

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FIELDWORK SEMINAR (ADDIC)
COURSE CODE: ADD 121
PROGRAM: ADDIC
SEMESTER: THREE
DATE: MAY 1997
AUTHOR: NATIVE EDUCATION DEPARTMENT

Revised:(x)

APPROVED:

M. Donald
Dean, School of Native Education,
Creative Art and Criminal Justice
Programs

DATE:

April 97

PHILOSOPHY/GOALS:

Those who work in the field of addictions in the community require a healthy and balanced approach to this commitment. Walking a balanced path in the helping field is a necessity if we are to do our best for our community. Personal responsibility, effective time management and personal planning are key components to maintaining effectiveness within the social services field.

Fieldwork Seminar provides the students with an opportunity to meet as a group to share their fieldwork experience. The course is designed to promote the incorporation of self initiative and personal responsibility to the workplace, and ultimately, the community. In addition, each seminar group will become adept at processing experiences in a concise and effective manner. This is accomplished under the guidance of their primary instructor.

LEARNING OUTCOMES:

When you have earned credit for this course, you will have reliably demonstrated an ability to:

1. Communicate clearly, concisely and accurately in the written, spoken and visual form that fulfills the purpose and meets the needs of a variety of audiences (ie: peers, agencies, etc.)
2. Identify and evaluate goals, plans and barriers experienced by members of the community in need.
3. Profile and adapt to any professional setting as an informed and active participant of the helping team.
4. Interact with others in group or teams in ways that contribute to effective working relationships and the achievement of goals.
5. Practise effective methods of time management, personal planning and self-care.
6. Identify appropriate concepts and theories of the helping field used in a practical setting.

TOPICS COVERED/LEARNING ACTIVITIES:

- | | |
|--------------------------------------------------------------------------------------------|-----------------------------|
| 1. Adjustments in the Workplace/Personal Responsibility
Self As Role Model & Self-Care. | Class Discussion |
| 2. Application of Skills in the Workplace. | Class Discussion |
| 3. Personal Planning | Back to the Future Exercise |
| 4. Ethics/Self Motivators, Trust Building & Personal
Boundaries | Class Discussion |
| 5. Time Management | Life Share Exercise |
| 6. Closure | Class Discussion |

EVALUATION METHODS:

Journals (daily x 5days/6 weeks)	30%
Self-Portrait (information to be given by Instructor)	20%
Agency Profile	20%
- agency mandate	
- funding sources	
- governing legislation	
- services provided	
- target group	
- contact person, name & position	
- personal reaction to agency	
- preliminary & ongoing	
Staff Interview	20%
- name & position	
- educational background	
- work experience	
- terms of reference for position	
- responsibilities in position	
- contacts in community for benefit of job	
- student's personal observations to interview	
Participation	10%
TOTAL	100%

- A. Agency Profile assignment will provide a comprehensive overview of the placement assigned and the students' role within it.
- B. Self-Portrait will be an in class group activity which promotes self-awareness and trust building. Specifics on format will be provided by the instructor.
- C. Fieldwork Placement/Seminar Journal:
Each student will be responsible for a loose leaf binder which will include:
 - 1. A weekly record of your fieldwork placement experiences, including daily "learning highs and lows".
 - 2. A weekly record of "learning highs" and discussion topics from the fieldwork seminar class.

This journal should be a reflection of each student's personal experience on fieldwork placement and in seminar. It can also serve to record completion of tasks contributing to Placement Learning Outcomes. It is not simply a factual report of the daily schedule of field placement. It will be marked on a weekly basis.

RECOMMENDED STUDENT RESOURCES:

Loose Leaf Binder

SPECIAL NOTES:

Students with special needs, e.g. physical limitations, visual impairments, learning disabilities are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

Significant learning takes place in the classroom through an interactive learning approach, therefore, ALL students must attend 90% of the classes to obtain a passing grade.

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per each day late.