

FNSSAC OUTCOMES RESEARCH

Effectiveness Assessment of the First Nation Social Services
Administrator Certificate (FNSSAC) Program

ONWAA Policy and Research
DECEMBER 2024



ONWAA

Acknowledgements

First and foremost, we would like to acknowledge and give thanks to the students and alumni of First Nation Social Services Administrator Certificate (FNSSAC) program, for their collaboration and support that has been invaluable. It is your confidence and openness to participate in this research that has provided the very foundation to our work here.

Here at ONWAA, we are proud of our current and past FNSSAC students and alumni for the work they do and the resiliency with which they do it.

Researchers/Writers/Analyzers: Muskaan Premji

Executive Director: Jessica Nadjiwon-Smith

Contents

Introduction	3
History of Program Funding:.....	4
Research Purpose:.....	5
Ethical Considerations	6
Methodology	8
Research Methods:	9
Data Analysis.....	10
Suggestions for Improvements	27
Corroboration of Findings and Discussion	29
Conclusion.....	30
Appendices	32
1) FNSSAC Outcomes Research Consent Form:	32
2) Ethical Considerations Document:.....	34
3) FNSSAC Graduates and Alumni survey link:	37
4) Pre-FNSSAC Self-evaluation:.....	37
5) Post-FNSSAC Self-evaluation:.....	44
6) Social Media Post:.....	53
7) FNSSAC Module 1 Course Syllabus:.....	54
8) FNSSAC Module 2 Course Syllabus:.....	57
9) FNSSAC Module 3 Course Syllabus:.....	60
10) FNSSAC Module 4 Course Syllabus:.....	66

Introduction

The First Nation Social Services Administrators Certification (FNSSAC) program is a four-module certification program designed to enhance professional skills and knowledge of social services administrators working within First Nations communities. Administered by the Ontario Native Welfare Administrators' Association (ONWAA) in partnership with Algoma University since 2008, the FNSSAC program aims to equip participants with the competencies necessary to manage and deliver social services effectively. Historically, the FNSSAC program was delivered in person at Sault Ste. Marie and has now switched to online delivery since the COVID-19 pandemic.

FNSSAC students are from different First Nations communities and positions within Ontario Works and social services. The Ontario Works Administrators register their staff as applicants to the program. Most of the applicants are new staff with 1 month to 6 months of working experience or older staff who have had over 3 years of experience. These categories reflect the general background of participants that get enrolled into the program. The program provides familiarity with Ontario Works directives, learning how to use Ontario Works resources, developing social enterprise skills, gaining ideas on how to communicate with and understand clients, and more.

“I am fairly new with program, slowly get the hang of stuff, slowly understanding how the program runs.” – FNSSAC student

FNSSAC Module Learning Outcomes	
Module 1 (Appendix 7)	• The Ontario Works Act, regulations, and policy directives. • Completing an application intake, determining eligibility, and verifying information.

	• Calculating assistance reflective of the circumstances of a benefit unit, including income and assets. • Understanding how financial assistance is allocated, administered, and reported. • Being able to navigate resources using technology such as the SA Extranet, ONWAA website, and tools to achieve program delivery standards. • Identifying and developing local policies reflective of community resources, conditions, and business practices.
Module 2 (Appendix 8)	• Gain an understanding of the Ontario Works employment assistance and life stabilization program. • Understand how the Ontario Works program can be an agent for economic change and community development. • Assess and provide the appropriate supports of where an individual client is at.
Module 3 (Appendix 9)	• To place social service, delivery within a holistic framework. • To identify and develop concepts of leadership. • To identify strategies for the development of support networks. • To identify the key components of personal and community empowerment. • To identify linkages between the social economy and social service administration. • To identify strategies for respecting local knowledge.
Module 4 (Appendix 10)	• To identify the key issues facing individuals and communities and develop appropriate counseling, safety tools and strategies. • To identify opportunities to implement social economy initiatives through Ontario Works. • To deepen understanding of impacts of colonization, particularly loss of autonomy and increased dependency. • To increase self-esteem/self-confidence through identification of individual strength and practice in public presentations. • To identify strengths at community level and appropriate stress handling techniques. • To identify and develop coping mechanisms.

Table 1: Table listing the learning outcomes for each FNSSAC module.

History of Program Funding:

Over the years, the FNSSAC program has relied on funding from the Ministry to carry out its activities and provide for participants. A snapshot of funding is as follows:

- **2008-2011:** The program started with initial funding from the Ministry of Finance with the intent of improving compliance and audit standards. It provided funding for 40 students.
- **2012-2015:** Ministry of Children, Community, and Social Services (MCCSS) took the responsibility of the program funding. During this period, ONWAA contributed Module 1 and 2.
- **2016-2019:** The program received annual funding through MCCSS. In years 2016-2018, 35 students were sponsored, while in 2018-2019, it was 25. ONWAA continued providing Module 1 and 2.
- **2019-Present:** Since 2019, ONWAA has been negotiating its budget with MCCSS on a one-year funding cycle. MCCSS has continued to fund 25 students per year. Communities now also have the ability to sponsor their own students.

Research Purpose:

The aim of this study was to evaluate the effectiveness of the FNSSAC program by assessing its impact on the participant's knowledge, skills, and professional development. The evaluation seeks to determine the extent to which the program prepares graduates for their roles in social services administration and supports their professional development.

This report presents the findings from FNSSAC alumni, and current FNSSAC students to provide a comparative analysis of participant's perspectives before and after completing the program in a pre-FNSSAC and post-FNSSAC self-evaluation. Given

these insights, the study aims to identify strengths and areas for improvement in the FNSSAC program to support its continuous improvement and adaptation.

The approach taken in this study incorporates a mixed-method approach, combining quantitative and qualitative data from surveys (Appendix 3), self-evaluation questionnaires (Appendix 4 and 5), and recorded program data. This comprehensive approach ensures a holistic understanding of the program's impact and allows for nuanced insights into the experiences of participants.

Ethical considerations have been paramount throughout this research. This ensures that the research respects the rights and interests of participating First Nations communities and maintains the highest ethical practices (Appendix 2).

Subsequent sections of this report will detail the research methodology, present the findings, and discuss the results. In addition, recommendations based on the analysis will be provided to inform future improvements in the FNSSAC program. Through this research, we aim to contribute to the continuous improvement of social services administration training, ultimately benefiting the communities served by FNSSAC graduates.

Ethical Considerations

Research conducted to evaluate the FNSSAC program adhered to strict ethical standards to ensure research integrity and respect for participants. Central to our ethical approach was the adherence to the Ownership, Control, Access, and Possession

(OCAP) principles, which are central to conducting research in First Nations communities.

1. Ownership, Control, Access, and Possession (OCAP) Principles:

Ownership: The data collected from this study is owned by the participants. This principle ensures that First Nations own their information and that it is not used without explicit consent.

Control: Participants have control over all aspects of the research process. This includes research design, data collection methods, and dissemination of findings.

Access: Participants are given full access to the data collected. This transparency facilitates trust and ensures that information can be used for community-led initiatives and decision-making processes.

Possession: Physical and electronic data are securely stored on the ONWAA server and accessible only to authorized individuals. This ownership principle emphasizes the importance of protecting data within the community's domain (Appendix 2).

2. Confidentiality and Anonymity:

All responses were treated as confidential, and any identifiable information was anonymized to ensure that the privacy of participants was protected. Anonymized data refers to information in which direct identifiers have been removed and no code retained that would allow for future re-linkage, thus making the chances of re-identification very minimal (Appendix 2).

3. Informed Consent:

The informed consent of all participants was obtained before inclusion in the research study. Full information had been given about the purpose of the research, the nature of their participation in the research, as well as all their rights, including their right to withdraw from this research at any time without any penalty. The consent forms included the scope of the research, the manner of use of the data, and mentioned that their privacy and rights were guarded in every aspect (Appendix 1).

4. Adherence to the Tri-Council Policy Statement (TCPS 2):

These were performed in accordance with the recommendations under the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (commonly known as TCPS 2). Participation should be voluntary while ensuring that possible harms are minimal and benefits to participants and communities are maximised (Appendix 2).

