



**I. COURSE DESCRIPTION:**

This course is designed as a co-requisite to Practicum., The seminar is intended to support and enhance the CICE students' learning and growth within their placement setting. Within an atmosphere of trust and respect, and with assistance from a Learning Specialist, CICE students will have the opportunity to share experiences, resources, strengths and challenges. General professional issues will also be reviewed and discussed. CICE students will demonstrate, to the best of their ability, evidence of integration of vocational outcomes as expected as students prepare for entry level positions.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the ability to:

1. Demonstrate ability to define and articulate a basic learning plan

Potential Elements of the Performance:

- Articulate the value of developing basic learning objectives
- Differentiate between well defined and poorly defined learning objectives
- Identify when and how basic learning objectives should be reviewed or reconsidered
- Demonstrate the basic ability to access resources for developing learning objectives and for further study

2. Demonstrate basic understanding of importance of initial placement orientation

Potential Elements of the Performance:

- Discuss importance of first impressions
- Identify key elements of an effective orientation
- Define parameters of student in a community setting

3. Demonstrates basic ability to maintain and apply knowledge, skills and attitudes related to professional behaviour

Potential Elements of the Performance:

- Define the meaning of professionalism
- Identify and explain key components of professional behaviour including dependability, initiative and organization
- Discuss the importance of professional behaviour in fitness and health promotion settings

4. Demonstrate basic understanding and ability to manage conflict in a workplace setting

Potential Elements of the Performance:

- Analyze and discuss types and causes of conflict
  - Identify various conflict management styles
  - Demonstrate general conflict resolution and management strategies
5. Acquire a basic understanding of written, verbal and non-verbal skills necessary to seek employment in the field of fitness and health promotion

Potential Elements of the Performance:

- Identify key components of an effective resume
- Identify key verbal and non-verbal communication related to the interview process
- Demonstrate ability to successfully prepare for an interview
- Identify key sources for employment search

### **III. TOPICS:**

1. Resume Writing
2. Professional Behavior
3. Workplace Orientation
4. Conflict Management
5. Interview Skills & Employment Preparation

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

Readings as Assigned

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

*Assignment #1 – 30% Resume*

*Assignment #2 – 15% Professionalism*

*Assignment #3 – 10% Conflict Management*

*Assignment #4 – 25% Interview*

*Assignment #5 – 15% Learning Plan*

*\*Participation Mark – 5% (refer to special notes under attendance)*

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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:**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.

There is 5% you can earn towards your final grade for participation and attendance in this course. To earn the 5% you must attend all classes and respectfully listen and participate in classroom discussion and activities.

Each class missed will result in a 1% deduction, therefore 5 missed classes will result in a participation mark of 0%.

**Addendum:**

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.

**VII. COURSE OUTLINE ADDENDUM:**

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

**CICE Modifications:****Preparation and Participation**

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. 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.

**B. 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.

**C. 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.

***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

**D. Evaluation:**

Is reflective of modified learning outcomes.