

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**



**COURSE TITLE: FIELDWORK III**

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**CODE NO.: GER 212**

**SEMESTER: 3**

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**PROGRAM: COMMUNITY GERONTOLOGY**

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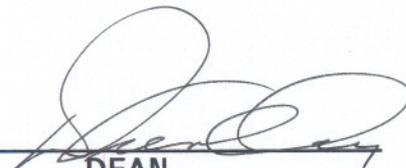
**DATE: SEPT/95**

**PREVIOUS OUTLINE DATED:**

**MAY/95**

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**APPROVED:**

  
DEAN

  
DATE

FIELDWORK III

GER 212

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TOTAL CREDITS:

PREREQUISITE(S): WWA 104 and WWA 105

I. **PHILOSOPHY/GOALS:**

Fieldwork III is designed to help the student integrate concepts about working with seniors both individually and in small groups. Students will need to begin to assess seniors in a holistic way, considering their biological, psych0-social aspects of life with the assistance of the fieldwork instructor and agency personnel. Apply counselling skills in working with seniors to determine their unmet needs and explore various options for meeting these needs. Design a program that will enhance the seniors' life, mobilize their skills and experiences and enrich the community at large, keeping in mind administrative aspects. Work with supervision to impelment and evaluate the outcome of a small program.

In Seminar III, students meet as a group to share their plans and experiences of working with the older adults. Common problem areas will be discussed and appropriate interventions planned to enhance the learning experience. Sharing the assessment tools and development of program plans and teaching motivation strategies will enable each student to have multiple ideas/experiences. Problem-solving of individual/group concerns for working with the aged will be a priority.

II. **STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):**

**Fieldwork:** Upon successful completion of this course the student will:

1. begin to contribute to the holistic multidisciplinary assessment of the older adult's psycho-social needs.
2. identify, play and participate in services and appropriate program development to meet the needs of older adults in a wide variety of settings.
3. initiate appropriate interventions or facilitate referrals to enhance the social, cultural, spiritual, physical, environmental and psychological well-being of older persons and their families.
4. begin to contribute productively within multidisciplinary teams using effective interpersonal communication skills.
5. advocate on behalf of older adults within policy/legislative boundaries.
6. participate in and evaluate the effectiveness of implemented services and programs for older adults.

**Seminar:** Upon successful completion of this course the student will:

1. share and discuss attitudes about working with older adults and small groups of seniors.
2. present examples of:
  - a) tools developed to help with holistic assessments of the older adult
  - b) needs assessment surveys developed
  - c) ideas for program proposal development
  - d) considerations about how these programs would need to be administered
  - e) communication techniques/therapies used
  - f) teaching and learning opportunities
  - g) leadership styles used within groups
  - h) community resources used, referrals made

**III. TOPICS TO BE COVERED: Approximate Time Frames (Optional)**

1. Building a holistic multidisciplinary assessment of the older adult.
2. Plans for appropriate program development, considering needs assessments and administrative concerns.
3. Process of facilitating referrals.
4. Examples of advocacy.
5. Counselling skills and therapies.
6. Adult teaching and learning.
7. Identify health and human service resources utilized by older adults.

**IV. LEARNING ACTIVITIES/REQUIRED RESOURCES:**

**Topic/Unit:** Fieldwork

**Learning Activities:**

1. Select/accept placement in the community working one-on-one and in small groups of older adults.
2. Work effectively with the fieldwork teacher to accomplish Semester 3 objectives in the placement areas.
3. Complete a minimum of 90 hours in the fieldwork placements.
4. Demonstrate the ability to work effectively with clients as well as staff.
5. Complete a log book with pre and post visit information.
6. Complete self-evaluations of how you met the objectives each week in fieldwork.
7. Obtain a mid-term evaluation and end-of-term evaluation of fieldwork placement that includes your self-evaluation, the fieldwork placement input and the fieldwork teacher evaluation.
8. Meet all fieldwork objectives with a "Satisfactory" grade.

**Resources:**

n/a

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**Topic/Unit:** Seminars

**Learning Activities:**

1. Prepare for and participate in seminars each week.
2. Select a seminar topic relevant to Semester 3 content and present this topic to a group, preferably in the community. (arrange for fieldwork teacher to be present)
3. Attend a minimum of 8 out of 10 or 12 out of 15 seminars.
4. Participate in seminar discussions, for example:
  - a) of progress made in fieldwork
  - b) goals planned for the week in fieldwork and what was achieved
  - c) share feelings/concerns about fieldwork
  - d) demonstrate support for fellow classmates to work with elderly clients in different agencies and settings
  - e) provide constructive feedback about other classmate's presentations.
5. Present a teaching/learning activity using principles of adult learning.

**Resources:**

n/a

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**V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)**

1. Satisfactory completion and evaluation of all Fieldwork placement objectives during the minimum 90 hours. (This includes feedback from students, fieldwork agency staff, clients and the fieldwork teacher.)
2. Complete log book requirements for Fieldwork III.
3. Complete one satisfactory teaching/learning seminar using principles of adult learning.
4. Attending 8 out of 10 or 12 out of 15 seminars.
5. Complete a presentation, preferably in the community on a seminar topic.
6. Constructively participate in seminar discussions.

If you are unable to complete all of the above requirements, then an "Unsatisfactory" grade will be assigned.

**VI. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

**VII. REQUIRED STUDENT RESOURCES:**

1. Thompson, W., Aging is a Family Affair, N.C. Press Ltd., Toronto, 1988
2. Zgola, J.M., Doing Things, John Hopkins University Press, U.S., 1987
3. Activity Planning for the Elderly, by Crepeau (optional)

**VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:**

Book Section (TITLE, PUBLISHER, EDITION, DATE, LIBRARY CALL NUMBER IF APPLICABLE - SEE ATTACHED EXAMPLE)

Periodical Section (MAGAZINES, ARTICLES)

n/a

Audiovisual Section (FILMS, FILMSTRIPS, TRANSPARENCIES)

n/a

**IX. SPECIAL NOTES:**

Students with special needs (eg. physical limitations, visual impairments, hearing 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 students.

**X. COURSE ANALYSIS SHEET (see attached)**