

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



**COURSE OUTLINE**

Course Title: FIELDWORK PLACEMENT (CHILD & FAMILY)

Code No.: NSA225-25

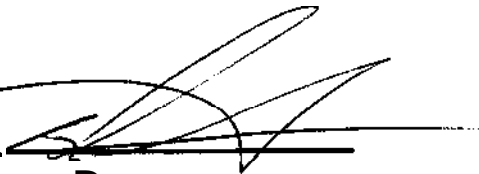
Semester: 98W

Program: NATIVE COMMUNITY WORKER

Date: January 1998

Previous Outline Date: January 1997

Approved



Dean

~\*^L&<^\*\*^t^g-c?<???

Date

Total Credits: 25

Prerequisite(s):n/a

Length of Course: semester

Total Credit Hours:

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 and Technology is prohibited  
For additional information, please contact:

**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 Child & Family 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 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 four working days per week for a thirteen week period. During this time, they will actively participate as a service team member, within guidelines set by fieldwork supervisors. Students in the Child & Family 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 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 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 i.e.: 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 co-workers.
  2. Relationship with supervisor.
  3. 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 fifteen (15) 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.**

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.



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

**EXAMPLE:**

1. 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)

1	2	3	4	5
Unacceptable		Acceptable		Consistently
Level of		Level of		Outstanding
Achievement/ Area To Be		Achievement		
Improved				

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 400 hours of fieldwork placement during the semester in order to successfully complete their placement. This can be accomplished by the completion of four 8 hour shifts per week for a 13 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.