5. Accessibility:

Efforts were made to ensure that the research process was accessible to all participants (Appendix 2).

Methodology

This research methodology for evaluating the FNSSAC program was designed to assess the program's impact on participants. A mixed-methods approach was employed,

combining quantitative and qualitative data collection techniques to provide a holistic understanding of the program's effectiveness.

Research Methods:

Online Surveys:

Surveys were used to collect quantitative and qualitative information about graduates' job performance and career advancement since completing FNSSAC. The survey assisted in identifying trends in graduates' career paths if they had completed further education post-FNSSAC, and if so, how the FNSSAC contributed to reaching their goals. This survey was distributed via social media and email facilities to widen the coverage and try to obtain a response that could reflect the widest range of feedback by the FNSSAC alumni. Clear instructions on how to fill out the surveys were given to the participants, reinforcing honesty and reflection in their responses. To ensure a good response rate, reminders were sent to the participants, and the importance of their feedback to improve the program was emphasized (Appendix 3).

Program Data:

ONWAA stored program data such as graduate rates provided quantitative data on the impact of the program on job performance. The program data helped identify trends in the employment outcomes of graduates.

Self-Assessment Questionnaires:

The 2024 FNSSAC graduates were, at the time of the research, current FNSSAC students who were invited to undertake a self-assessment questionnaire at the program intake, regarding their knowledge and skills pertaining to social services administration. This was a pre-measure assessment aimed at establishing a baseline against which the post-program evaluation may be compared (Appendix 4).

Upon completion of Module 4, participants were asked to complete a similar self-evaluation questionnaire. This post-assessment aimed to capture their perceived improvements in knowledge and skills and provided insights into the program's effectiveness if any (Appendix 5).

Quantitative data was analyzed using statistical methods to identify trends, patterns, and significant changes in the participant's knowledge and skills. Qualitative data were thematically analyzed to extract key insights and narratives that complement the quantitative findings.

This methodology ensured the robustness and comprehensiveness of the evaluation of the FNSSAC program, since it would capture both the breadth and depth of participants' experiences, their professional development, and influence exerted by the program.

Data Analysis

Data analysis in the FNSSAC program evaluation involved a systematic approach in the analysis of quantitative and qualitative data collected through surveys, program data,

and self-evaluation questionnaires. The basis for the analysis was to measure the impact of the program on the participants' knowledge and skills acquisition and career advancement, and their experiences and suggestions regarding any improvement to the program.

Figure 1 presents the number of FNSSAC students who registered for the FNSSAC program and those graduated from the program. A total of 580 students have been registered in the program; out of these, 412 have successfully completed the program. The average percentage of the graduates of the total 14 cohorts is 58% with some missing information. The data analyzed is taken from Cohort 1 starting in 2010 to Cohort 15 in 2024. The COVID-19 pandemic uncertainty caused the FNSSAC program to fail to roll out Cohort 12 and then recover into Cohort 13.

As earlier mentioned, the FNSSAC has been operating a one-year funding cycle, sponsoring 25 students per year through MCCSS. The sponsorship covers the tuition costs associated with delivery of the modules. For Cohorts 8-14, only 25 spots were sponsored per cohort. Modules 1 and 2 are foundational components of the program provided by ONWAA; however, since 2020, ONWAA has charged tuition costs to sustain the operation of the portal, and the additional resources implemented to support learners. These resources include a Student Support Coach, enhanced computer training materials on the Learning Management System (LMS), and an additional University LMS course for students to complete prior to program entry. The other charges include Module 3 and 4 tuitions needed to be paid at Algoma University.

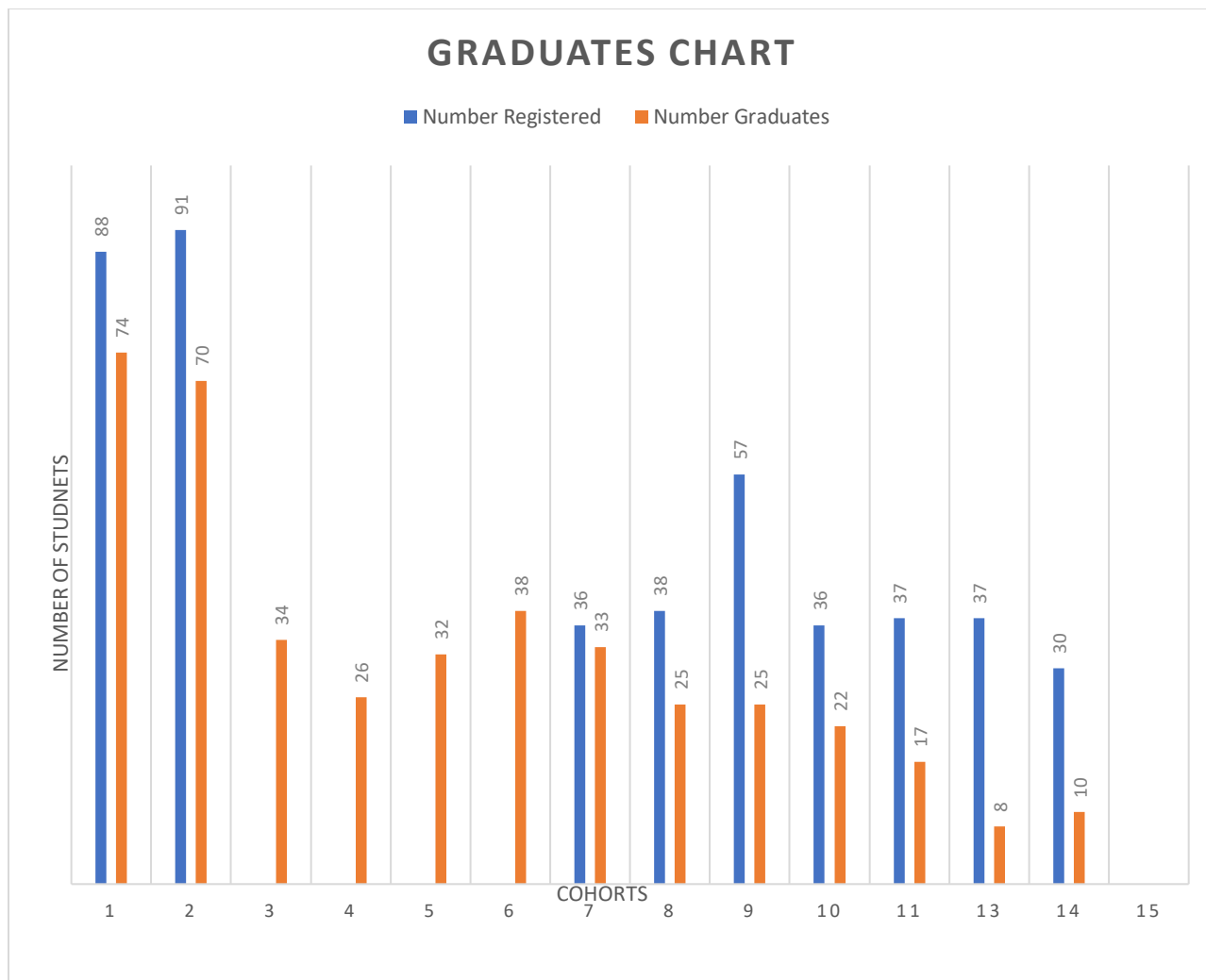


Figure 1: Chart showing the number of FNSSAC students graduates from each cohort.

Figure 2 depicts one of the central questions in the alumni survey to illustrate participants' current employment job titles and descriptions. This helped to analyze the FNSSAC programs effectiveness in their career advancement and job performance. Many alumni hold the Case Worker (39%) and Ontario Works Administrator (31%) positions within Ontario Works. The FNSSAC program has been instrumental in equipping participants with a comprehensive set of knowledge and skills critical for effective social services administration within First Nation communities. About 243 students across Cohorts 1 through 15 entered the FNSSAC program as a Case Worker

or Ontario Works Administrator. According to the data, many have remained within their position, thus providing seniority and long-term leadership within their respective social services offices.

