. Utilize problem solving techniques associated with field placement issues.

Potential Elements of the Performance:

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

4. Develop comprehensive Action Plan Packages

Potential Elements of the Performance:

- Identify individual skills and abilities
- Discuss and establish goals for job searching
- Identify strengths, challenges, barriers to the workplace
- Establish plans to address workplace issues
- Network with various agencies or resources to investigate the potential job market
- Complete the Action Plan Package

5. Develop and understand and skills to facilitate self-determination

Potential Elements of the Performance

- Understand how self-advocacy transitions to self-determination
- Gain an understanding of how individual disabilities impacts a student
- Learn to value and appreciate one's self
- Identify and develop plans for personal achievement
- Develop a basic ability to act on individual plans, make choices, and identify and express one's self around accommodations in the workplace
- Practice through role-play activities the employment of self-determination, active self advocacy and self determining behaviours in the college or work place setting

III. TOPICS:

1. Placement Responsibilities and Expectations
2. Field Placement experiences and discussions
3. Interpersonal Communication
4. Action Plans
5. Self-determination

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Binder
- Pen & Pencil
- Weekly Day Planner
- Field placement uniform

Textbook: *Career Focus Canada: A Personal Search Guide.*
(4thed.). H.M. Lamarre & K. McClughan. Prentice Hall, 2005.

V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance	20%
Participation	10%
Field Placement Profile	5%
In class activities	15%
Tool Box	20%
Action Plan Package	20%
Field Placement Assignment	10%
Total	100%

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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Course Requirements:

This course is a co requisite with Field Placement 1- IVT-119

Complementary Activities:

To meet course objectives, students should expect to match scheduled class hour with independent study.

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.

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.

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.

Disability 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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *the Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C", (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool.

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>.

Electronic 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 accommodation 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.

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. The faculty can determine that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

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 will be removed from placement and clinical activities. 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 a 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.

VII. COURSE POLICIES:

1. Regular attendance and punctuality is expected. This course is a prerequisite to Seminar class IVT-128 therefore successful completion of this course is required in order to participate in the field placement component of the program. Students may be required to repeat the class if less than 70% of classes are attended. Allowances may be made, for extenuating circumstances, at the discretion of the teacher. The student is responsible for contacting and communicating with the teacher prior to class, to substantiate an absence. Students will be notified through a "Letter of Notification" if attendance/behaviour is a concern. The Teacher reserves the right to ask for verification of absence.
2. Due to the nature of discussions that may arise in this course confidentiality must be maintained. Breaching this condition may result in failing the course, and attending a mandatory meeting with the Dean of Health and Human Services.
3. Students are expected to abide by the College's *Student Code of Conduct* policies and by the established and agreed upon rules for classroom conduct.
4. Active participation is vital to ensuring a sound understanding of course material. Students are expected to bring their workbook and all other pertinent materials to class. Students are expected to be respectful of their peers, and to appreciate and value individual differences. Students are expected to model in the classroom professional behaviour that will be expected in Field Placement experiences. Failure to abide by this will result in the student being excused from class. Final grade is at the discretion of the teacher. **Please see the "Class Participation & Professional Development Guidelines" attached at the end of the course outline.**
5. Punctual completion of assignments is required. Acceptance of late assignments is at the discretion of the teacher, and a 5% per day grade reduction will be applied. No late assignments will be accepted after one week, or a zero will be assigned, if relevant. It is the student's responsibility to seek assistance from the teacher to clarify any information that is not understood.
6. Cell phones and pagers must be turned off, or on "vibrate" mode while in class. Under extenuating circumstances, and at the discretion of the teacher, may be left on. MP3 players, disc man's or any other electronic equipment is not to be out, unless it is adaptive equipment required for accommodation, this includes head phones or ear buds.
7. Beverages/food are allowed in class on the condition that students dispose of garbage, be respectful and it does not interrupt the learning of others. This privilege will be rescinded if these conditions are not followed.
8. Students have the right and are encouraged to discuss their learning needs or grades with the teacher through direct communication.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES
IVT-118

Student: _____

ALL EXPECTATIONS MET 10 points

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Generalizes and applies concepts and information from other courses to personal/professional experience
- Contributes in a very significant way to ongoing discussions, keeps comments focused
responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development

SOME EXPECTATIONS MET 6-9 points

- Demonstrates good preparation for class, knows some of the material
- Contributes occasionally to ongoing discussions,
- Occasionally generates questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in most aspects of course
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Occasionally is disruptive (frequent side discussions, reading other materials during class, etc.)

FEW EXPECTATIONS MET 0- 5 points

- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class
- Participates usually only when called on
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a lack of self-understanding and lack of commitment to personal and professional development
- Is disruptive (frequent side discussions, reading other materials during class, etc.)