

PHILOSOPHY/GOALS:

Those who work with troubled 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.

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 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 community in need.
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 workshop designed to meet the needs of specific members in the community.
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 identified needs.

COURSE NAME

COURSE CODE

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:

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|-----|--|---|
| 1. | Adjustments in the Workplace/Personal Responsibility Self
As Role Model | <i>Class Discussion</i> |
| 2. | Planning Development - Introduction to Concepts | <i>Handouts, Lecture</i> |
| 3. | Self-Care | <i>Class Discussion</i> |
| 4. | Develop & Market Your Workshop: Community Participation,
& Identify & Prioritize needs, Develop & Sell Plan | <i>Handouts, Lecture
Group Work</i> |
| 5. | Post-Graduate Planning
-Employment - J. Breckenridge
-University - E. Boniferro, J. Syrette | <i>Guest Speakers</i> |
| 6. | Time Management | <i>Class Discussion</i> |
| | Workshop Development | <i>Independent Group
Work</i> |
| 7. | Ethics/Self Motivators | <i>Class Discussion</i> |
| 8. | Trust Building | <i>Life Share Collage</i> |
| 9. | Personal Boundaries | <i>Class Discussion</i> |
| 10. | Workshop Development | <i>Independent Group
Work</i> |
| 11. | Application of Skills in the Workplace | <i>Class Discussion</i> |

FIELDWORK SEMINAR Child & Family 4
COURSE NAME

NSA223
COURSE CODE
*Back to the Future
Exercise*

12. Personal Planning

13. Closure

Class Discussion

14. Information Processing

Weekly Discussion

EVALUATION METHODS:

		<i>Target Dates:</i>
Agency Profile	15%	February 1, 2000
Life Share Exercise	5%	March 6, 2000
Significant Event #1	10%	February 21, 2000
Case Reporting #1	10%	February 21, 2000
Back to the Future Exercise	5%	March 27, 2000
Significant Event #2	10%	April 10, 2000
Case Reporting #2	10%	April 10, 2000
Workshop Implementation	25%	
Placement/Seminar Journal	10%	Weekly
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.
- B. 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.
- C. 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.

COURSE NAME

COURSE CODE

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 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.**

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 Workshop Implementation Project will be an independent study group assignment. The workshops will be given by students to identified groups within the community. Each independent study group is responsible for locating their target population. Specifics will be provided by instructor.
- G. 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.

RECOMMENDED STUDENT RESOURCES:

Loose Leaf Binder

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.

Significant learning takes place in the classroom through an interactive learning approach, therefore, NO student can miss more than three (3) of the classes and obtain a passing grade.

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