



**I. COURSE DESCRIPTION:**

This course is designed as a co-requisite to Community Practicum. The focus will be on professional development skills (writing, verbal and behavioural) and the consolidation of peace and conflict studies foundational concepts and fieldwork experience to prepare for next life steps. The principles that will be learned will apply to both the behaviour of others and to one's own behaviour as a helping professional. Reference will be made to material drawn from other Peace and Conflict Studies courses. The fieldwork and seminar format enables students to gain self-confidence in their abilities as a peace worker, become aware of their motivations and share their problems, anxieties, and feelings. This class also assists students with understanding the broader social context that is involved in building a culture of peace on an individual, community and global scale. (15 hours)

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

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

**1. Generate a network of peer support.**Potential Elements of the Performance:

- Demonstrate collaborative and respectful relationships with others
- Discuss personal successes and challenges from peace work experiences
- Use active listening skills and empathy in interactions with classmates
- Share resources and personal coping strategies for stress management, dealing with uncertainty and working in a helping field

**2. Summarize skills and experiences of the peace worker into useful personal resources.**Potential Elements of the Performance:

- Develop a resume that integrates skills, knowledge and experiences gained in the peace and conflict studies diploma program
- Compile a comprehensive portfolio
- Practice writing cover letters for employment opportunities that correspond to one's aspirations

**3. Define behavior and examine one's behavior as a professional.**

Potential Elements of the Performance:

- Recognize and understand the implications of one's own attitude, values, and actions within both the classroom and fieldwork setting and make modifications when needed
- Clarify the ethical roles and responsibilities of the peace worker
- Examine and evaluate one's own behaviour as a member of a working team at the placement
- Incorporate feedback and suggestions made in the classroom, through supervision and in reports
- Clearly identify the differences between perception and behaviour

**4. Perform ongoing self-assessments and self-care to promote personal growth and professional competence.**

Potential Elements of the Performance:

- Write effective goal statements
- Develop tangible action plans related to one's goals
- Engage in continued self-reflection
- Implement strategies that promote personal wellness
- Identify personal strengths and weaknesses
- Explore resources and opportunities to support next life steps as a peace worker

**5. Communicate clearly, concisely and correctly in written, spoken and visual formats.**

Potential Elements of the Performance:

- Demonstrate respectful verbal communication skills in seminar
- Plan and organize communications according to the purpose and audiences, by completing various written assignments and class presentations
- Evaluate communications and adjust for any errors in content, structure, style and mechanics

**6. Demonstrate a sound understanding of the community placement and its role in cultivating a culture of peace.**

Potential Elements of the Performance:

- Summarize the mission and mandate of the community placement
- Describe the organizational structure of one's community placement.
- Outline how the community placement achieves or works toward the achievement of its main objectives.
- Situate the local organization within its neighbourhood in relation to a larger provincial, national and international context.
- Identify the psycho-social, political, economic, demographic and other challenges an organization might encounter in the pursuit of its goals.
- Explain how one's community placement contributes to cultivating peace.

**III. TOPICS MAY INCLUDE:**

1. Roles and responsibilities of peace workers
2. Strategies for promoting and sustaining personal wellness while engaging in peace work
3. Learning Portfolios, Resumes and Cover Letters
4. Possible Next Steps in Peace Work
5. Lessons learnt from the field

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

There is no required text for this course.

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

Progress Reports	25%
Next Step Assignment	25%
Practicum Presentation	25%
Learning Portfolio	25%

**Co-requisites:**

**Each student is required to participate in the community placement course and must receive an S grade in order to pass the Seminar. Failure of the Practicum will result in the automatic failure of the Seminar and vice versa.**

**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.	

***\*A student is only granted two attempts to pass the practicum and seminar courses***

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**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.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.