



COURSE OUTLINE: NSW250 - FIELDWORK PLCMT II A

Prepared: Michelle Sayers

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

Course Code: Title	NSW250: FIELDWORK PLCMT FOR SOCIAL SERVICES II A
Program Number: Name	1223: SSW INDIGENOUS SPECI
Department:	SOCIAL SERV. WKR. - NATIVE
Semesters/Terms:	21S
Course Description:	Fieldwork Placement II builds on the orientation process of Fieldwork Placement I. The student will apply their acquired skills and knowledge in the placement setting by contributing as an active member of the organization. The placement experience will rely on the student's increased initiative and self-awareness as a professional helper. The student will demonstrate their core social service worker skills and apply the concepts of the Seven Grandfathers and the Medicine Wheel into their framework of practice.
Total Credits:	3
Hours/Week:	7
Total Hours:	105
Prerequisites:	NSW116, NSW120
Corequisites:	There are no co-requisites for this course.
Substitutes:	NSW215
This course is a pre-requisite for:	NSW251, NSW254
Vocational Learning Outcomes (VLO's) addressed in this course:	1223 - SSW INDIGENOUS SPECI
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 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 8 Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and

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	<p>communities.</p> <p>VLO 9 Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.</p> <p>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.</p> <p>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.</p>				
Essential Employability Skills (EES) addressed in this course:	<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>				
Course Evaluation:	<p>Satisfactory/Unsatisfactory & A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
Other Course Evaluation & Assessment Requirements:	<p>Successful Evaluation of the Learning Contract</p>				
Books and Required Resources:	<p>The Ontario College of Social Workers and Social Service Workers by Code of Ethics and Standards of Practice</p>				
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. Demonstrate an integration of basic communication, intervention, and advocacy skills with supervisors, service recipients, and other professionals.</td> <td> 1.1. Understand and practice within the mandate, policies and procedures of the placement setting. 1.2. Articulate knowledge of the range of social service organizations in the community and the interconnectedness of various social services. 1.3. Engage with others demonstrating a range of active listening skills. 1.4. Distinguish between empathy and sympathy. </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Demonstrate an integration of basic communication, intervention, and advocacy skills with supervisors, service recipients, and other professionals.	1.1. Understand and practice within the mandate, policies and procedures of the placement setting. 1.2. Articulate knowledge of the range of social service organizations in the community and the interconnectedness of various social services. 1.3. Engage with others demonstrating a range of active listening skills. 1.4. Distinguish between empathy and sympathy.
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	1.5. Implement a service approach that identifies and address barriers and solutions.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Perform entry-level competence in direct intervention with individuals, families, groups, and communities using assessment and evaluation skills.	2.1. Investigate and present the appropriate intervention and supports to address a specific client issue/concern. 2.2. Utilize critical analyses of theoretical perspectives and approaches to assess practice implications, make informed decisions, and articulate professional judgments. 2.3. Advocate for appropriate access to resources to assist individuals, families, groups, and the community. 2.4. Identify local community resources to enhance and support client's (individual, family, or community) change, growth, and development. 2.5. Evaluate the needs of clients (community, group, workshop participants, information session, handout, or booklet) to compile informational material on a specific topic based on intended purpose. 2.6. Create and present appropriate activities relevant to the placement environment and client needs.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Develop and maintain purposeful and positive relationships with supervisor and staff.	3.1. Judge when to seek supervision and feedback from supervisors and staff. 3.2. Reflect and respond professionally to constructive feedback. 3.3. Exhibit initiative for their learning at placement making use of their time effectively. 3.4. Develop a plan to manage placement hours and record accurate and up to date record of placement hours, including time missed. 3.5. Inform of late arrivals or absences with supervisor.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Evaluate one's own practice to model attitudes and skills that reflect a professional and ethical helper, including use of critical self-reflection, openness to learning, and engagement in ongoing professional development.	4.1. Acknowledge and practice within the social service work scope of practice and adhere to professional, legal, and ethical standards of practice. 4.2. Articulate and model the 7 Grandfather teachings in the professional practice and relationships. 4.3. Assess ethical issues and respond using a determined ethical decision-making model following the professional code of ethics and standards of practice. 4.4. Identify personal values to guide ethical and professional practice. 4.5. Recognize discriminate how to respond with appropriate self-disclosure. 4.6. Respond appropriately to issues of race, class, age, sexual orientation, ableism, geographical factors, and gender to influence effect intervention and collaboration. 4.7. Model and encourage respect and sensitivity for individual self-determination, dignity, rights, lifestyle choices and diverse cultures.

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	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Perform ongoing self-reflection and self-care to maintain a healthy boundary between person and profession.	5.1. Engage in ongoing reflection of self to ensure balance in all four aspects (physical, mental, emotional, and spiritual). 5.2. Create and use a professional self-care plan. 5.3. Locate and participate in relevant professional development activities. 5.4. Maintain clear professional boundaries with clients, co-workers, and collaterals. 5.5. Acknowledge the imbalance of power and privilege in the helping relationship.
	Course Outcome 6	Learning Objectives for Course Outcome 6
	6. Incorporate Indigenous specific interventions that provide a wholistic approach to support and address social, cultural, and political issues to foster balance in the physical, emotional, mental, and spiritual aspects for individuals, families, and communities.	6.1. Use culturally safe approaches when engaging with Indigenous community members or entering an Indigenous community. 6.2. Apply the Medicine Wheel as a model to examine and evaluate client/program needs. 6.3. Assist in the development of holistic healing plans that incorporate appropriate cultural resources. 6.4. Utilize a practice framework reflective of Indigenous worldview and values. 6.7. Demonstrate a trauma-informed approach when working with Indigenous peoples and communities.
Date:	April 6, 2021	
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.	

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