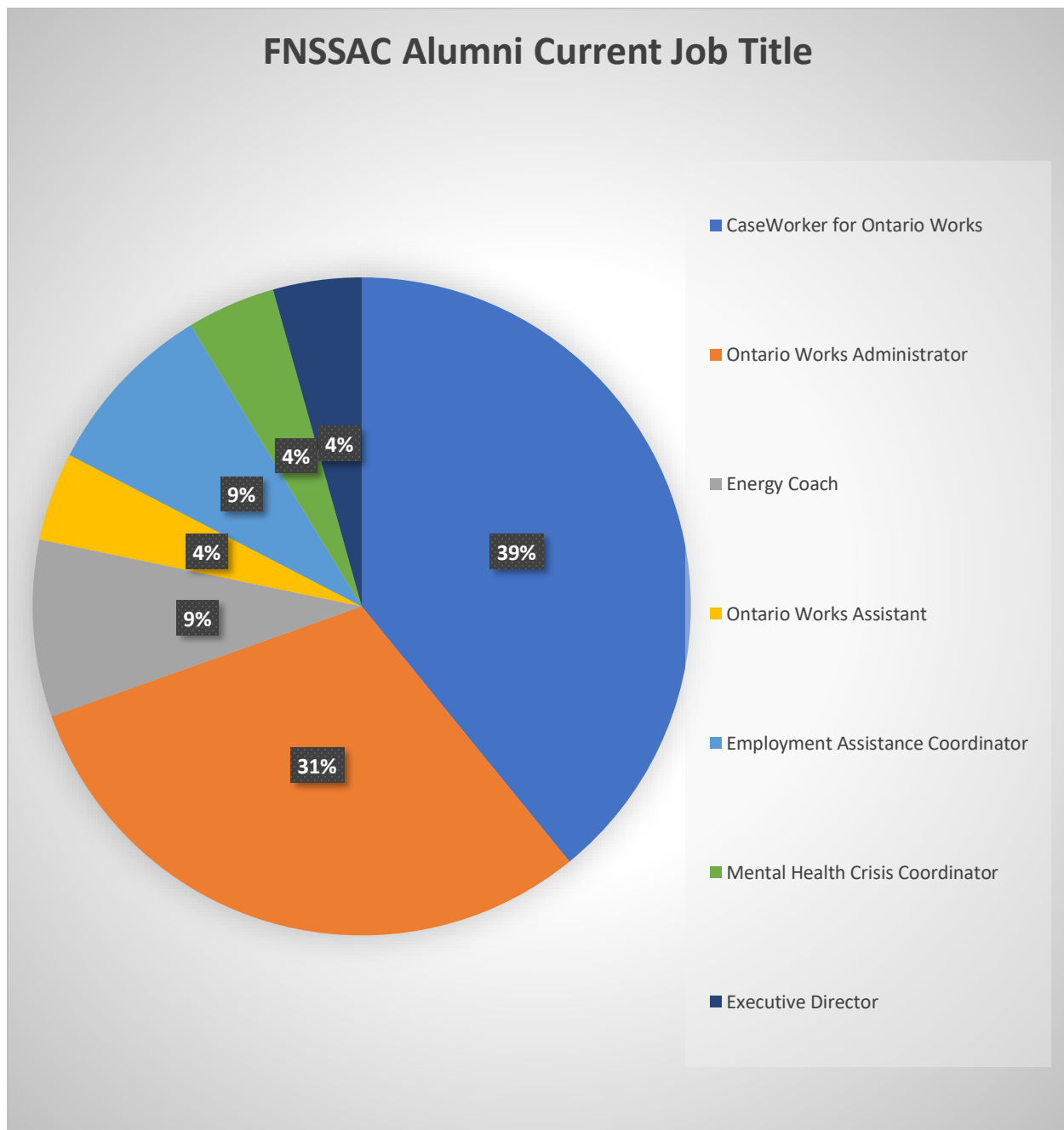


Figure 2: Chart showing FNSSAC alumni's current job titles.

“Reinforcement of what I already knew regarding the work being done in the First Nation to regain and maintain our identity, our infrastructure, our social programs and to better the communities as a whole. Gained a better understanding of what my own and other First Nations have been dealing with historically and currently with regards to cultural genocide and rebuilding our sense of self and community.” – FNSSAC alumni

“I am not an administrator/caseworker but the training offered does provide the skills needed to assist them in their everyday work, although there are unique situations to consider daily.” – FNSSAC student

“I thought it was useful with my current job now, gave me some useful insights.” – FNSSAC alumni

After the survey analysis, participants were asked whether they feel the FNSSAC program has prepared them for their current job. Figure 3 represents the responses; 40.9% stated that they agree that the FNSSAC program has prepared them for their current job, 31.8% stated that they strongly agree, 22.7% strongly disagree, and 4.5% are neutral.

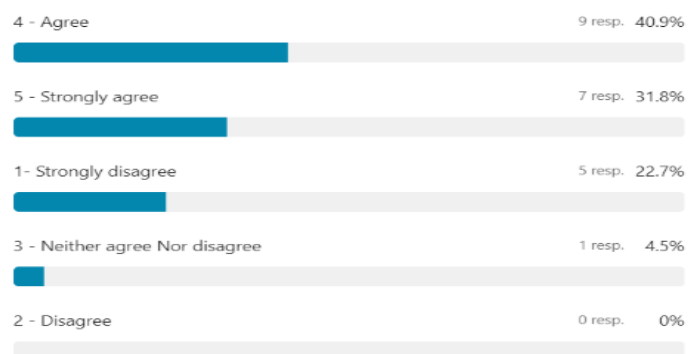


Figure 3: Chart showing participants' responses if the FNSSAC program has prepared them for their current job.

“It allowed me to do my job being better prepared.” – FNSSAC alumni

In addition to participants’ current job positions, respondents were asked if the FNSSAC program prepared them for career advancement. Figure 4 shows the highest response (39.1%) was that participants agreed that the FNSSAC program prepared them for career advancement. For some of them, it was also a condition of their current job to complete the program.

