

SAULT COLLEGE OF APPLIED ARTS Xc TECHNOLOGY  
SAULT STE MARIE, ONTARIO

**BOURSE mOIUIE**

COURSE TITLE: FIELDWORK I/SEMINAR I  
CODE NO: WWA 104 SEMESTER:  
PROGRAMME: COMMUNITY GERONTOLOGY  
^AUTHOR: NANCY MCCLELLAND  
DATE: JAN/95 PREVIOUS OUTLINE DATED:

APPROVED

Deal



Date

Jan 25/96

Course Name

Code No.

**TOTAL CREDIT HOURS: 45** Hours

**PREREQUISITE(S):**

**I PHILOSOPHY/GOALS:**

This fieldwork experience requires the student to engage in ongoing contact with an elderly person for a total of 30 hours. Students will acquire practical knowledge about working with the aged in general and selected settings. With guidance from the fieldwork teacher and/or co-operative field guide, the student will gain insights into the experience of aging and will learn to integrate theory with the realities of work in the field.

The 15 seminar hours are offered for the students to meet as a group through conferencing to discuss experiences in the field. Students will be encouraged to relate fieldwork with theory segments of the programme. These seminars facilitate growth in the field of Community Gerontology.

**H. STUDENT PERFORMANCE OBJECTIVES**

Fieldwork Component

Upon successful completion of this course, the student will:

- 1) demonstrate a positive attitude towards aging adults.
- 2) use effective communication skills with aging adults to enhance their quality of life in selected settings and agencies.
- 3) use a holistic approach in maintaining a level of wellness in the aging adult, with guidance.
- 4) begin to participate in a multi-disciplinary assessment of the senior.
- 5) facilitate the mobilization of the skills and experiences of aging adults for the enrichment of the community at large, with guidance.
- 6) assist aging adults in effecting positive changes, or maintaining their socioeconomic status, with guidance.

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**II. £CUI2ENX PERFORMANCE OBJECTIVES Continued . . .**

- 7) partkipate with aging adults in determining appropriate and meaningful use of their leisure time.
- 8) begin to evaluate areas of personal strengths as a worker with the elderly client. Recognize areas that need improvement and seek guidance or assistance.

**Sfiminai Component**

- 1) share feelings and attitudes regarding work with aging adults.
- 2) present examples of constructive work done with the elderly.  
  
eg: - assessment data gathered using communication skills  
- assessment of the aged adult as a whole person  
- plans jointly made to utilize the skills and experiences of the aged adult, maintain socioeconomic status, uses of leisure time, ways to improve the quality of life  
- need and availability of community resources
- 3) discuss concerns and/or problem areas in friendly visiting and look at group problem solving approaches.
- 4) demonstrate ability to prepare, deliver and participate in seminar topics related to working with elderly clients.

**III. TOPICS 10 *BE* COVEBED:**

- 1) Stages of Helping Relatbnships
  - Initiating Communicatbn
  - Planning Activities for Friendly Visiting
  - Confidentiality
- 2) Identification of Strengths and Weaknesses as a Helper
- 3) Setting Realistic Goals for Visits
- 4) Problem-Solving within Relationships
- 5) Terminating Visits
- 6) Self Evaluation as a Friendly Visitor

**IV. LEARNING ACTIVITIES REQUIRED RESOURCES**

**Fieldwork Activities**

1. Select an elderly client for friendly visits.
2. Work with the fieldwork teacher to choose a cooperative field guide. (if required)
3. Complete fieldwork placement of 30 hrs.
4. Demonstrate the ability to work effectively with an elderly client. See Text: Aging is a Family Affair, Ch. 4-6
5. Complete a log book with descriptions of pre and post visit information. See Fieldwork I Manual
6. Complete self evaluations of friendly visits that recognize strengths and areas that need improvement.
7. Obtain mid-term and summary evaluation of work by the teacher or co-operative field guide regarding friendly visits.
8. Meet all fieldwork objectives for friendly visiting with a satisfactory grade.
9. Complete a process recording of a visit with an elderly client. See Fieldwork I Manual

**Seminars**

- Prepare for and participate at seminars.
- Prepare a seminar topic and present this seminar topic to the group.
3. Attend a minimum of 8 out of 10 or 12 out of 15 seminars.

**IV. LEARNING ACTIVITIES REQUIRED RESOURCES**

Seminars Continued . . .

4. Participate in conference discussions with:
  - a) examples of progress made on friendly visits
  - b) what goals were planned for the visits
  - c) what was achieved
  - d) share feelings and attitudes about working with elderly clients
  - e) express concerns or questions about friendly visiting
  - f) demonstrate support for fellow classmates to work with elderly clients
  - g) constructive input on other classmates' presentations.
5. Discuss progress and evaluation with the fieldwork teacher.

**^ EVALUATION METHODS: (includes assignments, attendance requirements, etc)**

1. Satisfactory completion and evaluation of all Fieldwork I placement objectives during the 30 hours of friendly visiting, (in consultation with the student, co-operative field guide, the client and the fieldwork teacher).
2. Complete log book requirements for Fieldwork I placement.
3. Complete one satisfactory process recording.
4. Attend 8 out of 10 or 12 out of 15 seminars.
5. Constructively participate in seminar discussions.
6. Prepare and present one approved seminar topic for group discussion.

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

**VI. BIBLIOGRAPHY: RESOURCES:**

McClelland, N. Fieldwork 1 Manual. Sault College, 1994

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

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VII. **ADDITIONAL RESOURCES AVAILABLE:** (title, publisher, edition, date, library call number if applicable)

VIII. **SPECIAL NEEDS:**

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.