

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



COURSE OUTLINE

Course Title: Fieldwork Seminar

Code No.: NSA 207

Semester: 2

Program: Native Counsellor Certificate Program

Author: Native Education Department

Date: September, 2000

Previous Outline Date: January 1994

Approved: _____
Dean Date

Total Credits: 1.5 credits

Prerequisite(s): n/a

Length of Course: 7 wks

Total Credit Hours: 21 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:

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 the 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. Assist in the identification and evaluation of 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. Assist in the compilation necessary resources relevant to the implementation of a workshop designed to meet the needs of specific members in the community.
5. Assist in the promotion and confirmation of interested community members for a pre-planned workshop package.
6. Assist in organization and assist in conducting an awareness/consultation workshop to promote awareness of identified needs.
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:

An opportunity for Information sharing is included in every seminar class and the opportunity to discuss individual student’s counselling skill development within the workplace.

- | | | |
|----|---|--|
| 1. | Time Management
As Role Model | <i>Class Discussion</i> |
| 2. | Planning, Marketing and Delivering A Community Activity | <i>Handouts, Lecture</i> |
| 3. | Self-Care | <i>Class Discussion</i> |
| 5. | Trust Building | <i>Life Share Collage</i> |
| 6. | Ethics/Self Motivators | <i>Class
Discussion</i> |
| 7. | Personal Planning/Closure | <i>Back to the Future
Exercise</i> |

EVALUATION METHODS:

Life Share Exercise	5%	<i>Target Dates:</i> To be given by the instructor
Significant Event	20%	
Case Reporting	20%	
Back to the Future Exercise	5%	
Workshop Implementation	30%	
Placement/Seminar Journal	<u>20%</u>	Weekly
TOTAL	100%	

- A. 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.

B. Significant Event assignment 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?

D. Case Reporting assignment 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.**

E. Back to the Future Exercise will be an in class group activity which promotes self planning and trust building. Specifics on format will be provided by the instructor.

F. The workshops will be given by students to identified groups within the community and address a specific need of that group. Each group is responsible for locating their target

population. The workshop should be advertised, developed and implemented by a group of students within a time period that is appropriate to the target audience. This assignment is to be completed in addition to the classroom and placement hours. Specifics will be provided by instructor.

H. 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.

A final grade will be awarded upon completion of all the course work, in accordance with the grading policy of Sault College

A+	=	90 to 100%
A	=	80 to 89%
B	=	70 to 79%
C	=	60 to 69%
R	=	less than 60%

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 assist in the arrangement 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 classroom through an interactive learning approach, therefore, students are expected to attend all classes and to inform the 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.