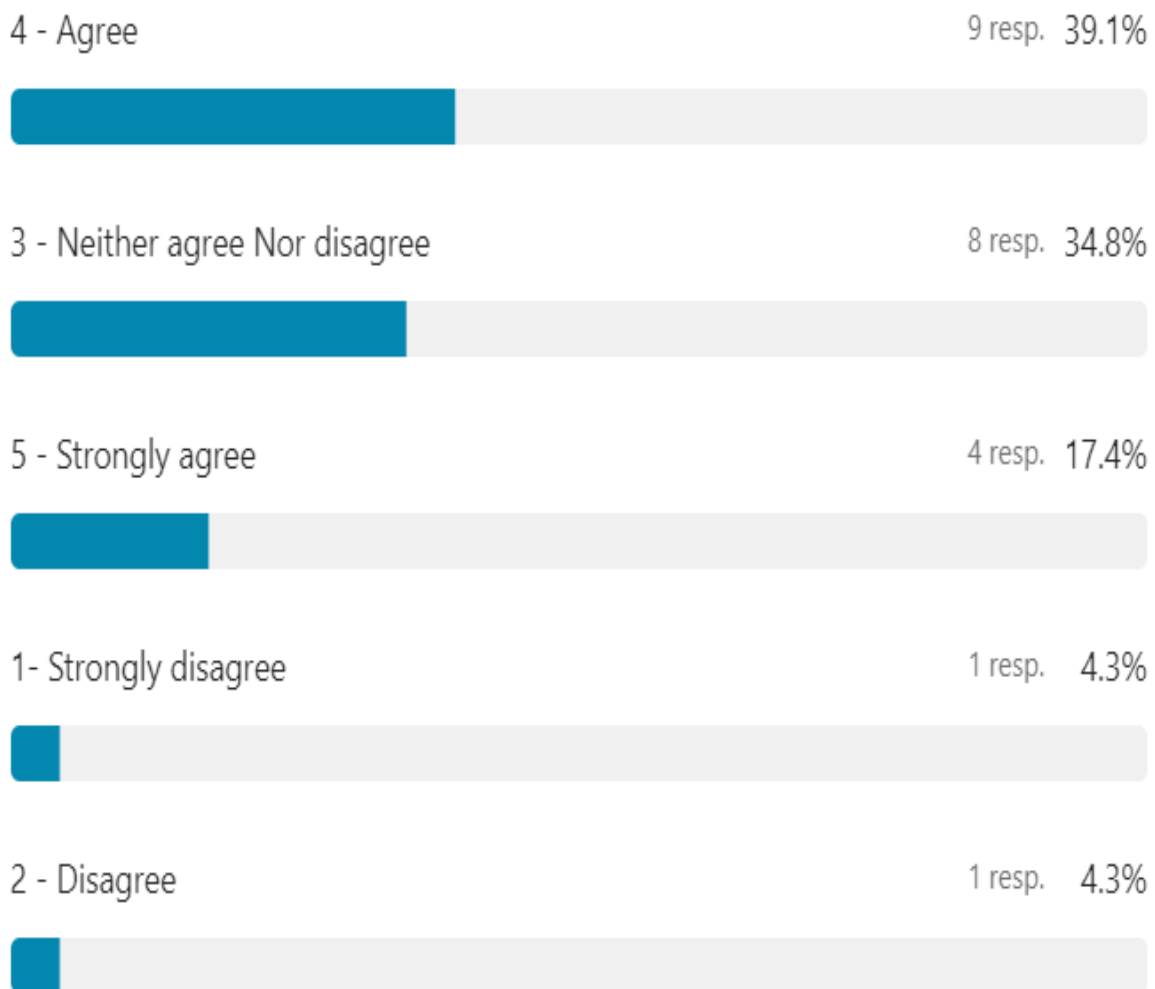


Figure 4: Chart showing participants’ responses if the FNSSAC program has contributed to their career advancements.

Looking at the career advancement trends from the program data records, the higher authority and job positions, included:

- Social Service Administrator -> Executive Director, Chief, Director of Social Services, or Director of Operations
- Social Service Caseworker -> Manager of Ontario Works, Social Services Administrator, or Eligibility Review Officer
- Finance Supervisor -> Chief
- Employment Worker -> Executive Secretary
- LMS Student Support Coach -> Policy and Research Analyst

“It made me believe that I could do other jobs, more than just a Welfare Administrator and that I could support other individuals because the colleagues in the program supported that.” – FNSSAC alumni

“Reading of legislation, policy thought, thinking outside the western norms, believe in myself that I could go on.” – FNSSAC alumni

“It gave me the confidence to work on new things.” – FNSSAC alumni

Moreover, 50% of respondents claimed that they were promoted or received an increase in wages after taking the FNSSAC program, therefore underlining the accreditation and credibility of the program. However, funding and cost of administration dollar limitations within First Nation social services offices should be taken into consideration.

Moreover, through a combination of theoretical learning and practical application, participants reported significant gains in several key areas:

- ✓ Enhanced understanding of Ontario Works

Legislative and Regulatory Knowledge: Participants gained a thorough understanding of Ontario Works legislation, regulations, and directives. This would form the basis to ensure communities work within legislative and regulatory parameters and better manage the administrative complexities with regards to the delivery of social services. 83.3% of respondents stated that because of the FNSSAC program, they are competent and have knowledge of Ontario Works, over half (55%) stated the FNSSAC program very strongly supports them in a competent and knowledgeable role regarding Ontario Work.

“Basics right up to scenario – it allowed me to learn most of what I needed to know. Brand new to the field and I needed help FAST.” – FNSSAC alumni

“It familiarized us with the regulations and how to handle our offices with respect to clients.” – FNSSAC alumni

“I have gained more confidence in my dealings with the OW personnel.” – FNSSAC alumni

“Knowledge base has increased as a result of being enrolled in FNSSAC Modules 1 and 2; I would suggest updating products and making the delivery more dynamic and interactive.” – FNSSAC student

Eligibility Criteria and Intake Processes: The program gave an in-depth look into the eligibility criteria for Ontario Works assistance. Participants learned to accurately assess applications and determine eligibility, ensuring that assistance is appropriately allocated.

Client File Management: Participants were able to practice in maintaining and checking client files using the necessary documentation requirements. This is an important competence that is required for complete record maintenance and accountability.

- ✓ Practical skills for social services administration

Decision-Making and Discretion: The FNSSAC program emphasized the importance of discretion and decision-making in administering Ontario Works. The participants learned how to balance the adherence to policy with individualized assessments necessary in decision-making concerning their clients, thus increasing their capacity to make informed and fair decisions.

“Learning things I didn’t no before.” – FNSSAC alumni

Asset and Income Management: Knowledge of asset limits and income treatment is one of the major focuses. The participants learned to assess the clients’ financial situations correctly and arrived at the right level of assistance.

“Just learning as I go on this program, benefits was sure was hard like mathematics and calculations.” – FNSSAC student

Monitoring and Ongoing Eligibility: The skills of monitoring ongoing eligibility were developed to enable participants to conduct periodic reviews for continued compliance with the requirements of Ontario Works. This ongoing assessment is critical for the sustainable administration of social services.

- ✓ Development of Critical Administrative Skills

Service Plan Development: The program trained participants in the development and implementation of service plans tailored to clients' needs. This is crucial skill in developing personalized and effective pathways for clients towards self-sufficiency.

Reporting and Budget Management: Knowing the reporting requirements and completing the budget package in the TPON system were key skills acquired. Participants gained proficiency in financial reporting and budget management, ensuring transparency and fiscal responsibility.

✓ Leadership and Professional Development

Leadership Skills: Components related to developing leadership skills were also embedded in the FNSSAC program. This confidence came in leading teams, managing projects, and driving initiatives at the participant's respective organizations. 58.3% of participants reported that the FNSSAC program has helped develop their leadership skills and confidence.

"I have been in my position for over a year as a caseworker and having finishing this program I have gained more information on how to better serve my fellow community members." – FNSSAC student

"You are your best example to try get a point across and collaboration is also important for programs to reach more people." – FNSSAC alumni

Competency in Social Services Administration: Overall, participants felt more competent in their roles, with a clearer understanding of the administrative processes and a stronger ability to support their communities. This gained

competency translated into improved job performance and career advancement opportunities.

“I gained valuable knowledge and insights into the working of the OW system. I also gained an appreciation into the daily workings of an OW unit in a remote community, their workload, and complex array of forms and data that is collected.” – FNSSAC alumni

“Understanding the whole Ontario Works Program as a whole” – FNSSAC alumni

Career Advancement: Most participants reported that the skills and knowledge they had acquired through the FNSSAC program led them to career advancement. They reported getting promotions and increased responsibilities due to their advanced capabilities.

“Helped me get a raise.” – FNSSAC alumni

In addition to the development of knowledge and skills, participants were asked if the FNSSAC program helped them in developing a professional network in social services administration. The results in Figure 5 revealed that 37.5% of respondents reported that the program helped them largely to develop these professional contacts, while 33.3% to a moderate extent, 16.7% to a very large extent, 8.3% to a small extent, and just 4.2% said not at all. This networking aspect of the component is a critical ingredient in professional growth, since participants are allowed to share experiences, collaborate with their peers, and access a wider support structure within the profession.

