

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

**COURSE TITLE: FIELDWORK IV/SEMINAR IV**

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**CODE NO.: GER 229**

**SEMESTER: 4**

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**PROGRAM: COMMUNITY GERONTOLOGY**

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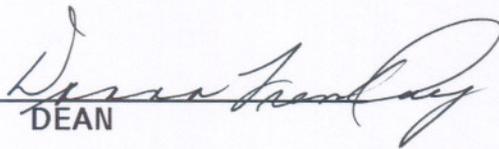
**DATE: SEPTEMBER, 1995**

**PREVIOUS OUTLINE DATED: JANUARY, 1995**

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**APPROVED:**

**DEAN**



**Oct 2/95**  
**DATE**

**FIELDWORK IV/SEMINAR IV**

**GER 229**

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**Course Name**

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**Course Code**

**TOTAL CREDITS:**  
**HOURS: 45**

**PREREQUISITE(S): NONE**

**I. PHILOSOPHY/GOALS**

Fieldwork IV

Students will identify methods of assessing unmet needs of older adults in their community setting and will plan, with seniors and other groups, various options for meeting these perceived needs. Applied knowledge of program planning will be necessary to assess, select, plan, implement/administrate and evaluate a program for older adults. All theory components of courses taken within the program need to be taken into consideration and used in the plan as appropriate. This applies to the day to day work with older adults in a variety of settings.

Seminars IV

Students will share the development of goals and objectives for the fieldwork experience, verbalize plans and interventions, and problem solve with the group's input. The role of the Gerontological Worker in various settings will be emphasized, keeping in mind agency policies, protocol and practices within health and human service settings and the aging population groups. The ongoing log and documentation of formal plans will be critical to the student's overall progress.

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

Fieldwork Component

Upon successful completion of this course the student will:

1. contribute to the wholistic multidisciplinary assessment of the older adult's psycho-social needs.
2. identify, plan 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 and facilitate referrals to enhance the social, cultural, spiritual, physical, environmental and psychological well-being of older persons and their families.
4. work productively within multidisciplinary teams using effective interpersonal communication skills.
5. advocate on behalf of older adults within policy/legislative boundaries.
6. consistently participate in and evaluate the effectiveness of implemented services and programs of older adults.

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

Seminar Component

Upon successful completion of this course the student will:

1. share and discuss personal attitudes and those of others who work with older adults. Ideas for positive attitude changes regarding the myths and stereotypes of aging.
2. present examples of:
  - a) program proposal ideas for placement setting and steps to implement if accepted.
  - b) needs assessments done or researched, ideas recommended how a Gerontology Worker could be of service, possible sources of funding, budget restrictions/possibilities
  - c) work with volunteers
  - d) cross-cultural issues
  - e) ADL programs for seniors
  - f) assessments of seniors' abilities and limitations, assistive devices
  - g) common drug practices among older adults, common therapies
  - h) other gerontological issues
3. discuss concerns and problems in areas of fieldwork and problem solving strategies within the group for resolution.

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

1. Building wholistic multidisciplinary assessment skills of the older adult.
2. Services and programs to meet needs of older adults:
  - a) the healthy
  - b) the frail elderly
3. Interventions/referrals which enhance older adults' well-being.
4. Advocacy role eg: how would you change a negative stereotype of aging to be positive.
5. Gerontology Workers as team members, IPR skills needed.
6. Evaluator's role.

**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 with older adults.
2. Work effectively with the fieldwork teacher to accomplish Semester IV objectives in the placement area.
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 a pre-and post visit information.
6. Complete self evaluations of how you met the objectives each week in fieldwork.

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

**Topic/Unit** - Fieldwork Continued . . .

**Learning Activities:**

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's evaluation.
8. Meet all fieldwork objectives with a "Satisfactory" grade.
9. Complete seminar requirements.

**Resources:**

n/a

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**Topic/Unit** - Seminars

**Learning Activities:**

1. Prepare for and participate in Seminars each week.
2. Select seminar topics relevant to Semester IV content. One presentation should be to a group in the community. For the class seminar, each student is encouraged to research a survey or Needs Assessment and present this to the class with ideas for how the Gerontology Worker could meet the recommendations or start a program to meet the needs of older adults. (Arrange for fieldwork teacher to be present for the seminar in the community)
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 classmates' presentations.

**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 IV.
3. Complete at least two Satisfactory seminars with at least one in the community setting.
4. Attending 8 out of 10 or 12 out of 15 seminars.
5. 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:**

Thompson, W., *Aging is a Family Affair*, N.C. Press Ltd. Toronto, 1988.

Zgola, J.M., *Doing Things*, John Hopkins University Press, U.S., 1987.

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

**Book Section (TITLE, PUBLISHER, EDITION, DATE, LIBRARY CALL NUMBER IF APPLICABLE)**

Activity Planning for the Elderly by Crepeau

**Periodical Section (MAGAZINES, ARTICLES)**

**Audiovisual Section (FILMS, FILMSTRIPS, TRANSPARENCIES)**

**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.