

Practicum 20: Friends and Fun: Expanding Leisure Options and Community Connections

Name (please print): _____

Date: _____

This practicum measures how you apply the knowledge and skills you learned from module 20: Friends and Fun: Expanding Leisure Options and Community Connections to the supports you provide.

Instructions:

- Complete Work Sample A (Parts I, II, and III)
- **Use as much room as you need to explain each answer fully. You may attach or use additional pages if needed.** The amount of space in this document is not an indication of the length of your answer. However, the quality of the content is more important than the length. **Please type your answers if possible.**

Expectation: There should be enough detail in your description to allow the person who reviews your work to evaluate whether or not your support demonstrates the knowledge, skills, and values of the skill standard. The support you describe in your explanation must be best practice approaches based on what you learned in the *Friends and Fun: Exploring Leisure Options and Community Connections* training module and other training related to this topic and consistent with the NADSP code of ethics.

Your work will be evaluated on the following scale:

1. Practice-BASIC mastery of knowledge and skills
2. Proficient-INTERMEDIATE mastery
3. Advanced-FULL mastery

For North Dakota DD certification, this practicum must be evaluated at “Practice” level or better. If the evaluation of your work sample indicates that more information is needed, the practicum will be returned to you with comments on how you can improve your work sample before you resubmit it.

Note: If you plan to submit this practicum for NADSP credentialing, a “Proficient” level of mastery is required on at least three of four work samples. You will also be required to complete a Reflective Statement for NADSP submissions. NADSP credentialing is optional.

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Part II: Associational Map

Learn about the groups and activities available in your community by creating an Associational Map (in the chart below). **Pick 6 areas** of interests of a person you support and list what is available in your community. Utilize resources such as talking to others, looking online, reading the newspaper, checking the local Chamber of Commerce, etc.

Associations (examples)	What is available in your community?
Animal Humane Society, pet stores, Zoological Society, etc.	
Artistic Organizations choir, theater, writing, crafts, etc.	
Business Organizations Chamber of Commerce, business associations, etc.	
Church Groups service, prayer, men's, women's, seniors, etc.	
Civic Events July 4th, art fair, festivals, etc.	
Collectors Groups stamp collectors, coin collectors, antiques, etc.	
Community Support Groups Friends of the Library, nursing home, hospital, etc.	
Elderly Groups Senior Citizens, etc.	
Ethnic Associations Sons of Norway, Black Heritage Club, etc.	
Health & Fitness Groups bicycling, jogging, CrossFit, yoga, etc.	
Interest Clubs antique car owners, photography, gardeners, etc.	
Local Government Police dept., Fire dept., emergency units, etc.	
Local Media radio, newspaper, local access cable TV, etc.	

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<p>Educational cultural, political, social, educational, vocational, etc.</p>	
<p>Museum Support historical, art, trains, etc.</p>	
<p>Mutual Support (Self-Help) Group Alcoholics Anonymous, Weight Watchers, etc.</p>	
<p>Neighborhood & Block Groups crime watch, beautification, holiday decorations, etc.</p>	
<p>Outdoor Groups garden clubs, conservation clubs, etc.</p>	
<p>Political Organizations Democrats, Republicans, caucuses, etc.</p>	
<p>School Groups printing club, PTA, child care, etc.</p>	
<p>Service Clubs Kiwanis, Rotary, United Way, etc.</p>	
<p>Social Cause Groups peace, rights, advocacy, service, etc.</p>	
<p>Sports Leagues bowling, swimming, baseball, volleyball, fishing, etc.</p>	
<p>Study Groups literary clubs, religious study groups, etc.</p>	
<p>Women's Groups County Extension Homemakers, Zonta, AAUW, etc.</p>	
<p>Other:</p>	

Davis, P. & Bolton, C. (1996) *A Guide to Developing Community Connections*. Available online
[\[http://learningcommunity.us/documents/connections.pdf \]](http://learningcommunity.us/documents/connections.pdf)

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Part III: Five Action Steps for Getting Started with Expanding Community Connections

A. Select two (2) of the community opportunities from the previous section that seem most appealing to the person you support. For each opportunity, list five (5) specific steps for supporting the person in getting involved with this activity, club, etc.

List the community opportunities and places where people come together with similar interests, talents, & values	Five Action Steps for Getting Started
1.	1. 2. 3. 4. 5.
2.	1. 2. 3. 4. 5.

B. Implement the action steps for one of these community opportunities after consulting with your supervisor and the person’s QDDP/Program Coordinator, then answer the following questions about the experience.

1. Which community opportunity did the person pursue?
2. Describe the methods or strategies you used to support the person. Include the action plan or steps you took and what was accomplished or learned.
3. Give some examples of how you collaborated with other service or support organizations to assist the person to access his/her needed community resources.
4. What was the outcome for the person? Did they enjoy the experience, will they continue to pursue this opportunity? If not, what is the next step for community involvement opportunities?