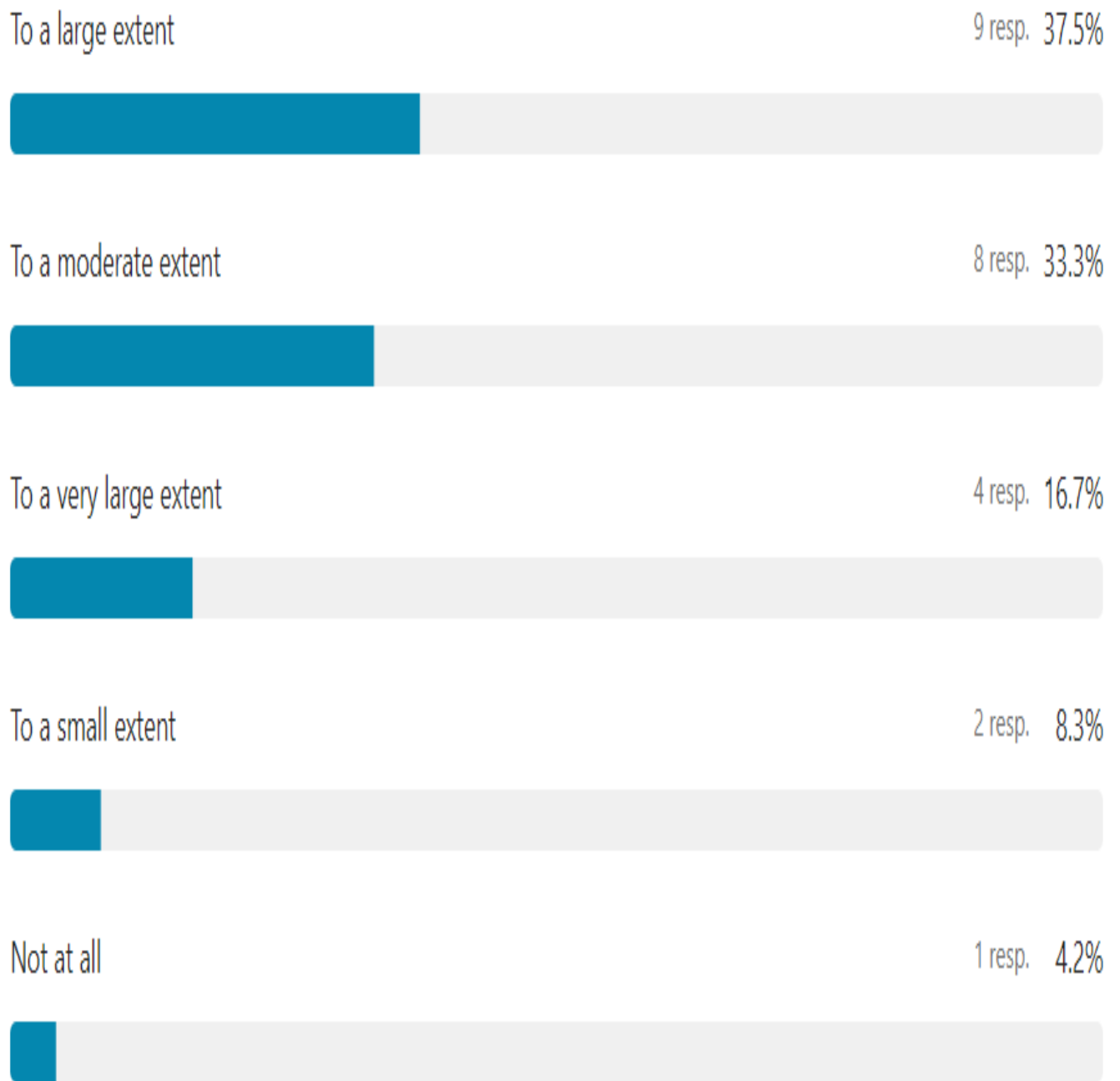


Figure 5: Chart showing participants' responses if the FNSSAC program helped them build a professional network in the field of social services administration.

Figure 5 shows the results of the survey taken by the students, when compared to the self-evaluation questionnaire that FNSSAC students took part in, all the participants in the post-FNSSAC questionnaire listed that their level of satisfaction in areas related to networking and support systems was either satisfied or very satisfied. Building a professional network is one of the critical outcomes of the development of participants' careers and in exchanging best practices, thereby enabling participants to enhance their capacity as professionals in the social services area. Workshops, group activities, and interaction with instructors and students allowed participants of the FNSSAC program many avenues for engagement with professionals who will provide continued support, mentorship, and collaboration. This aspect of the program contributes to participants' long-term success by building relationships that can support them throughout their careers in social services administration.



Figure 6: Picture of FNSSAC 2019 graduates fostering relationships.

FNSSAC students were asked to identify any specific networks or connections that they have made within the FNSSAC program that have assisted in their careers. Responses included Algoma University, ONWAA, other First Nations, MCCSS workers, the Hydro clinic, the Income Tax clinic, and other Administrators and staff. It is important to note that these networks and connections were not confined to professional areas, respondents stated that they were able to engage better with clients and the community.

“I have more personal connections with some of the remote communities, because they had someone go through the training I did, at the same time.” – FNSSAC alumni

“I am able to approach other more experienced Administrators to assist me with decisions, policies etc. and the training provided me with networks throughout the region and now into Nova Scotia.” – FNSSAC alumni

“Kept in touch with friends who took the course.” – FNSSAC alumni

“I met other Administrators and we helped each other by networking.” – FNSSAC alumni

“I appreciated getting to know the participants both personally and professionally and being able to connect and relate to these individuals. There was a diverse group in the course and it is nice when I am working with a community, either remotely or in person, to be able to recognize and reconnect with someone who was in the course.” – FNSSAC alumni

“Learning how to branch out to others.” – FNSSAC alumni

“I have made life long friends as well as individuals I can call upon when I am stuck on an issue.” – FNSSAC alumni

Another positive and proactive response from the participants to their interest in further support or networking available through the FNSSAC program or affiliated organizations recorded 92%.

“Very fun group of fellow students that I had a pleasure of knowing and working alongside with!! Having worked in a group setting helped me understand the other students time schedule and difficulties they were facing alongside mine. Also had spoken with various students for help via text messages.” – FNSSAC student

One of the questions used to further assess the effectiveness of the FNSSAC program was “Have you recommended the FNSSAC program to others interested in social services administration?” 75% responded yes.

“Absolutely! After the last meeting of last module, it was very apparent I had learned so much in such a small amount of time. This could only be possible through the training I received and the work with the FNSSAC modules.” – FNSSAC alumni

“I loved the program and would encourage all new people to take the program.” – FNSSAC alumni

Another aspect that was used to assess the effectiveness of the FNSSAC program was whether FNSSAC students and alumni have completed further education post-FNSSAC and if so, how FNSSAC contributed to their advancement in further education. 50% have continued to advance into further education post-FNSSAC. Out of these 84% indicated

that the FNSSAC program contributed in ways such as applying for funding to continue education in social policy development, helped gain focus in education and learning, prepared individuals to perform better in assignments, and was given credits in further education programs. However, 2 respondents stated the program has not helped them. It was also noted that 18 of 24 respondents stated that they would be interested in continuing education opportunities relating to the FNSSAC program or First Nation social services administration.

A different view of the FNSSAC program was given by one survey participant saying that the FNSSAC program helped them to be more culturally aware. The FNSSAC program is offered to all types of staff in First Nations Income Assistance offices, and apart from specific learning outcomes of the program, a holistic approach and cultural awareness for individuals with different backgrounds can be helpful in successfully performing their responsibilities in and outside offices.

From the self-evaluation questionnaires, participants rated high in their level of critical thinking skills regarding the:

- Ability to analyze complex situations and identify multiple possible solutions
- Skills in evaluating the possible risks and benefits of different courses of action in social services administration
- Ability to identify and address underlying issues or root causes of social service needs

- Ability to anticipate and plan for potential challenges or obstacles in implementing social service programs
- Skill in considering diverse perspectives and incorporating them into decision-making processes
- Capacity to think creatively and innovatively to improve social service delivery
- Ability to assess the effectiveness of social service interventions and adjust as necessary
- Skill in recognizing and addressing biases or prejudices that may impact social service decision-making
- Ability to communicate complex ideas/concepts in a clear and persuasive manner to stakeholders
- Ability to reflect upon one's performance critically and seek opportunities for growth and professional development

The themes that best encapsulated the participants' experiences and feedback were enhancement of knowledge and skills, career advancement and opportunities, confidence, leadership and competency development, critical thinking skills, and networking and support systems were major themes that captured the essence of participants' experiences and feedback. Modules 1 and 2 emphasize knowledge and skills, while Modules 3 and 4 focus on critical thinking skills.

Suggestions for Improvements

Most participants stated that the program was great, however, a few recommendations were proposed to further enhance the program's impact.

First, FNSSAC students expressed that a longer timeframe for each module would allow them to better absorb and apply the complex material covered in the FNSSAC program. Currently, each module is delivered within 6 weeks. This is because an extended delivery schedule would mean that participants can reflect further, discuss more deeply, and apply concepts in their environment, which could enhance their learning and retention. Secondly, due to highlighted issues faced by students, such as challenging and complex job responsibilities, some students could not focus enough on the coursework with other responsibilities at work. Thus, by having more time for each module, it would improve not only knowledge retention but also provide a more flexible schedule for those with heavy workloads and balance the demands of work commitments with the demands of participating in the program. One student also suggested a compassion fatigue workshop.

