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SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: Fieldwork III  
Code No.: GER212 Semester: 3  
Program: Community Gerontology  
Author: Nancy McClelland  
Date: Sept. 1998 Previous Outline Date: Sept/95

Approved: *Donna Tremblay* *Aug 27/98*  
Dean Date

Total Credits: 9 Prerequisite(s): GER125, GER127  
Length of Course: 15 Weeks Total Credit Hours: 90

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For additional information, please contact Donna Tremblay, Dean, School of Health Sciences, Human  
Sciences and Teacher Education, (705) 759-2554, Ext. 690.

**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, psycho-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 implement and evaluate the outcome of a small program or activity series.

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 activity 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. Students will be encouraged to begin portfolio development to reflect gerontological experiences.

**II. LEARNING 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, 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 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, activity boards, activation projects
  - g) leadership styles used within groups
  - h) community resources used, referrals made

**III. TOPICS: 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:****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.
9. Complete seminar requirements of attending, participating, presenting topics.

*Resources:* n/a

**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 12 out of 15 seminars.

**IV. LEARNING ACTIVITIES:**

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.
6. Begin to develop a personal portfolio that reflects your work and contribution to the field of Gerontology.

*Resources:* n/a

**V. EVALUATION PROCESS/GRADING SYSTEM:**

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 a minimum of 12 out of 15 seminars.
5. Constructively participate in seminar discussions.
6. Complete a presentation, preferably in the community on a seminar topic.
7. Begin development of your portfolio reflecting professional development in gerontology

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

**VI. REQUIRED RESOURCES/TEXTS/MATERIALS:**

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)
4. S.A.M. Activity Book, 1994, Hamilton Day Program

**VI. REQUIRED RESOURCES/TEXTS/MATERIALS:**

*Additional Resource Materials Available In The College Library:*

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

Periodical Section (MAGAZINES, ARTICLES): n/a

Audiovisual Section (FILMS, FILMSTRIPS, TRANSPARENCIES): n/a

**VII. SPECIAL NOTES:**

*Special Needs*

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 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 post-secondary institutions.

*Course Modification*

The instructor reserves the right to modify the course as deemed necessary to meet the needs of students.

**VIII. PRIOR LEARNING ASSESSMENT:**

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