

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: FIELDWORK PLACEMENT (Economic Development)

CODE NO. : NSA 234 **SEMESTER:** FOUR

PROGRAM: NATIVE COMMUNITY WORKER

AUTHOR: NATIVE EDUCATION DEPARTMENT

DATE: JANUARY **PREVIOUS OUTLINE DATED:** JAN/99
2000

APPROVED:

DEAN

DATE

TOTAL CREDITS: 25

PREREQUISITE(S): N/A

LENGTH OF COURSE: 16 weeks

TOTAL CREDIT HOURS:

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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 Economic Development specialization of the Native Community Worker Program will become a part of this growing 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 businesses for four working days per week for a fourteen week period. During this time, they will actively participate as a team member, within guidelines set by fieldwork supervisors. Students in the Native Economic Development specialization of the Native Community Worker program will be exposed to the existing network of community and economic development.

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 interpersonal skills in an appropriate and effective manner.
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 community members regarding social trends, government funding and business funding programs available.
2. Utilize computer hardware and software and various other technological tools appropriate and necessary to the performance of work related tasks.
3. Connect and consult with appropriate professional resources to develop a networking contact system.
4. Complete a workplace business plan and/or proposal with supervisor's direction and input. (This counts for 2 electives)
5. Plan and facilitate group meetings, information sessions or community meetings.
6. Provide problem-solving, goal setting and decision making techniques in conjunction with co-workers and supervisors.

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7. Adapt interpersonal communication skills to meet the need of effective listening, reading, speaking and writing, observing and presenting within the community and agency.
8. Develop and/or acquire for the placement a compilation of Anishinaabe Community Development resources and/or Native community contacts relevant to the agency.
9. Observe or participate in committee/board meetings as a team member/resource person and debrief with your supervisor.
10. Observe or participate in staff meetings and debrief with your supervisor or other colleagues.
11. Prepare, organize and develop a group activity/event (appropriate to the needs of the agency) to be approved by your supervisor and run the activity/event.
12. Recognize and discuss how your own value system affects you in the workplace and the impact on others.
13. Manage the use of time and other resources to attain project-related goals in the workplace.
14. Define the parameters of your competency and develop a plan to expand your skills in the workplace, with your supervisor.
15. Identify and provide your supervisor with documentation determining the designated tasks and services needed by community members, customers or agencies to address a specific need.
16. Create a database of First Nation community members who have developed or worked in the Community Economic and Development field.
17. Provide members of the community with activities, which seek to develop the economy of a community and to improve the quality of life for the benefit of its members. (This counts for 2 electives)
18. Develop a community profile, a complete description of the location, population, services, facilities (financial, medical, educational and utilities) and contact

names and numbers of municipal and economic development personnel and employees. (This counts for 2 electives)

19. Gather information about existing social and economic life in the community.
20. Analyze a community, base your work on the shared purpose and common goals of the agency and include the geographic, heritage and cultural values shared among the community members. (This counts for 2 electives)
21. Participate in strategic planning with the agency and community members.
22. Coordinate or assist in conference planning, seminars, workshops, newsletters and/or bulletins within the workplace.
23. Recognize and analyze present sustainable Community Development that community residents participated in that are compatible with the natural environment, acceptable socially and culturally and that were economically feasible. (The counts for 2 electives)
24. Assist while working with consultants and organizations (e.g. Economic Development Officers and Economic Development Committees) on projects and activities.
25. Interpret and analyze existing social and economic data.
26. Create a budget and justify the numbers for both income and expenses.
27. Research possible funding sources, Federal, Provincial, Philanthropic, which could provide funding for the agency or community.
28. Complete a financial statement reflecting income and expenditure for the month.
29. Create a long-range capital expenditures plan, which takes into account changes in trends, ageing equipment and/or facilities.
30. Review agency policies and procedures to identify areas of omissions or that are in need of revisions.
31. Review the Health and Safety Act and labour laws pertaining to #30
32. Create a list of Government Acts/Policies pertaining to the agencies mandate.

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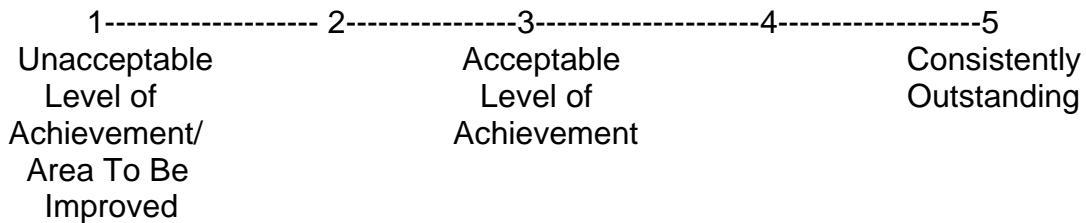
- 33. Create a performance assessment form or method that evaluates performance of staff, which clearly outlines strengths and weakness.
- 34. Develop Conflict Resolution plan and facilitation style that is appropriate for the workplace or workshop facilitation in the community.

EVALUATION METHODS

To obtain a Satisfactory 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 ten (15) Elective Learning Outcomes chosen, the student must be evaluated by the Fieldwork Supervisor at Acceptable Level of Achievement or higher on ten (10).**

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



Twenty such 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 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:

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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 Level of Achievement/ Area To Be Improved		Acceptable Level of Achievement		Consistently Outstanding

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 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.