Another recommendation based on participant feedback is to consider changing the instructor for the FNSSAC program. Some students would have preferred a different teaching approach or instructional style that better suits their needs.

Third, learners would like to do more scenario testing, practice completion of the Ontario Works forms, and include some visual charts that would help students better understand complicated forms. Such a flowchart could also be useful for a quick reference guide. Currently, the program does provide practical scenario testing in each module and

practice of the forms in Modules 1 and 2. Also, at the end of the program, to assess student learning, each student is given the opportunity to work on a hypothetical master case including submitting all relevant Ontario Works forms and documentation required for that case.

Moreover, FNSSAC alumni expressed that they would like a traditional and cultural token for graduation.

Finally, most students would like the module's delivery to move back to in-person instead of online.

“Online classes are a bit of a disappointment, as you don’t get to socialize as much and make those connections however the value to my performance as an Administrator was very high.” – FNSSAC student

“I found the online learning challenging. In my previous comment, I suggested more examples and including interactive options. The content was valuable, however even changing the color scheme to suit a more vibrant experience and include role playing examples could contribute to an enhanced learning.” – FNSSAC student

Alumni had earlier expressed a desire to see more practical training in computer software. ONWAA has since developed and is now providing a specific course on computer training to address this need and provide the students with practical skills necessary for their roles.

Some participants wanted an online refresher course to consolidate the knowledge.

The program is currently funded by MCCSS at a negotiated rate. Securing continued funding or potentially increasing funding could set a solid base for the FNSSAC program to better support First Nations social service administrators and the communities they serve.

Corroboration of Findings and Discussion

The findings of this study support that the FNSSAC program is effective in enhancing participant's knowledge and skills in social service administration. Quantitative and qualitative data clearly indicate that the program significantly contributes to participant's professional growth. Qualitative accounts supported quantitative improvements in the participants' knowledge and skills gained through the FNSSAC program. The respondents also reported that the program significantly enhanced their capabilities and confidence in their role in social service administration. Qualitative data supported this numerical finding by indicating that the increase in knowledge was not only measurable but also deeply felt by the participants in their professional practice.

Qualitative data lent depth and context to the quantitative results by showing why certain outcomes occurred. Participants were able to give elaborate explanations of how they perceived the impact of the program on their careers and, therefore, how the program had influenced their practical skills and professional advancement. These personal accounts let the broader benefits of the FNSSAC program shine, highlighting its value and real-world application in the field.

However, a few limitations emerged from students' expressions.

The findings have important implications for the future development of the FNSSAC program.

Conclusion

The FNSSAC research showcases the huge difference that this program has made in participants' knowledge, skills, and professional confidence in the field of social service administration. Both quantitative and qualitative data illustrate that the program is well equipped with the tools graduates need to perform their jobs and provides professional networking opportunities. These respondents acknowledged how the program had contributed toward their career growth and alluded to problems such as longer module durations, difficult responsibilities within work, and calls for changes in delivery options.

Despite these challenges, the FNSSAC program remains a vital resource to First Nations social service administrators. Going forward, addressing these challenges through continued funding, potential increased financial support, and program adjustments so that FNSSAC can continue to serve the needs of its participants and their respective communities they serve.

"I've learned so much and I am thankful I took the program because I love the job that I am in, right now." – FNSSAC alumni

"I can only credit ONWAA for my abilities thus far. I am quite pleased with the help I've been given, the friends I've made and the knowledge granted." – FNSSAC alumni

“This is a great program it’s flexible and you get a lot of help since it’s a smaller class.

Plus we mostly already know each other makes it more comfortable to learn.” – FNSSAC

alumni

“Great support from the Algoma team, instructor and classmates.” – FNSSAC alumni

“Some of the graduates who graduated with me did not even have their Grade 8

graduation, those accomplishments are incredible. The ONWAA staff were very

understanding and helped everyone to get thru the program.” - FNSSAC alumni

Appendices

1) FNSSAC Outcomes Research Consent Form:

Title of Study: Assessment of the Effectiveness of the First Nation Social Service Administrator Certification (FNSSAC) Program

Researcher: Muskaan Premji – ONWAA Policy and Research Analyst

You are invited to participate in a research study aimed at assessing the effectiveness of the FNSSAC program. This study will help us gain insights into the program's impact and guide future improvements. Please take the time to read this form carefully and ask any questions you may have.

Purpose of the Study: The purpose of this research is to evaluate the FNSSAC program and its impact on participants. The data collected will be used for research and evaluation purposes, aiming to enhance the effectiveness of the FNSSAC program.

Procedures: As a participant, you will be asked questions about your knowledge, confidence, critical thinking skills, and experiences with networking and support systems. Your responses will be collected and analyzed as part of this research.

Confidentiality: All information provided will be treated confidentially and used solely for research purposes. Your responses will be kept anonymous, and no personally identifiable information will be associated with your answers. Data will be securely stored and accessible only to the ONWAA Policy and Research team.

Voluntary Participation: Your participation in this research is entirely voluntary. You have the right to withdraw from the study at any time without facing any penalty or consequence.

Informed Consent: By proceeding, you are providing your informed consent to participate in this research study. If you have any questions or concerns about the research or the questionnaire, you may contact ONWAA Policy and Research team for clarification.

Risks: Your participation will contribute to a better understanding of the FNSSAC program's effectiveness and could lead to improvements in the program. There are no anticipated risks associated with participating in this study.

Contact Information:

If you have any questions or concerns about this research, please contact:

Muskaan Premji – policyanalyst@onwaa.ca

Chelsea Brunelle – research@onwaa.ca

Acknowledgement:

I have read and understood the information provided in this consent form, and I voluntarily consent to participate in the research study.

Participant's Name:

Participant's Signature: _____

Date: _____

2) Ethical Considerations Document:

Ethical Considerations for the FNSSAC Outcomes Research



By: ONWAA's Policy and Research Team

Title of Study: Assessment of the Effectiveness of the First Nation Social Service Administrator Certification (FNSSAC) Program

At ONWAA, we hold ethical research practices in the highest regard, particularly when conducting research that involves First Nation communities. Our primary ethical consideration is to respect the wants and needs of your community. We encourage open and ongoing communication between our team and your community members to ensure that our research aligns with your protocols and values.

Engagement with First Nation Communities:

We are committed to engaging with your community to understand and respect your research protocols fully. If we have not already initiated this process, please contact us to arrange discussions on your community's research protocols. We welcome participation from community Elders, leaders, and members to guide us in adhering to ethical guidelines.

Contact Information:

Policy and Research Team	Policy and Research Team
Chelsea Brunelle (she/her) Policy and Research Analyst research@onwaa.ca +1 (705) 795-7182 Availability: 8:30am to 4:30pm EST	Muskaan Premji (she/her) Policy and Research Analyst policyanalyst@onwaa.ca +1 (705) 806-1378 Availability: 8:30am to 4:30pm EST

TCPS 2 and Ethical Protocols:

We are committed to adhering to ethical standards in accordance with the **Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2)**

developed by The Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada. The following protocols align with TCPS 2 and reflect our commitment to ethical research practices:

TCPS 2 (2022) – Chapter 5: Privacy and Confidentiality:

In this research project, we will collect primary and secondary data through surveys, questionnaires, focus groups, and interviews. The collected data will be anonymized, ensuring individuals' privacy and confidentiality.

Anonymized information – “the information is irrevocably stripped of direct identifiers, a code is not kept to allow future re-linkage, and risk of re-identification of individuals from remaining indirect identifiers is low or very low” (The Government of Canada, 2023).

Accessibility: We are dedicated to making this research project accessible to all FNSSAC students and alumni. We will accommodate any specific needs, such as language, comprehension, sight, hearing, and physical access, to ensure inclusivity.

Data Ownership: The participant along with ONWAA has ownership and responsibility over the raw datasets. Data will be securely stored on our protected server and can be accessed by ONWAA staff. It is held in our protected server for 10 years.

