SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Fieldwork Placement II   (Addiction)

COURSE CODE: NSA 213-12

PROGRAM: Native Community Worker

SEMESTER: Four

DATE: January 1996

AUTHOR: Native Education Department

Revised: (x)

APPROVED   **DATE:** *&bj?A(*

　　　　Dean, School of Native Education

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 the Addiction option of the Native Community Worker Program will become a part of the growing social service/educational field which works to benefit members of the urban and on First Nation communities. The second 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 for two working days per week for a fourteen week period. During this time, they will actively participate as a service team member, within guidelines set by fieldwork supervisors. Students in the Addiction option of the Native Community Worker program will be exposed to the network of services available to address a variety of issues in our communities.

LEARNING OUTCOMES:

There are three 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 an 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 counselling skills in an appropriate and effective manner ie: observation; active listening; self-disclosure; empathic understanding; development of the helping relationship; objectivity

3. Adopt and implement effective work management skills.
   —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:
    1. Collaboration with coworkers.
    2. Relationship with Supervisor.
    3. Client rapport

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 ten (10) 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 third week of placement. Electives chosen should meet the needs of the students, the placement and fall within the opportunities offered in the particular placement.

1. Provide current and accurate information and education to the client/family members to preent initiation or progression of alcoholism/drug dependency.

2. Provide education for th eclient 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 a client for a specified period of time in a mock or actual report.

5. Recognize the elements of a client's crisis.

6. Elicit decisions and solutions from client(s) regarding identified areas of concern.

7. Gather relevant client history using appropriate interview techniques.

8. Identify clients' areas of strength and weakness and possible barriers to growth/change.

9. Provide an overview to the client of program operations.

10. Analyze what has or has not worked in a given situation and why.

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. Develop an innovation to the schedule of the employees work week or clients' activities (mock or actual) within the placement setting.

23. Connect and consult with appropriate professional resources to protect and enhance the treatment of a client.

24. Complete the client intake process.

25. Identify 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.

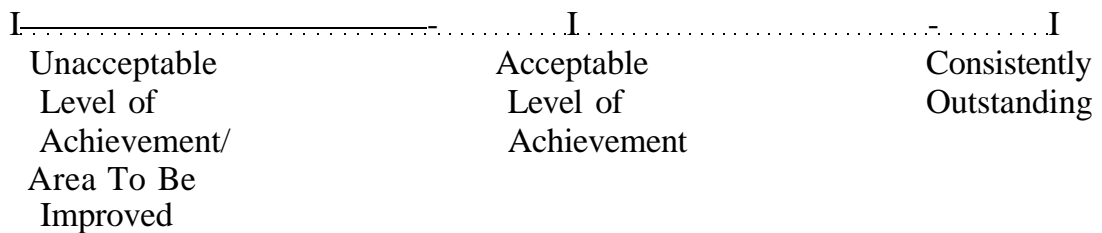28. Adapt interpersonal communication skills to meet the level of different age groups.

29. Develop and/or acquire for the placement a compilation of Anishnaabe resources and/or Native community contacts relevant to their services.

SELF-DIRECTED:

The student must create three(3) professional and (2) personal self-directed learning outcomes that can be accomplished through the experience at their particular placement. The purpose of the Self-Directed Learning Outcomes is to focus the direction of the Elective Learning Outcome chosen by each individual student. These must also be agreed upon by the fieldwork supervisor and the student by the end of the third week of placement.

EVALUATION METHODS:

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

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I------------------------I------------------------I
  Unacceptable              Acceptable              Consistently
  Level of                  Level of                Outstanding
  Achievement/              Achievement
  Area To Be
  Improved
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TO OBTAIN A SATISFACTORY GRADE IN THIS COURSE:

A.   ALL six (6) Core Learning Outcomes must be evaluated by the Fieldwork Supervisor at Acceptable Level of Achievement or higher.

B.   Of the ten(10) Elective Learning Outcomes and the five(5) Self-Directed Learnin Outcomes, the student must be evaluated by the Fieldwork Supervisor at Acceptable Level of Achievement or higher on ten.

Throughout the semester, students, supervisors and the fieldwork contact instructor will evaluate the student's performance of Learning Outcomes.

Students should come prepared at the mid-term and final evaluation meeting with a personal evaluation of their level of achievement for the Learning Outcomes using the format below.

CORE LEARNING OUTCOMES:

1. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfils the purpose and meets the needs of the workplace.

I————————————I————————————1		
Unacceptable	Acceptable	Consistently
Level of	Level of	Outstanding
Achievement/	Achievement	
Area To Be		
Improved		

Examples of how this was accomplished:
For each of the learning outcomes, the student is responsible for in that particular placement.- wrote mock logs in daily log book

For each of the learning outcomes, the student is responsible for in that particular placement.

#2. 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 two 8 hour shifts per week for a 14 week period.
***Time missed must be rescheduled by the student with their particular placement.

REQUIRED STUDENT RESOURCES:

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