

I. COURSE DESCRIPTION:

Those who work in the field of addictions 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 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. Recruit 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 As Role Model *Class Discussion*
2. Planning Development - Introduction to Concepts *Handouts, Lecture*
3. Self-Care *Class Discussion*
4. Develop & Market Your Workshop: Community Participation, Identify & Prioritize needs, Develop & Sell Plan *Handouts, Lecture
Group Work*
5. Time Management *Class Discussion*
Workshop Development *Independent Group
Work*
6. Ethics/Self Motivators *Class Discussion*
7. Trust Building *Exercise*
8. Personal Boundaries *Class Discussion*
9. Workshop Development *Independent Group
Work*
10. Application of Skills in the Workplace *Class Discussion*
11. Personal Planning *Back to the Future
Exercise*
12. Post-Graduate Planning *Mock Interviews*
13. Closure *Class Discussion
Graduation Collage*
14. Information Processing *Weekly Discussion*

IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:

Loose Leaf Binder

V. EVALUATION METHODS:

Target Dates:

Agency Profile	15%	_____
Significant Event #1	10%	_____
Case Reporting #1	10%	_____
Exercise	5%	_____
Significant Event #2	10%	_____
Case Reporting #2	10%	_____
Back to the Future Exercise	5%	_____
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. The instructor will provide specifics on format.
- B. This exercise will be an in class group activity, which promotes self-awareness, and trust building. The instructor will provide specifics on format.
- 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 goal setting. The instructor will provide specifics on format.
- F. The Workshop Implementation Project will be an independent study group assignment. Students will give the workshops to identified groups within the community. Each independent study group is responsible for locating their target population. Instructor will provide specifics.
- 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 post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 E1101 or call Extension 703 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.