

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: Fieldwork Placement (Addictions)

Code No.: NSA 206

Semester: 2

Program: Native Counsellor Certificate Program

Author: Native Education Department

Date: September, 2000

Previous Outline Date: January 1994

Approved: _____
Dean Date

Total Credits: 12 credits

Prerequisite(s): n/a

Length of Course: 7 weeks

Total Credit Hours: 200 hrs.

Copyright © 1997 The Sault College of Applied Arts & Technology
*Reproduction of this document by any means, in whole or in part, without the prior
Written permission of The Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Judi Maundrell, Dean of Health and Human
Sciences, (705) 759-2554, Ext. 609.*

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 Native Counsellor Certificate Program will become a part of the growing social service/educational field that works to benefit members of the urban and on First Nation communities. The placement experience should be marked by increased self-initiative and active participation on the part of students.

Students will be placed in local Native and non-Native services based on a full-time, 40 hours per week work schedule for a total of seven weeks. During this time, they will actively participate as a service team member, within guidelines set by fieldwork supervisors. Students in the Native Counsellor Certificate Program will be exposed to the network of services available to address a variety of issues in our communities.

LEARNING OUTCOMES

There are two categories of learning outcomes to be addressed during the fieldwork placement experience.

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

CORE: (All of the following must be 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 fundamental counselling skills in an appropriate and effective manner i.e.: observation; active listening; self-disclosure; empathic understanding; development of the helping relationship; and objectivity.
3. Participate in the development and implementation of personal effective work management skills with the assistance of on-job placement and college identified placement supervisors.
--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 with assistance of placement supervisors:
 - a. Collaboration with co-workers.

- b. Relationship with supervisor.
 - c. Self-initiative and discipline.
6. Utilize the skills of self-initiative and discipline within the placement setting.

ELECTIVES: Many students, through life experience, have gained competency in many of the areas identified by the following Learning Outcomes. In addition, not all placements are able to provide opportunity for all the Learning Outcomes listed below. Keeping this in mind, the student and the placement supervisor will decide on seven (7) of the following Elective Learning Outcomes to be completed during the semester.

****The electives chosen should be agreed upon by the fieldwork supervisor and the student by the end of the second week of placement. Electives chosen should meet the needs of the students, the placement and fall within the opportunities offered in the particular placement. After electives are agreed upon, student should prepare a document listing the Core Outcomes and the Elective Outcomes chosen and distribute copies to Placement Supervisor, Seminar Professor and self by the third Seminar class. Remember: based on skill level, students are to assist and cannot be independently responsible for any initiatives, or counselling provided to clients. They are under the direction of their supervisors, given the level of skills acquired at this time from the one year program. Students are to assist in the following elective learning outcomes:**

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 in the Native and non-Native communities.
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 supervisor.
6. Elicit decisions and solutions from client(s) regarding identified area of concern and document information to be provided to supervisor.
7. Gather information and document relevant social history.

8. Identify and document client's areas of strength and weaknesses and possible barriers to growth/change.
9. Provide an overview to the client of program operations.
10. Analyse what has or has not worked in a given situation and why, with your supervisor or another 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-motivator.
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.
25. Identify and provide your supervisor with documentation determining the designated continuum of services needed by the client.
26. Plan and implement appropriate activities for clients served by the placement.

27. Provide problem-solving, goal setting and decision making techniques in conjunction with clients.
28. Adapt interpersonal communication skills to meet the level of different age groups.
29. Develop and/or acquire for the placement a compilation of Anishinaabe resources and/or Native community contacts relevant to their services.
30. Observe/participate in case conferencing of a client service team and debrief with your supervisor.
31. Observe/participate in group sessions of clients and debrief with your supervisor or another colleague.
32. 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.
33. Recognize and discuss how your own value system effects you in the workplace and its impact on others.
34. Manage the use of time and other resources to attain project-related goals in the workplace.
35. Define the parameters of your competency and develop a plan with the workplace to expand your skills in the workplace, with your supervisor.

