



## I. COURSE DESCRIPTION:

Students will be placed in a community setting where, under supervision they will carry out duties as defined by the field supervisor, the college instructor and themselves. The goal of fieldwork is to provide the student with an opportunity to integrate and apply the knowledge, skills and values of peace work and education into the student's personal and professional lives. Students will be expected to develop individualized learning goals and objectives in collaboration with the field supervisor and assigned college faculty. Over the course of the placement the student will be supported by the field supervisor and college instructor to track progress, monitor work performance and engage as a peace builder in action.

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

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

1. **Demonstrate an ability to apply a peace studies perspective to the work place context.**

### Potential Elements of the Performance:

- Address conflict at work nonviolently and work towards its creative transformation
- Apply holistic thinking to make connections between work at the community placement setting and broader micro, meso and macro contexts
- Assess the community placement for elements of peacefulness and violence and propose strategies to cultivate a culture of peace
- Show respect, open-mindedness and empathy in understanding and responding to the unique needs of the community placement
- Apply principles of sustainability to work place initiatives

2. **Communicate effectively in verbal, nonverbal and written forms which enhance the quality of professional relationships.**

### Potential Elements of the Performance:

- Integrate the principles of nonviolent communication into verbal, non-verbal and written communication strategies
- Foster dialogue between colleagues and with community partners
- Plan and organize communications according to the purpose and audience
- Demonstrate an ability to give and receive constructive feedback

3. **Apply integrative thinking to the development of personal learning goals and action plans for the placement setting.**

Potential Elements of the Performance:

- Review the mission and mandate of the work place and develop a learning goal and action plan that are relevant to the organization and personal objectives as a peace builder
- Link learning goals and work place assignments to the broader goals of cultivating a culture of peace
- Research local and global resources, networks and initiatives that relate to one's personal learning goal and work place duties

4. **Engage in on-going self-assessment for the purpose of enhancing personal development and professional performance.**

Potential Elements of the Performance:

- Write clear and concise goal statements
- Collaborate with field supervisor and professor to track learning goals and monitor work performance
- Demonstrate ability to self-reflect and identify personal skills, interests, strengths and weaknesses
- Examine the impact of personal values and beliefs on actions and decisions
- Review the results of one's actions and decisions and clarify lessons learnt
- Demonstrate flexibility and a willingness to adapt to change

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

All required practicum materials will be posted on LMS. There is no required textbook. All students must read the field placement manual before placement begins.

**IV. EVALUATION PROCESS:**

- (a) Formal Evaluations
- (b) Learning Contract
- (c) Hours Completed

<b>Grade</b>	<b><u>Definition</u></b>
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.

*\*A student is only granted two attempts to pass the practicum.*

#### **V. 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.

#### **VII. COURSE OUTLINE ADDENDUM:**

1. 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.

2. 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.

3. 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.

4. Accessibility 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 Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:  
The College considers *Desire2Learn (D2L)* 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 this Learning Management System (LMS) communication tool.
6. Academic Dishonesty:  
Students should refer to the definition of “academic dishonesty” in *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.
7. 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 (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. 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 of the 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.
8. 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>.

9. Recording 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 accommodations 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.