



## 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>	1223: SSW INDIGENOUS SPECI
<b>Department:</b>	SOCIAL SERV. WKR. - NATIVE
<b>Semesters/Terms:</b>	20F
<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>	There are no pre-requisites for this course.
<b>Corequisites:</b>	NSW106
<b>This course is a pre-requisite for:</b>	NSW116, NSW120
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1223 - SSW INDIGENOUS SPECI</b>
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
	VLO 3 Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.
	VLO 4 Identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.
	VLO 6 Develop and maintain positive working relationships with colleagues, supervisors, and community partners.
	VLO 7 Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.
	VLO 8 Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.
	VLO 10 Respectfully collaborate with Indigenous individuals, families and communities to facilitate change considering the historical impact of legislation and social systems on the Indigenous Canadian culture and experience.
	VLO 11 Integrate culturally appropriate strategies and Indigenous methods of healing practices to help empower individuals and communities to solution build within an aboriginal worldview and context.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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

**Essential Employability Skills (EES) addressed in this course:**

- 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.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3 Execute mathematical operations accurately.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Shifting Sites of Practice: Field Education in Canada by Drolet, J., Clark, N, & Allen, H.  
 Publisher: Pearson Edition: 1st  
 ISBN: 9780137013418

**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	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

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

	diverse populations.	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:**

Evaluation Type	Evaluation Weight
Attendance	10%
Introduction to Supervision Exercise	25%
Self Care Plan	25%
Skills Inventory	20%
Weekly Journals	20%

**Date:**

June 17, 2020

**Addendum:**

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

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.