Course Code: Title	NSW205: FIELDWORK SEMINAR FOR SOCIAL SERVICE I
Program Number: Name	1221: SSW INDIGENOUS SPECA
Department:	SOCIAL SERV. WKR. - NATIVE
Semesters/Terms:	20F
Course Description:	Fieldwork Seminar I provides the students with an opportunity to meet as a group discuss fieldwork. 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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	NSW203
Corequisites:	NSW208
This course is a pre-requisite for:	NSW210, NSW216
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1221 - SSW INDIGENOUS SPECA** 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 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 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

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	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%, 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 Education Company ISBN: 9780137013418 Each student is required to download their own copy of the PHIPA Toolkit and the Code of Ethics and Standards of Practice. These resources are found o

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
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 collateral. 1.2. Complete relevant written reports, summaries, case recordings etc. 1.3. Develop an understanding of the use of non-verbal communication in the helping relationship.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Identify and evaluate goals, plans and barriers experienced by service users.	2.1. Become familiar with identifying client-centered practice. 2.2. Become familiar with goal setting. 2.3. Identify and problem solve obstacles/barriers in meeting goals.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Identify professional practice as an informed and active participant of a team. .	3.1. Interact and develop a working and respectful relationships with team members. 3.2. Initiate feedback and ask for direction when necessary. 3.3. Demonstrate initiative in completing collaborative tasks.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Develop an	

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	understanding for the application of various forms of supervision from individual, group and peer supervision.	4.1. Initiate, seek and utilize the support and guidance of the field supervisor. 4.2. Comprehend the use of peer supervision/consultation. 4.3. Clearly communicate needs, concerns and positive aspects with field supervisor, staff and peers.
	Course Outcome 5	**Learning Objectives for Course Outcome 5**
	5. Adapt an approach to meet the needs of a diverse service population.	5.1. Develop an understanding of social service programs. 5.2. Increase awareness of any partnership/collaborate programs or services. 5.3. Become familiar with the need and circumstances of service users. 5.4. Acknowledge the diverse needs and characteristics of diverse client populations and diverse situations.
	Course Outcome 6	**Learning Objectives for Course Outcome 6**
	6. Demonstrate an awareness the principles of professional practice, regulations, policies and restrictions.	6.1. Develop an understanding of agency policies and regulations which guide service delivery. 6.2. Be aware of limitations or restraints affecting service delivery. 6.3. Articulate the impact of multi-systemic issues related to service delivery.
	Course Outcome 7	**Learning Objectives for Course Outcome 7**
	7. Identify ethical questions and dilemmas that arise most frequently and articulate various ethical positions and principles that apply.	7.1. Define and identify potential ethical dilemmas. 7.2. Adhere to the teaching of the Seven Grandfathers when interacting with clients and staff. 7.3. Develop an awareness of personal and professional boundaries. 7.4. Apply the ethics and professional standards of the social services field.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Discussion Board Posts	15%
In Class Chapter/Reading Presentations	20%
Journals: Weekly	15%
Key Concept Notes	15%
Midterm Check in and Winter Semester Learning Contract	15%
Self-Care Plan and Reflection	20%

Date: June 16, 2020

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

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