TCPS 2 (2022) – Chapter 3: The Consent Process:

We will adhere to the TCPS 2 guidelines for the informed consent process, providing prospective participants with the relevant information about the research project. This includes the research purpose, procedures, risks, and other essential details.

The TCPS 2 tells us that “At the commencement of any process of consent, researchers (or their qualified representatives) shall provide prospective participants with the information set out in the following list, as appropriate to the particular research project” (The Government of Canada, 2023).

The information generally required as stated by TCPS 2 for informed consent includes:

- a. information that the individual is being invited to participate in a research project;
- b. a statement of the research purpose in plain language, the identity of the researcher, the identity of the funder or sponsor, the expected duration and nature of participation, a description of research procedures, and an explanation of the responsibilities of the participant;

- c. a plain language description of all reasonably foreseeable risks and potential benefits, both to the participants and in general, that may arise from research participation;
- d. an assurance that prospective participants:
 - are under no obligation to participate and are free to withdraw at any time without prejudice to pre-existing entitlements;
 - will be given, in a timely manner throughout the course of the research project, information that is relevant to their decision to continue or withdraw from participation; and
 - will be given information on their right to request the withdrawal of data or human biological materials, including any limitations on the feasibility of that withdrawal;
- e. and the presence of any real, potential or perceived conflicts of interest on the part of the researchers, their institutions or the research sponsors;
- f. the measures to be undertaken for dissemination of research results and whether participants will be identified directly or indirectly;
- g. the identity and contact information of a qualified designated representative who can explain scientific or scholarly aspects of the research to participants;
- h. the identity and contact information of the appropriate individual(s) outside the research team whom participants may contact regarding possible ethical issues in the research;
- i. an indication of what information will be collected about participants and for what purposes; an indication of who will have access to information collected about the identity of participants; a description of how confidentiality will be protected (Article 5.2); a description of the anticipated uses of data; and information indicating who may have a duty to disclose information collected, and to whom such disclosures could be made;
- j. information about any payments, including incentives for participants, reimbursement for participation-related expenses
- k. a statement to the effect that, by consenting, participants have not waived any rights to legal recourse in the event of research-related harm; and

The relevant details above regarding this research project can be found in our consent form.

Ethical Issues: In the event of ethical concerns during your participation in this research, you can contact ONWAA's executive director.

References

The Government of Canada. (2023). Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022). *Panel on Research Ethics*. Retrieved from https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html

3) **FNSSAC Graduates and Alumni survey link:**

<https://onwaa.typeform.com/FNSSACsurvey>

4) **Pre-FNSSAC Self-evaluation:**

Welcome to the self-evaluation questionnaire. This evaluation is part of a research study aimed at assessing the effectiveness of the First Nation Social Service Administrator Certification program. Your participation in this questionnaire will contribute to our understanding of the program's impact and assist in future improvements. Rest assured that all responses will be treated confidentially and used only for research purposes. Your participation is voluntary, and you have the right to withdraw at any time without penalty or consequence. By proceeding with the questionnaire, you are providing your informed consent to participate in the research study. If you have any questions or concerns about the research study or the questionnaire, please contact policyanalyst@onwaa.ca or research@onwaa.ca. Thank you for your valuable contribution.

For the purposes of self-evaluation, we kindly request your participation in both the pre-FNSSAC and post-FNSSAC questionnaire. Please note that the self-evaluation questionnaires are designed for research purposes only and do not involve grading or right or wrong answers. Your responses will be used to gather valuable information for research and evaluation purposes, aiming to enhance the effectiveness of the FNSSAC program.

Part 1 - Knowledge Assessment:

This section may be more relevant to the duties of an Administrator. However, staff members in other positions may consider whether having an introduction to these topics in the program has been helpful and relevant for them to learn and understand in their role.

Please rate your level of knowledge on the following directives related to Ontario Works using a scale of 1 to 5, where 1 represents “Very low” and 5 represents “Very high”

1=Very low, 2=Low, 3=Moderate, 4=High, 5=Very high

Questions		(1) Very Low	(2) Low	(3) Moderate	(4) High	(5) Very High
1.	Knowledge of the Ontario Works legislation, regulations, and directives.					
2.	Understanding of the eligibility criteria for Ontario Works assistance.					
3.	Familiarity with the application and intake process for Ontario Works.					
4.	Understanding of the file verification and requirements for maintaining a client file.					

5.	Knowledge of asset limits and treatment of income in Ontario Works.					
6.	Understanding of the monitoring process for ongoing eligibility in Ontario Works.					
7.	Ability to make ongoing eligibility decisions for Ontario Works.					
8.	Knowledge of the benefits recipients may be eligible for under Ontario Works.					
9.	Understanding of the discretion and decision-making process in administering Ontario Works.					
10.	Awareness of overpayments, recoveries, and reduced assistance procedures in Ontario Works.					

11.	Familiarity with the subsidy claim process for Ontario Works.					
12.	Understanding of the development and implementation of service plans for Ontario Works.					
13.	Knowledge of setting outcome targets and monitoring performance in Ontario Works.					
14.	Understanding of reporting requirements and completion of the budget package in TPON system.					
Additional Comments:						

Part 2 - Confidence Assessment:

Please rate your level of confidence in the following job-related skills using a scale of 1 to 5, where 1 represents “Not confident at all” and 5 represents “Very confident.”

1=Not confident at all, 2=Not very confident, 3=Neither, 4=Fairly confident, 5=Very confident

Questions		(1) Not Confident at All	(2) Not Very Confident	(3) Neither	(4) Fairly Confident	(5) Very Confident
1.	Ability to effectively communicate with clients seeking Ontario Works assistance.					
2.	Skill in determining eligibility for social assistance programs.					
3.	Overall confidence in applying the knowledge gained from the certification program to your job responsibilities.					
Additional Comments:						

Part 3 – Critical Thinking Assessment:

Please rate your level of critical thinking skills in the following areas using a scale of 1 to 5, where 1 represents “Very low” and 5 represents “Very high.”

1=Very low, 2=Low, 3=Moderate, 4=High, 5=Very high

Questions		(1) Very Low	(2) Low	(3) Moderate	(4) High	(5) Very High
1.	Ability to analyze complex situations and identify multiple possible solutions.					
2.	Skill in evaluating the potential risks and benefits of different courses of action in social services administration.					
3.	Capacity to identify and address underlying issues or root causes of social service needs.					
4.	Ability to anticipate and plan for potential challenges or obstacles in					

	implementing social service programs.					
5.	Skill in considering diverse perspectives and incorporating them into decision-making processes.					
6.	Capacity to think creatively and innovatively to improve social service delivery.					
7.	Ability to assess the effectiveness of social service interventions and make adjustments as necessary.					
8.	Skill in recognizing and addressing biases or prejudices that may impact social service decision-making.					

9.	Capacity to communicate complex ideas or concepts clearly and persuasively to stakeholders.					
10.	Ability to reflect critically on personal performance and seek opportunities for professional growth and development.					
Additional Comments:						

5) Post-FNSSAC Self-evaluation:

Welcome to the self-evaluation questionnaire. This evaluation is part of a research study aimed at assessing the effectiveness of the First Nation Social Services Administrators Certification program. Your participation in this questionnaire will contribute to our understanding of the program's impact and assist in future improvements. Rest assured that all responses will be treated confidentially and used only for research purposes. Your participation is voluntary, and you have the right to withdraw at any time without penalty or consequence. By proceeding with the questionnaire, you are providing your informed consent to participate in the research

study. If you have any questions or concerns about the research study or the questionnaire, please contact policyanalyst@onwaa.ca or research@onwaa.ca.

Thank you for your valuable contribution.

For the purposes of self-evaluation, we kindly request your participation in both the pre-FNSSAC and post-FNSSAC questionnaire. Please note that the self-evaluation questionnaires are designed for research purposes only and do not involve grading or right or wrong answers. Your responses will be used to gather valuable information for research and evaluation purposes, aiming to enhance the effectiveness of the FNSSAC program.

Part 1 - Knowledge Assessment:

This section may be more relevant to the duties of an Administrator. However, staff members in other positions may consider whether having an introduction to these topics in the program has been helpful and relevant for them to learn and understand in their role.

