SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: FIELDWORK SEMINAR (Addictions)

CODE NO. : NSA 229   **SEMESTER:** FOUR

PROGRAM: NATIVE COMMUNITY WORKER

AUTHOR: NATIVE EDUCATION DEPARTMENT

DATE: JAN/01   **PREVIOUS OUTLINE DATED:** JAN/00

APPROVED:

_____ _____
                   DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): N/A

LENGTH OF COURSE: 16 weeks   **TOTAL CREDIT HOURS:**

I.   COURSE DESCRIPTION:

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.

II.   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 fulfils 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.

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.

III.   TOPICS COVERED/LEARNING ACTIVITIES:

1.   Adjustments in the Workplace/Personal Responsibility Self   *Class Discussion*
       As Role Model

2.   Planning Development - Introduction to Concepts   *Handouts, Lecture*

3.   Self-Care   *Class Discussion*

4.   Develop & Market Your Workshop: Community Participation, *Handouts, Lecture*
       Identify & Prioritize needs, Develop & Sell Plan   *Group Work*

5.   Post-Graduate Planning   *Guest Speakers*
       -Employment - J. Breckenridge
       -University - E. Boniferro, J. Syrette

6.   Time Management   *Class Discussion*

       Workshop Development   *Independent Group Work*

7.   Ethics/Self Motivators   *Class Discussion*

8.   Trust Building   *Life Share Collage*

9.   Personal Boundaries   *Class Discussion*

10.   Workshop Development   *Independent Group Work*

11.	Application of Skills in the Workplace	*Class Discussion*
12.	Personal Planning	*Back to the Future Exercise*
13.	Closure	*Class Discussion*
14.	Information Processing	*Weekly Discussion*

IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:

Loose Leaf Binder

V. EVALUATION METHODS:

		Target Dates:
Agency Profile	15%	January 22, 2001
Life Share Exercise	5%	March 6, 2001
Significant Event #1	10%	February 21, 2001
Case Reporting #1	10%	February 21, 2001
Back to the Future Exercise	5%	March 27, 2001
Significant Event #2	10%	April 10, 2001
Case Reporting #2	10%	April 10, 2001
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.
        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.

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	

U	Unsatisfactory achievement in field placement or non-graded subject areas.
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see *Policies & Procedures Manual – Deferred Grades and Make-up*).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

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.

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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 postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.