

I. COURSE DESCRIPTION:

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 specialization 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 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 specialization of the Native Community Worker program will be exposed to the network of services available to address a variety of issues in our communities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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 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.
24. Identify and provide your supervisor with documentation determining the designated continuum of services needed by the client.
25. Plan and implement appropriate activities for clients served by the placement.
26. Provide problem-solving, goal setting and decision making techniques in conjunction with clients.
27. Adapt interpersonal communication skills to meet the level of different age groups.
28. Develop and/or acquire for the placement a compilation of Anishinaabe resources and/or Native community contacts relevant to their services.
29. Observe/participate in case conferencing of a client service team and debrief with your supervisor.
30. Observe/participate in group sessions of clients and debrief with your supervisor or another colleague.
31. Prepare, organize and develop a group activity (appropriate to the needs of the clients) to be approved by your supervisor (or appropriate person in the workplace) and run the activity.
32. Recognize and discuss how your own value system effects you in the workplace and its impact on others.
33. Manage the use of time and other resources to attain project-related goals in the workplace.
34. Define the parameters of your competency and develop a plan with the workplace to expand your skills in the workplace, with your supervisor.

EXAMPLE:

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 Improved		Achievement		

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.***

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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 <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
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.	

V. SPECIAL NOTES:

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.

VI. 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.

VII. 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.