

I. COURSE DESCRIPTION

This fieldwork experience requires you to complete 60 hours working with aging adults in either an institution or community setting. You will work on individual assignments with the agency and the agency staff will supervise you. You will become involved with clients working both in small groups and one to one relationships.

The 15 seminar hours are offered for you to meet as a group through conferencing to discuss your experiences in the field. You will be encouraged to relate field work with theory segments previously taken. Problem solving of individual/group concerns for working with the aged will be a priority.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

Placement Objectives

Upon successful completion of this course, you will be able to:

1. Demonstrate a positive attitude towards aging adults.
2. Communicate effectively with aging adults in a variety of situations, settings and mediums.
3. Use a holistic approach in maintaining a level of wellness in the aging adult.
4. Work effectively with small groups of aging adults to enhance their quality of life.
5. Participate in a multi-disciplinary assessment of older adults.
6. Facilitate the mobilization of the skills and experiences of aging adults for the enrichment of the community at large.
7. Assist aging adults in effecting positive changes or maintaining their socio-economic status.
8. Start to demonstrate leadership skills within groups.
9. Participate with aging adults in determining appropriate and meaningful use of their leisure time.
10. Evaluate areas of personal strengths as a worker with the aged. Recognize areas that need improvement and take appropriate steps to develop and improve.

Seminar Objectives

1. Develop a network of peer support for your work with the elderly.
2. Share and discuss feelings and attitudes regarding work with aging adults/small groups of seniors.
3. Present examples of constructive work done with the elderly. Examples:
 - Effective communication methods used in different settings
 - How to use a holistic approach when working with an elderly client or a group of elderly clients
 - Projects developed to use the skills and experiences of the aged adult
 - Ways and means to assist clients to maintain socio-economic status
 - Leisure time activities used with clients
 - How community resources may be used to the client's advantage
 - Desirable effects of the client's living environment
4. Discuss concerns and/or problem areas in placement areas and use group problem solving approaches to help resolve.
5. Demonstrate ability to prepare, deliver and participate in current seminar topics related to working with elderly clients.

III. LEARNING ACTIVITIES:

The following learning activities will assist you to meet the overall goals for Fieldwork II.

Fieldwork Activity

You will need to:

1. Select a community based setting to do fieldwork placement hours. This needs to be an institution or group residence or long term care setting whereby you will have the opportunity to work with the elderly, both one to one and in groups. Placement will vary for students in their own local area.
2. Work with the fieldwork teacher to designate an on-site supervisor.
3. Complete 60 hours of fieldwork placements with elderly clients.
4. Demonstrate the use of your knowledge and skills to work effectively with elderly clients.
5. Complete the logbook for Fieldwork II with a description of preparation for the visits, work done with the elderly and post visit summaries.
6. Complete self-evaluations of friendly visits that show you recognize your strengths and where you need improvement.
7. Obtain mid-term and summary evaluation of fieldwork by the on-site supervisor. Assist with communication links among the fieldwork teacher, on-site supervisor and yourself.

Seminars

You will need to;

1. Prepare for and participate in seminars.
2. Attend a minimum of 8 out of 10 or 12 out of 15 seminars.
3. Prepare a seminar topic for presentation to the seminar group.
4. Participate in conference discussions with:
 - Progress summary of work done in fieldwork
 - Examples of goals set for work with the elderly
 - Comments about structure and function of particular agency or institution of placement
 - What work was done and what was achieved
 - Feeling, attitudes, concerns or questions about work done with the elderly
 - Support for fellow classmate's work
 - Constructive input into seminar topic presentations
5. Plan times for evaluation and progress talks with fieldwork teacher.

IV. REQUIRED STUDENT RESOURCES:

Fieldwork II Study Guide (includes Log Book)

Wendy Thompson, (1990). Aging is a Family Affair. (3rd ed.). Toronto: Family Books, NC Press Ltd.

ADDITIONAL RESOURCE MATERIAL AVAILABLE AT LOCAL SITES

The fieldwork teacher will inform you at the first conference/seminar.

V. EVALUATION PROCESS AND GRADING SYSTEM:

1. Complete 60 hours of fieldwork placement. Achieve a satisfactory grade in each of the performance objectives for Fieldwork II. (In consultation with the student, fieldwork teacher, on-site supervisor/staff and clients.)
2. Complete log book requirements for Fieldwork II placement.
3. Attend 8 out of 10 or 12 out of 15 seminars.
4. Constructively participate in conference discussions.

5. Prepare and present one approved seminar topic for group conference discussion. (Select a journal article on a current issue related to working with the elderly and complete assignment.)

If you are unable to complete all of the above requirements, then an unsatisfactory or incomplete grade will be assigned. An unsatisfactory evaluation and/or termination of field placement will result when it is identified that:

1. You perform in a manner that is so offensive or threatening to others that immediate removal from the situation is necessary. Examples:
 - Physically abusing client, staff, another student, volunteer, family member, or anyone else within the environment.
 - Demonstrate extremely inappropriate behaviours such as having a temper tantrum, arriving at placement while under the influence of drugs or alcohol
 - Display severe emotional outbursts or psychotic behaviour such as hostility, aggression, hallucinatory episodes, extreme suspiciousness
 - Demonstrate illegal or amoral behaviours such as stealing possessions, money, medications or food
 - Verbally or emotionally abusing a client, or exerting undue influence in client decision-making

2. You display a recurrent, consistent difficulty in coping with personal or professional problems, leading to:
 - A hostile, resistant attitude toward client, placement or program
 - Chronic absenteeism, lack of punctuality or early leaving from field placement
 - Interactions with client and/or staff that are described as rigid, uncompromising, cold, judgmental, inappropriate or unprofessional
 - Interference with the capacity to work with client or staff constructively
 - Consistent defensiveness and lack of cooperation

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	

NR Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

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

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

COURSE SCHEDULE

Week	Topic of Conference/Seminar	Assignments
1	Introduction to teacher, students and course.	Readings, Selection of Seminar Topics
2	Determine: <ul style="list-style-type: none"> • Seminar Topic Selection and Presentation Date • Fieldwork Placements 	
3	Seminar Discussions	
4	Seminar Discussions	
5	Seminar Discussions	
6	Seminar Discussions	
7	Seminar Discussions	
8	Seminar Discussions	
9	Seminar Discussions	
10	Seminar Discussions	
11	Seminar Discussions	
12	Seminar Discussions	
13	Seminar Discussions	
14	Seminar Discussions	
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