

Course Code:	INDC-1591
Short Title:	Training & Facilitation Capstone
Long Title:	Training & Facilitation Capstone
Prerequisites:	INDC-1110, INDC-1377; 3 credits from INDC-1211, INDC1250, INDC1302
Co-requisites:	N/A
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	None
Course First Offered:	September, 2018

Credits:	1.5
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Course Description

In this course learners will have the opportunity to implement and integrate the skills acquired through the other courses in this Associate Certificate in Training & Facilitation. Learners will plan and deliver a training or facilitation session in a collaborative and supportive environment. Day 1 will be a review of best practices and reflection on the learners' experience applying course content in their context. Learners will then have several weeks to design a 30-minute training or facilitation session to be delivered to their peers on Day 2. This session will be followed by written and verbal feedback. Learners will be required to submit a portfolio that includes the training/facilitation plan, coach's comments, peer feedback and a reflection on their development throughout the program to complete the course.

This class will make extensive use of peer support and the instructor will be available for one-on-one coaching.

Course Goals

This course provides learners with the opportunity to integrate and implement the knowledge and skills learned through the core courses in the Associate Certificate in Training & Facilitation.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Plan and facilitate a training or facilitation session for a group of learners, applying the fundamentals of instructional planning
2. Develop and pursue personal learning goals related to instructional and facilitative leadership
3. Apply facilitation skills such as creating a safe learning environment, giving clear instructions, engaging learners in participatory learning, and conducting an effective debriefing
4. Invite and act upon colleagues' feedback on design and delivery of training/facilitation sessions
5. Provide effective feedback to colleagues
6. Identify strengths and opportunities for further growth as a trainer and facilitator

Course Topics/Content

- Self-assessment
- Setting personal learning goals
- Giving and receiving feedback
- Review core competencies in instructional design and facilitation
- Developing a training/facilitation plan
- Peer support
- Reflecting on experience

Text & Resource Materials

INDC-1591 course workbook

Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Totals	21

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	75%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	25%
Practice Education/Internships	
Total	100%

Comments on Evaluation

Course Grading Scheme*

JIBC1 (A to F) JIBC2 (MAS/NMA) JIBC3(CM/IN) JIBC4 (P/F)

Minimum passing grade is C

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- ☒ **Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- ☒ **Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- ☒ **Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- ☒ **Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- ☒ **Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- ☒ **Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- ☒ **Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- ☒ **Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- ☒ **Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.