EVALUATION METHODS

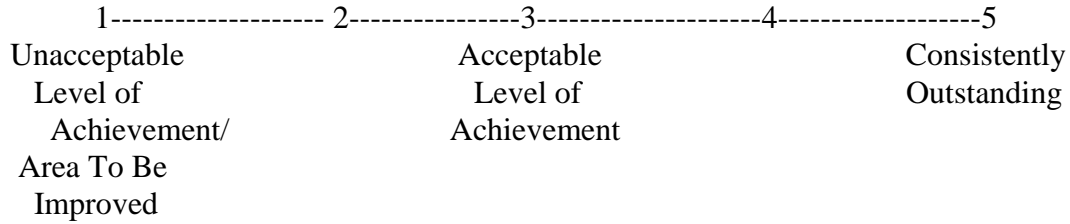
To obtain a Satisfactory (“S”) grade in this course:

- A. **ALL Core Learning Outcomes must be evaluated by the Fieldwork Supervisor at Acceptable Level of Achievement or higher.**
- B. **Of the seven (7) chosen Elective Learning Outcomes, the student must be evaluated by the Fieldwork Supervisor at Acceptable Level of Achievement or higher on five (5) of the Elective Learning Outcomes.**

COURSE TITLE: Fieldwork Placement NSA 206

Page 6

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



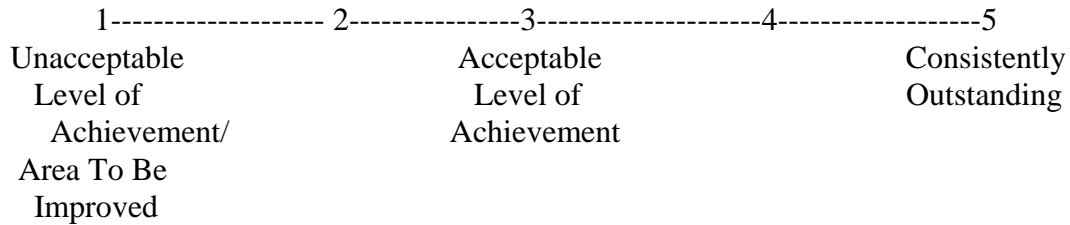
The evaluation continuum can be found in the Placement Supervisor and Student Handbook.

Throughout the semester, students, supervisors and the fieldwork contact instructor will evaluate the student's performance of Learning Outcomes. Formal evaluation will occur at Mid-term and Final meetings.

Students should come prepared to the mid-term and final evaluation meetings with a personal evaluation of their level of achievement for the Learning Outcomes using the format below. COMPLETE EVALUATION FORM BEFORE EVALUATION MEETINGS.

EXAMPLE:

Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfils the purpose and meets the needs of the workplace. (Core Learning Outcome)



Examples of how this was accomplished:

- wrote mock logs in daily logbook
- took messages accurately
- *To be written by student prior to evaluation meetings.

Students must complete a minimum of 200 hours of fieldwork placement during the semester in order to successfully complete their placement. This can be accomplished by the completion of four/five 8 hour shifts per week for a 7 week period.

******Time missed must be rescheduled by the student with their particular placement.***

policy of Sault College. Students will receive a Satisfactory “S” or Unsatisfactory “U” as a final grade.

REQUIRED STUDENT RESOURCES:

No text is required. Instructor will provide handouts as required.

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

SPECIAL NOTES:

Special Needs:

Students with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss require accommodations confidentially with the instructor and to contact the Special Needs Office, Room E1204, ext. 493/717/491, to arrange for support services.

Course Expectations:

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 placement through an interactive learning approach, therefore, students are expected to attend all placement days. Students are required to inform the instructor of any absences.

All assignments are to be handed in on the due date and must be typewritten. Late assignments will be penalized by 1% per day up to a maximum of five days. After this time, no assignments will be accepted by the instructor. For an assignment extension, please contact the instructor prior to the due date to discuss options.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions..

PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor and the program coordinator.