



## COURSE OUTLINE: NSW116 - SEMINAR 1B

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

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| <b>Course Code: Title</b>   | NSW116: FIELDWORK SEMINAR 1B  |
| <b>Program Number: Name</b>   | 1223: SSW INDIGENOUS SPECI  |
| <b>Department:</b>  | SOCIAL SERV. WKR. - NATIVE  |
| <b>Semesters/Terms:</b>   | 20W   |
| <b>Course Description:</b>  | Fieldwork Seminar 1B 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, NSW106  |
| <b>Corequisites:</b>  | NSW120  |
| <b>This course is a pre-requisite for:</b>  | NSW215, NSW220, NSW225  |
| <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 2 Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.  |
|   | 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 5 Advocate for appropriate access to resources to assist individuals, families, groups, and communities.  |
|   | 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 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.  |
| <b>Essential Employability Skills (EES) addressed in</b>                                      | 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.   |



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**this course:**

- 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

**Books and Required Resources:**

Shifting Sites of Practice by Drolet, J., Clark, N, & Allen, H.  
 Publisher: Pearson  
 ISBN: 9780137013418

**Course Outcomes and Learning Objectives:**

| <b>Course Outcome 1</b>   | <b>Learning Objectives for Course Outcome 1</b>   |
|---|---|
| 1. Communicate clearly, concisely and accurately in the written, spoken and visual form that fulfills the purpose and meets the needs of a variety of audiences (i.e.: peers, agencies, etc.) | 1.1. Demonstrate an ability to initiate, participate and contribute to verbal communication and interact with the client population, staff and collaterals.<br>1.2. Complete relevant written reports, summaries, case recordings etc.<br>1.3. Develop an understanding of the use of non-verbal communication. |
| <b>Course Outcome 2</b>   | <b>Learning Objectives for Course Outcome 2</b>   |
| 2. Identify and evaluate goals, plans and barriers experienced by members of the community in need.   | 2.1. Become familiar with identifying client-centered goals.<br>2.2. Become familiar with service plans.<br>2.3. Identify obstacles/barriers and demonstrate an ability to modify services.   |
| <b>Course Outcome 3</b>   | <b>Learning Objectives for Course Outcome 3</b>   |
| 3. Shape and adapt to any professional setting as an informed and active participant of the helping team.   | 3.1. Interact and develop a working and respectful relationships with staff.<br>3.2. Initiate feedback and ask for direction when necessary.<br>3.3. Demonstrate initiative in completing tasks.<br>3.4. Demonstrate a professional appearance appropriate to the placement setting.                            |
| <b>Course Outcome 4</b>   | <b>Learning Objectives for Course Outcome 4</b>   |
| 4. Develop a productive and informed use of the various types of supervision in the workplace including but not   | 4.1. Initiate, seek and utilize the support and guidance of the field supervisor.<br>4.2. Comprehend the use of peer supervision/consultation.<br>4.3. Clearly communicate needs, concerns and positive   |



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|  | limited to individual, group, and peer supervision.   | aspects with field supervisor, staff and peers.  |
|  | <b>Course Outcome 5</b>   | <b>Learning Objectives for Course Outcome 5</b>  |
|  | 5. Identify ethical questions and dilemmas that arise most frequently and articulate various ethical positions and principles that apply. | 5.1. Define and identify potential ethical dilemmas.<br>5.2. Adhere to the teaching of the Seven Grandfathers when interacting with clients and staff.<br>5.3. Develop an awareness of personal and professional boundaries.<br>5.4. Apply the ethics and professional standards of the social services field. |

**Evaluation Process and Grading System:**

| <b>Evaluation Type</b>                         | <b>Evaluation Weight</b> |
|--|--------------------------|
| Agency Profile Presentation                    | 10%                      |
| Attendance and Participation                   | 10%                      |
| Ethical Dilemmas Assignment                    | 25%                      |
| Evaluating Your Group Participation Exercise   | 15%                      |
| Journals                                       | 20%                      |
| Policy, Theories and Models in the Field Paper | 20%                      |

**Date:**

June 27, 2019

**Addendum:**

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

