



## COURSE OUTLINE: NSW106 - SEMINAR 1A

Prepared: Michelle Proulx

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	NSW106: FIELDWORK SEMINAR 1A
<b>Program Number: Name</b>	1218: SSW NATIVE SPECIALZ
<b>Department:</b>	SOCIAL SERV. WKR. - NATIVE
<b>Semesters/Terms:</b>	18F
<b>Course Description:</b>	Fieldwork Seminar 1A provides the students with an opportunity to meet as a group to share their fieldwork experience. This course is designed to integrate students' increased awareness and understanding of professional self, workplace expectations, ethics and professionalism. In addition, each seminar group will become adept at processing experiences in a concise and effective manner. This is accomplished under the guidance of their primary instructor.
<b>Total Credits:</b>	1
<b>Hours/Week:</b>	1
<b>Total Hours:</b>	15
<b>Prerequisites:</b>	NSW105
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	NSW116, NSW120
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Books and Required Resources:</b>	Shifting Sites of Practice: Field Education in Canada by Drolet, J., Clark, N, & Allen, H. Publisher: Pearson Edition: 1st ISBN: 9780137013418



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Shape and adapt to any professional setting as an informed and active participant of the helping team.	1.1. Initiate feedback and ask for direction when necessary 1.2. Demonstrate a professional appearance appropriate to the placement
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Develop a productive and informed use of the various types of supervision in the workplace including but not limited to individual, group, and peer supervision.	2.1. Comprehend the use of peer supervision/consultation 2.2. Clearly communicate needs, concerns and positive aspects with field supervisor, staff and peers
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Identify how human services agencies and programs adapt programs and practices to address the concerns and needs of diverse populations.	3.1. Develop an understanding of placement services and programs 3.2. Increase awareness of any partnership/collaborate programs or services 3.3. Become familiar with the client population served 3.4. Demonstrate an ability to acknowledge the diverse needs and characteristics of diverse client populations and diverse situations
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Demonstrate an awareness of the challenges of adhering to principles of professional practice within agencies with set regulations, policies and restrictions.	4.1. Develop an understanding of agency policies and regulations which guide service delivery 4.2. Be aware of limitations or restraints affecting service delivery 4.3. Articulate the impact of multi-systemic issues related to service delivery

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>	<b>Course Outcome Assessed</b>
Attendance	10%	
Introduction to Supervision Exercise	25%	
Self Care Plan	25%	
Skills Inventory	20%	
Weekly Journals	20%	

**Date:**

June 26, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

