



COURSE OUTLINE: NSW216 - FIELDWORK SEMINAR II

Prepared: Michelle Sayers

Approved: Karen Hudson - Dean

Course Code: Title	NSW216: FIELDWORK SEMINAR FOR SOCIAL SERVICES II
Program Number: Name	1221: SSW INDIGENOUS SPECA
Department:	SOCIAL SERV. WKR. - INDIGENOUS
Academic Year:	2025-2026
Course Description:	Fieldwork Seminar II provides the students with an opportunity to meet as a group to share their fieldwork experience. This course promotes the incorporation of self-initiative and personal responsibility to the workplace and ultimately, the community. 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.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	NSW203, NSW205
Corequisites:	NSW212
Vocational Learning Outcomes (VLO's) addressed in this course:	1221 - SSW INDIGENOUS SPECA
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
	VLO 2 Record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.
	VLO 3 Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.
	VLO 4 Plan and implement accessible and responsive programs and services, recognizing the diverse needs and experiences of individuals, groups, families and communities, and meeting these needs.
	VLO 5 Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client.
	VLO 6 Develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.
	VLO 7 Work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.
	VLO 8 Develop strategies and approaches to implement and maintain holistic self-care as a



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	member of a human service profession.				
	VLO 9 Work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.				
	VLO 10 Develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.				
	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.				
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 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%, A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.				
Books and Required Resources:	Various Articles, Weblinks and Podcasts by Readings Provided by Instructor The A-to-Z Self-Care Handbook for Social Workers and Other Helping Professionals by Erlene Grise-Owens Publisher: White Hat Communications ISBN: 9781929109531 This was required from NSW205 in AAL3				
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> </thead> <tbody> <tr> <td>1. Communicate professional interpersonal skills to initiate, actively participate, and contribute</td><td> 1.1. Engage in constructive and respectful conversations when sharing in discussions and in written journals and reports (online and face to face). 1.2. Establish appropriate professional boundaries and </td></tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Communicate professional interpersonal skills to initiate, actively participate, and contribute	1.1. Engage in constructive and respectful conversations when sharing in discussions and in written journals and reports (online and face to face). 1.2. Establish appropriate professional boundaries and
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	when interacting with others (online and face to face).	personal responsibility in peer relationships. 1.3. Utilize various forms of communication to maintain contact with peers and professors. 1.4. Produce work that demonstrates competence in using various forms of software program and applications to present work. 1.5. Represent professional communication and behaviour consistent with the teachings of the Seven Grandfathers and the values of the profession.										
	Course Outcome 2	Learning Objectives for Course Outcome 2										
	2. Produce an information/awareness package specific to current challenges or issues in the social service field.	2.1. Analyze current research and relevant professional information related to current social service challenges or issues. 2.2. Prepare professional based information s to support/reinforce relevant issues in the social service worker field. 2.3. Identify additional resources necessary to recommend best practice approach to the helping profession. 2.5 Incorporate teachings of the Indigenous culture to connect to the helping process and interventions. 2.6. Communicate an awareness of personal cultural competency.										
	Course Outcome 3	Learning Objectives for Course Outcome 3										
	3. Develop self-awareness and self-discipline sufficient to enable students to apply their knowledge, values, and skills when working with client systems.	3.1. Reflect on academic and fieldwork progress and identify personal strengths and areas of improvement. 3.2.Develop and employ a plan for improving areas of skill and knowledge development. 3.3. Connect the teachings of the Seven Grandfathers to a personal approach to the helping profession and relationship building. 3.4. Articulate how to incorporate anti-oppressive practices into the helping process and relationship building.										
	Course Outcome 4	Learning Objectives for Course Outcome 4										
	4. Develop critical thinking skills and an inquiring interest in professional issues and knowledge.	4.1. Research and summarize best practices for addressing a current are of interest in the helping field. 4.2. Locate and participate in sources of professional developing in an area of interest in the helping profession (readings, webinars, workshops) 4.3. Summarize and present knowledge gained from engaging in professional development activities. 4.4 Critically reflect on assigned readings and articulate reactions and connections to the helping process.										
Evaluation Process and Grading System:		<table><tr><th>Evaluation Type</th><th>Evaluation Weight</th></tr><tr><td>Information Awareness Package</td><td>25%</td></tr><tr><td>Key Concept Notes</td><td>15%</td></tr><tr><td>Professional Portfolio</td><td>25%</td></tr><tr><td></td><td></td></tr></table>	Evaluation Type	Evaluation Weight	Information Awareness Package	25%	Key Concept Notes	15%	Professional Portfolio	25%		
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	Research Paper	20%
	Weekly Journal	15%

Date: June 17, 2025

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

