

**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 11 **PREVIOUS OUTLINE DATED:** May10  
**APPROVED:** "Angelique Lemay" June 2011

	<u>CHAIR</u>	<u>DATE</u>
<b>TOTAL CREDITS:</b>	4	
<b>PREREQUISITE(S)</b>	IVT-110, IVT-112, IVT-130	
<b>CO REQUISITE(S):</b>	IVT-131	
<b>HOURS/WEEK:</b>	1	

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*School of Community Services*  
*(705) 759-2554, Ext. 2603*

**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.*  
(5thed.). H.M. Lamarre & K. McClughan. Prentice Hall, 2011.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Attendance	15%
Participation	5%
Field Placement Profile	20%
In class activities	5%
Tool Box	15%
Action Plan Package	20%
Field Placement Assignment/Reflection	20%

In class 25%  
Assignments 75%

**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.	

**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.

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.

**VII. COURSE OUTLINE ADDENDUM:**

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

**VIII. COURSE POLICIES:**

1. Regular attendance and punctuality is expected. This course is a corequisite to General Education class IVT-131. Students may be required to repeat the class if less than 80% 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 Chair of Community 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.
9. The teacher reserves the right to rescind or modify these guidelines.

**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.)