

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: FIELDWORK PLACEMENT (ADDIC)

COURSE CODE: ADD 120

PROGRAM: ADDIC

SEMESTER: THREE

DATE: MAY 1997

AUTHOR: NATIVE EDUCATION DEPARTMENT

Revised: (x)

APPROVED: *M. J. Donnell* DATE: *April 1997*
Dean, School of Native Education,
Creative Arts and Criminal Justice
Programs

PHILOSOPHY/GOALS

There are several significant hands-on experiences which enhance academic learning. The opportunity to apply acquired skills and to be exposed to the working environment is critical to the successful completion of a balanced education. Graduates of the Alcohol and Drug Dependencies Intervention program will become part of the growing social service/educational field which works to benefit community members who are experiencing difficulties with substance abuse. The placement experience should be marked by increased self-initiative and active participation on the part of the student.

Students will be placed in local addictions related social service for five working days per week for a six week period. During this time, they will actively participate as a service team member, within guidelines set down by the fieldwork and college placement supervisors.

LEARNING OUTCOMES

There are two categories of learning outcomes to be addressed during the fieldwork placement experience - core learning outcomes and elective learning outcomes. The student will have earned credit for this course when he/she has reliably demonstrated the ability to:

Core Learning Outcomes (All six outcomes must be successfully completed):

1. Communicate clearly, concisely and accurately in the written, spoken and visual form that fulfils the purpose and meets the needs of the workplace.
2. Apply counselling skills in an appropriate and effective manner ie: observation; active listening; self-disclosure; empathic understanding; development of the helping relationship; and objectivity.
3. Adopt and implement effective work management skills.
--Identify =>Prioritize =>Organize =>Implement work plan.
4. Encourage respect and sensitivity for individual self-determination, dignity, rights, lifestyle choices and diverse cultures.
5. Adapt to the interpersonal dynamics of the workplace:
 1. Collaboration with co-workers.
 2. Relationship with Supervisor.
 3. Self-initiative and discipline.
6. Utilize the skills of self-initiative and discipline within the placement.

Elective Learning Outcomes (Select ten (10) of the following to be successfully completed):

1. Provide current and accurate information and education to the client/family members to prevent initiation or progression of alcoholism/drug dependency.
2. Provide education for the client about self-help groups by supplying appropriate information.
3. Identify and develop formal and informal networks and resources available in the local community.
4. Chart pertinent information pertaining to client for a specified period of time in a mock or actual report.
5. Recognize and document the elements of a client's crisis, to be provided to the supervisor.
6. Elicit decisions and solutions from client(s) regarding an identified area of concern and document the information which will be provided to the supervisor.
7. Gather information and document relevant social history.
8. Identify and document clients' areas of strength and weakness and possible barriers to growth/change.
9. Provide an overview to the clients of the program's operation(s).
10. Analyse what has or has not worked in a given situation and why, with your supervisor or other colleague.
11. Work with client to clarify dysfunctional behaviour and its ramifications for the individuals and/or families.
12. Recognize underlying messages and non-verbal clues.
13. Confront and deal with inappropriate client behaviour.
14. Deal appropriately with closure issues on an individual or group basis.
15. Assist client in identifying self-motivators.
16. Organize and/or conduct an awareness/consultation workshop to promote awareness of identified needs.

17. Seek guidance from Elders to enhance work placement, as a culturally relevant resource.
18. Establish an effective helping relationship with the client..
19. Keep accurate case records/mock logs.
20. Use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of work-related tasks.
21. Assist the client in acknowledging the impact of an imbalance - mental, physical, emotional and/or spiritual - within their lives.
22. Connect and consult with appropriate professional resources to protect and enhance the treatment of a client.
23. Complete the client intake process.
24. Identify and provide your supervisor with documentation determining the designated continuum of services needed by the client.
25. Plan and implement appropriate activities for the clients served by the placement.
26. Provide problem-solving, goal setting and decision making techniques in conjunction with clients.
27. Adapt interpersonal communication skills to meet the level of different age groups.
28. Develop and/or acquire for the placement a compilation of Anishinaabe resources and/or native community contacts relevant to their services.
29. Observe/participate in case conferencing of a client service team and debrief with your supervisor.
30. Observe/participate in group sessions of clients and debrief with your supervisor or another colleague.
31. Prepare, organize and develop a group activity (appropriate to the needs of the clients) to be approved by your supervisor (or appropriate person in the workplace) and run the activity.
32. Recognize and discuss how your own value system affects you in the workplace and its impact on others.

- 33. Manage the use of time and other resources to attain project related goals in the workplace.
- 34. Define the parameters of one's competency and develop a plan within the workplace setting which will enable the student to expand his/her skills pending supervisory approval.

EVALUATION METHODS:

To obtain a satisfactory grade in this course:

- A. All Core Learning Outcomes must be evaluated by the Fieldwork Supervisor at Acceptable Level of Achievement or higher.
- B. Of the ten (10) Elective Learning Outcomes, the student must be evaluated by the Fieldwork Supervisor at Acceptable Level of Achievement on eight (8) or higher.

This is the continuum to be applied to evaluation of learning outcomes:

1-----	2-----	3-----	4-----	5-----
Unacceptable Level of Achievement/ Area To Be Improved		Acceptable Level of Achievement		Consistently Outstanding

This continuum will be provided to the student. Throughout the course, the students, supervisors and the fieldwork contact instructor will evaluate the student's performance of Learning Outcomes. **This is a tri-party arrangement where feedback on the evaluation will be given by all three parties.** Formal evaluation will occur at the Final meeting.

Students are expected to prepare for the final evaluation meeting by completing a personal evaluation of their level of achievement for the Learning Outcomes.

Example:

1. Communicates clearly, concisely and correctly in the written, spoken and visual format that fulfills the purpose and meets the needs of the workplace.

1-----	2-----	3-----	4-----	5
Unacceptable		Acceptable		Consistently
Level of Achievement/ Area To Be Improved		Level of Achievement		Outstanding

Examples of how this was accomplished:

- wrote mock logs in daily logbook
- took messages accurately
- answered phone in a professional manner

REQUIRED STUDENT RESOURCES

Students are required to dress appropriately for the workplace environment and provide their own transportation.