

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FIELDWORK SEMINAR (Child and Family)

COURSE CODE: NSA104-2

PROGRAM: Native Community Worker - Child & Family

SEMESTER: FOUR

DATE: SEPTEMBER 1995

AUTHOR: NATIVE EDUCATION DEPARTMENT

Revised: (x)

APPROVED

Dean, School of Native Education
and Training

DATE:

OuihiWS

PHILOSOPHY/GOALS:

Those who work with troubled families in the community require excellent personal and professional support systems. Walking a balanced path in the helping field is a necessity if we are to do our best for our community. Self-awareness, self care and being part of a supportive team are key to maintaining effectiveness in 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 process of self-awareness and self care. 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. Formulate a comprehensive plan that identifies and increases awareness of a specific need in the community.
5. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
6. Practise effective methods of self care.

TOPICS COVERED/LEARNING ACTIVITIES:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Planning Development <ul style="list-style-type: none"> 1.1 Introduction to concepts 1.2 Importance of community participation 1.3 Identifying and Prioritizing Needs 1.4 Develop a plan 2. Identifying Self as Role Model 3. Self Care 4. Ethics 5. Trust Building 6. Identify Self-Motivators 7. Application of Skills in the Workplace 8. Qosure 9. Information Processing | <p>Handouts, Lecture,
class discussion,
independent group work</p> <p>Class Discussion</p> <p>Class Discussion</p> <p>Qass Discussion</p> <p>Life Share Exercise</p> <p>Class Discussion</p> <p>Class Discussion</p> <p>Class Discussion</p> <p>Weekly Discussion</p> |
|---|---|

EVALUATION METHODS:

Agency Profile	15% Due:	Week of Oct. 2, 1995
Significant Event #1	10%	Week of Oct. 16, 1995
Case Reporting #1	10%	Week of Oct. 16, 1995
Life Share Exercise	5%	Week of Oct. 26, 1995
Significant Event #2	10%	Week of Dec. 7, 1995
Case Reporting #2	10%	Week of Dec. 7, 1995
Plan Development	25%	Week of Nov. 30, 1995
Placement/Seminar Journal	15%	Weekty

TOTAL 100%

- A. Agency Profile assignment *will* provide a comprehensive overview of the placement assigned and the students' role within it. This assignment will be 2-4 pages in length. Specifics on format will be provided by the instructor.

B, Significant Event assignments(2) will be completed using the following format:

1. Field Placement
- 2- NCW Student
3. Date:
4. Description of Incident: Describe fully a significant interaction or helping situation which occurred at placement. Include pertinent details.
5. Background to Incident: Describe the participants and specific events which led up to this situation.
6. Disposition of Situation: Describe the manner in which this situation was handled and why it was handled this way.
7. Evaluation of Action Taken: Describe what you learned from this situation (positive and/or negative), what you believe the client learned from the situation.
8. Creative Evaluation:
 - a) How would you handle the situation in the future, given the same set of circumstances and the agency frame of reference? Why?
 - b) How would you like to handle a similar situation in the future, if you had the chance to change the approach used and the agency frame of reference? Why?

C. Case Reporting assignments(2) will be completed using the following format:

1. Field Placement:
2. NCW Student:
3. Date:
4. Initial Contact: Outline your first contact with the client.
5. Problem: The problem as perceived by the client. Do you agree? Why/Why not?
6. Goals: Briefly describe their goals and the process by which they were defined.
7. Methods for achieving the goals:
Long term plan-general method to achieve goals.
Short term plan—the specific methods to be used
8. Problems Interfering with Treatment: possible obstacles/barriers
9. Creative Alternatives: Alternatives from your viewpoint that the client may be too closely involved to identify.

^^^Students who have mainly administrative rather than client-centred placements will be provided with an alternative format for the Case Reporting assignment.

- D. Life Share Exercise will be an in class group activity which promotes self awareness and trust building. Specifics on format will be provided by the instructor.
- E. The Plan Development Project will be an independent study group assignment. Students will be assigned groups at the beginning of the semester and given in class instruction on the format of the Plan Development Process. The Plan will be related to Workshops to be given by students in the second Fieldwork Placement Seminar. Specifics will be provided by the instructor.
- F. 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 75% 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.