

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Self-Advocacy & Rights in the Workplace: Seminar 1  
**CODE NO. :** IVT-112 **SEMESTER:** 2  
**PROGRAM:** Community Integration Through Cooperative Education  
**AUTHOR:** CICE Program, Nancy Leishman  
**DATE:** Jan/09 **PREVIOUS OUTLINE DATED:** Jan/08  
**APPROVED:** "Angelique Lemay"

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**CHAIR, COMMUNITY SERVICES**

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**DATE**

**TOTAL CREDITS:** 4  
**PREREQUISITE(S)** IVT-110  
**CO REQUISITE(S):** IVT-130  
**HOURS/WEEK:** 2

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*For additional information, please contact the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

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's rights. Student experiences and ideas, as well as suggestions for interacting and participating effectively, with field placement, will be exchanged. In addition, professional responsibilities, particularly reliability and confidentiality, will be emphasized through review of field placement packages. Students will also gain a basic understand of the purpose and techniques of appropriate APA documentation style.

**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 for others.
- 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.

**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.
- Understand one's accountability and reliability surrounding field placement

**3. Demonstrate effective interpersonal communication skills.**

Potential Elements of the Performance:

- 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

**4. Develop effective skills to advocate for one's self.**

Potential Elements of the Performance:

- 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

**5. 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.

**6. Develop an Understanding of APA Documentation**

Potential Elements of the Performance:

- 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

**III. TOPICS:**

1. Placement Responsibilities and Expectations
2. Tool Box of Work Related Strategies
3. Interpersonal Communication
4. Self-advocacy
5. Team Work and Conflict resolution
6. Feedback and Self-Evaluation
7. APA Documentation Techniques

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- Binder
- Pen & Pencil
- Weekly Day Planner
- Lined Paper
- Field Placement Uniform

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

Attendance	15%
Participation	10%
Oral Presentation, and Project Board	20%
Self-advocacy/legislation activities	20%
Field Placement Tool Box	20%
Field Placement Assignment	10%
Field Placement Profile	<u>5%</u>
Total	100%

**The following semester grades will be assigned to students in post-secondary courses:**

<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-109

### Complementary Activities:

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

### Disability Services:

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 Disability Services office. Visit Room E1101 or call Extension 2703 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.

### 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.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

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 1<sup>st</sup> week of March 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-118; 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 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 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.

#### **VII. 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.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

**CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**  
IVT-112

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.)