

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: SUPPORTIVE WORK ENVIRONMENTS

COURSE CODE: NSA238


PROGRAM: NATIVE COMMUNITY WORKER

SEMESTER: FOUR

DATE: MAY 1997

AUTHOR: NATIVE EDUCATION DEPARTMENT

Revised: (x)

APPROVED:   
Dean, School of Native Education,  
Creative Art and Criminal Justice  
Programs

DATE: ^7/L? 9 1

**PHILOSOPHY/GOALS:**

Those who work with troubled individuals and families 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.

Supportive Work Environments provides the students with an opportunity to meet as a group an initial weekend to prepare for 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 student group will become adept at processing experiences in a concise and effective manner. This is accomplished under the guidance of their primary instructor and a debriefing weekend to facilitate closure.

**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 helping field.
3. Profile and adapt to any professional setting as an informed and active participant of the helping team.
4. Compile necessary resources relevant to the implementation of a Holistic Support Plan designed to meet the needs of memvers of the helping field.
5. Promote and confirm interested community members for a pre-planned workshop package.
6. Organize and/or conduct an awareness/consultation workshop to promote awareness of the need for support in the helping field.
7. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
8. Practise effective methods of time management, personal planning and self-care.
9. 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                                  | <i>Class Discussion/<br/>Orientation Weekend</i>                                       |
| 2.  | Planning Development - Introduction to Concepts   | <i>Handouts, Lecture,<br/>Class Discussion,<br/>Orientation Weekend</i>                |
|     | Self-Care   | <i>Class Discussion,<br/>Individual Work,<br/>Orientation Weekend,<br/>Weekly Work</i> |
| 4.  | Post-Graduate Planning<br>-Employment - J. Breckenridge<br>-University - E. Boniferro                     | <i>Guest Speakers<br/>Orientation Weekend</i>  |
| 5.  | Develop & Market Your Workshop: Community Participation, Identify & Prioritize needs, Develop & Sell Plan | <i>Handouts, Assigned<br/>Work</i>   |
| 6.  | Time Management   | <i>Handouts, Reading<br/>&amp; Assigned Work</i>                                       |
|     | Ethics/Self Motivators  | <i>Handouts, Reading<br/>&amp; Assigned Work</i>                                       |
| 8.  | Personal Boundaries   | <i>Handouts, Reading<br/>&amp; Assigned Work</i>                                       |
| 9.  | Application of Skills in the Workplace  | <i>Handouts, Reading<br/>&amp; Assigned Work</i>                                       |
| 10. | Personal Planning   | <i>Back to the Future<br/>Exercise, Debriefing<br/>Weekend</i>                         |
| 11. | Closure   | <i>Class Discussion,<br/>Debriefing Weekend</i>  |
| 12. | Information Processing  | <i>Journal, Contact with<br/>College Faculty, Audio Conf.</i>                          |

**EVALUATION METHODS:**

		<i>Target Dates:</i>
Agency Profile	10%	February 10, 1997
Significant Event #1	10%	February 17, 1997
Case Reporting #1	10%	February 17, 1997
Significant Event #2	10%	April 3, 1997
Case Reporting #2	10%	April 3, 1997
Workshop Implementation	20%	
Placement/Seminar Journal	15%	Weekly
Support Techniques Report	15%	
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 at the Orientation Weekend.
  
- 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 at the Orientation Weekend.**

D. The Workshop Implementation Project will be an independent assignment. The workshops will be given by students to identified groups of helpers within the community. Each student is responsible for locating their target population. Specifics will be provided by instructor at the Orientation Weekend.

E. Fieldwork Placement/Seminar Journal:  
Each student will be responsible for faxing weekly 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 on paper topics from the Learning Activities List. This journal should be a reflection of each student's personal experience on fieldwork placement. It is not simply a factual report of the daily schedule of field placement. It will be marked on a weekly basis. \* See Supportive Work Environments Distance Manual for specifics on Discussion Papers referred to here.

**RECOMMENDED STUDENT RESOURCES:**

Loose Leaf Binder (for keeping ongoing notes on placement experience).

**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.

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

Attendance at Orientation and Debriefing Weekends are MANDATORY to receive a passing grade for this course.