

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



COURSE OUTLINE

Course Title: Fieldwork IV / Seminar IV

Code No.: GER229 Semester: 4

Program: Community Gerontology

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Date: January, 1999 Previous Outline Date: 09/95

Approved:

*Rase*  
per Dean

*Jan 5/99*  
Date

Total Credits:

Length of Course: 15 Weeks

Prerequisite(s):

Total Credit Hours:

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

## I. COURSE DESCRIPTION:

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 in Semester IV will enable students to share the development of goals and objectives for the fieldwork experience, verbalize plans and interventions, 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, portfolio completion and community seminar presentations will be critical to the students' overall progress.

## II. LEARNING OUTCOMES:

### Fieldwork Component

Upon successful completion of this course, the student will:

1. 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. 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. LEARNING OUTCOMES:

### 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 as well as ideas for positive attitude changes regarding the myths and stereotypes of aging.
2. present examples of:
  - program proposal ideas for placement setting and steps to implement if accepted.
  - needs assessments done or researched, ideas recommended, how a Gerontology Worker could be of service, possible sources of funding, budget restrictions, possibilities.
  - work with volunteers.
  - cross cultural issues.
  - ADL programs for seniors.
  - assessments of seniors' abilities, limitations, assistive devices.
  - teaching/learning opportunities, activity boards, activation projects for frail older adults.
  - common drug practices among older adults, common therapies.
  - other gerontological issues.
3. Discuss concerns and problems in areas of fieldwork and problem solving strategies within the group for resolution.

## III. TOPICS:

1. Building holistic multidisciplinary assessment skills of the older adult.
2. Services and programs to meet needs of older adults (the healthy active older adult, the senior with moderate disabilities and the frail elderly).
3. Interventions/referrals which enhance older adults' well being.
4. Advocacy role, (ex. 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:

### Fieldwork:

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 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.

#### IV. LEARNING ACTIVITIES:

##### Fieldwork:

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 and presenting topics.

##### Seminars:

1. Prepare for and participate at 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 12 out of 15 seminars.
4. Participate in seminar discussions, for example:
  - a) 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.
  - f) Present a teaching/learning activity (using principles of adult learning and effective presentation skills) to meet the needs of the frail elderly.
  - g) Complete development of a personal portfolio that reflects your work and contribution to the field of gerontology.

#### V. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Zgola, J.M. (1987). Doing Things. US, John Hopkins University Press.

S.A.M. Activity Book (1994). Hamilton Day Program.

Rothman, J. (1998). Practice With Highly Vulnerable Clients. (2<sup>nd</sup> ed.). New Jersey, Prentice Hall.

Szadkowski, M E. (1996). Opening The Door: A Guide For Job Hunters. Sault Ste. Marie, ON. ZAD Consulting.

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

(Includes: Assignments, Attendance Requirements, etc.)

1. Satisfactory completion and evaluation of all fieldwork placement objectives during the minimum 90 hours. (This includes feedback from student, 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 a community setting.
4. Attend 12 out of 15 seminars.
5. Constructively participate in seminar discussions.
6. Complete development of professional portfolio. You must include parts A, B, C,D, and E as specified.

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

**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.