Please rate your level of knowledge on the following directives related to Ontario

Works using a scale of 1 to 5, where 1 represents “Very low” and 5 represents “Very high”

1=Very low, 2=Low, 3=Moderate, 4=High, 5=Very high

Questions	(1) Very Low	(2) Low	(3) Moderate	(4) High	(5) Very High
-----------	-----------------	------------	-----------------	-------------	------------------

1.	Knowledge of the Ontario Works legislation, regulations, and directives.					
2.	Understanding of the eligibility criteria for Ontario Works assistance.					
3.	Familiarity with the application and intake process for Ontario Works.					
4.	Understanding of the file verification and requirements for maintaining a client file.					
5.	Knowledge of asset limits and treatment of income in Ontario Works.					
6.	Understanding of the monitoring process for ongoing eligibility in Ontario Works.					
7.	Ability to make ongoing eligibility decisions for Ontario Works.					

8.	Knowledge of the benefits recipients may be eligible for under Ontario Works.					
9.	Understanding of the discretion and decision-making process in administering Ontario Works.					
10.	Awareness of overpayments, recoveries, and reduced assistance procedures in Ontario Works.					
11.	Familiarity with the subsidy claim process for Ontario Works.					
12.	Understanding of the development and implementation of service plans for Ontario Works.					
13.	Knowledge of setting outcome targets and monitoring performance in Ontario Works.					

14.	Understanding of reporting requirements and completion of the budget package in TPON system.					
Additional Comments:						

Part 2 - Confidence Assessment:

Please rate your level of confidence in the following job-related skills using a scale of 1 to 5, where 1 represents “Not confident at all” and 5 represents “Very confident.”

1=Not confident at all, 2=Not very confident, 3=Neither, 4=Fairly confident, 5=Very confident

Questions		(1) Not Confident at All	(2) Not Very Confident	(3) Neither	(4) Fairly Confident	(5) Very Confident
1.	Ability to effectively communicate with clients seeking Ontario Works assistance.					
2.	Skill in determining eligibility for social assistance programs.					

3.	Overall confidence in					
	applying the knowledge					
	gained from the certification					
	program to your job					
	responsibilities.					
Additional Comments:						

Part 3 – Critical Thinking Assessment:

Please rate your level of critical thinking skills in the following areas using a scale of 1 to 5, where 1 represents “Very low” and 5 represents “Very high.”

1=Very low, 2=Low, 3=Moderate, 4=High, 5=Very high

Questions		(1) Very Low	(2) Low	(3) Moderate	(4) High	(5) Very High
1.	Ability to analyze complex situations and identify multiple possible solutions.					
2.	Skill in evaluating the potential risks and benefits of different courses of action in					

	social services administration.					
3.	Capacity to identify and address underlying issues or root causes of social service needs.					
4.	Ability to anticipate and plan for potential challenges or obstacles in implementing social service programs.					
5.	Skill in considering diverse perspectives and incorporating them into decision-making processes.					
6.	Capacity to think creatively and innovatively to improve social service delivery.					

7.	Ability to assess the effectiveness of social service interventions and make adjustments as necessary.					
8.	Skill in recognizing and addressing biases or prejudices that may impact social service decision-making.					
9.	Capacity to communicate complex ideas or concepts clearly and persuasively to stakeholders.					
10.	Ability to reflect critically on personal performance and seek opportunities for professional growth and development.					

Additional Comments:**Part 4: Network and Support Systems:**

Please rate your level of satisfaction or effectiveness in the following areas related to networking and support systems using a scale of 1 to 5, where 1 represents “Very dissatisfied” and 5 represents “Very satisfied.”

1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied

Questions		(1) Very Dissatisfied	(2) Dissatisfied	(3) Neutral	(4) Satisfied	(5) Very Satisfied
1.	Satisfaction with the professional network you’ve established during or after the FNSSAC program					
2.	Effectiveness of the support and mentorship received through the FNSSAC program or its alumni network					
3.	Satisfaction with the support and					

	resources available					
	from professional					
	organizations					
	relevant to social					
	services					
	administration.					
Additional Comments:						

6) Social Media Post:



The image shows a social media post for ONWAA. It features a background image of a woman with glasses looking at a laptop. The ONWAA logo is in the top left corner. The main text is centered and reads: "FNSSAC GRADUATES AND ALUMNI!! To enhance the FNSSAC program, we would like to invite you to participate in a brief survey that will help us evaluate the program's effectiveness and gather feedback." Below this is a QR code on the left and the survey link "https://onwaa.typeform.com/FNSSACsurvey" on the right, followed by the deadline "Deadline to complete survey: 25th March 2024". At the bottom right, contact information is provided: "Contact Information: Muskaan Premji, ONWAA Policy & Research Analyst, policyanalyst@onwaa.ca".

ONWAA

FNSSAC GRADUATES AND ALUMNI!!

To enhance the FNSSAC program, we would like to invite you to participate in a brief survey that will help us evaluate the program's effectiveness and gather feedback.

Take Our Survey:
<https://onwaa.typeform.com/FNSSACsurvey>
 Deadline to complete survey: 25th March 2024

Contact Information:
 Muskaan Premji
 ONWAA Policy & Research Analyst
 policyanalyst@onwaa.ca

7) FNSSAC Module 1 Course Syllabus:

First Nation Social Services Administrators' Certificate (FNSSAC) Module 1: CESD 1806 Course Syllabus



Ontario Works Overview
April 22 to May 31, 2024
Online

LMS Student Support Coach: Mycah Panjaitan

Email: mycah.myc@onwaa.ca

Phone: 705-482-9668

Course: <https://www.onwaa.ca/>

Student Support Sessions: Webex Meetings (Thursdays at 11:00am EST/10:00am CST)

Meeting Link:

<https://ontarionativewelfareadministratorsassociation.my.webex.com/ontarionativewelfareadministratorsassociation.my/j.php?MTID=mdd3fd7968d65ced48770c7acf89efcab>

FNSSAC Online Modules – Schedule	
Module 1: CESD 1806 (3 credits) Ontario Works Overview April 22 to May 31, 2024 ONWAA LMS www.onwaa.ca	Module 2: CESD 1807 (3 credits) Employment Assistance & Life Stabilization June 17 to July 26, 2024 ONWAA LMS www.onwaa.ca
Module 3: CESD1206 (3 credits) Social Service Administration in First Nations I September to October 2024 (TBC) Algoma University https://courses.algomau.ca	Module 4: CESD1207 (3 credits) Social Service Administration in First Nations II January to February 2025 (TBC) Algoma University https://courses.algomau.ca

Course Description

Professional development begins when the First Nation Ontario Works Administrator takes the first step towards a comprehensive learning and resource approach that will build on three levels:

1. Staff Competency: This ensures we have proper access and appropriate knowledge of the Ontario Works policy and procedure directives.
2. Organization Capacity: This ensures we have access to social welfare and economic development tools and methods.
3. Community Development: This 4-module program ensures we can provide effective and efficient social service delivery to community members.

Module 1 (CESD 1806) will focus on the provision of effective financial assistance service delivery by providing an overview of the Ontario Works program.

Learning Outcomes

FNSSAC participants who successfully complete the course will demonstrate skills and apply the following knowledge:

• The Ontario Works Act, regulations, and policy directives.
• Completing an application intake, determining eligibility, and verifying information.
• Calculating assistance reflective of the circumstances of a benefit unit, including income and assets.
• Understanding how financial assistance is allocated, administered, and reported.
• Being able to navigate resources using technology such as the SA Extranet, ONWAA website, and tools to achieve program delivery standards.
• Identifying and developing local policies reflective of community resources, conditions, and business practices.

Method of Instruction

Fully online & asynchronous, delivered through the ONWAA website with video lectures and assignments.

There are no scheduled class times, giving participants the flexibility to complete each module on their own schedules/at their own pace within the module start and end dates.

It is recommended for participants to set their own deadlines to assist them in completing assignments before the module end date.

General Information

Regularly check emails from the Student Support Representative for important documents, meeting links, and course announcements.

Please do not hesitate to request support or additional assistance on the course.

Questions on the assignments and quizzes will be based on materials covered in the lessons.

Method of Evaluation

Assessments will be used to evaluate your learning and demonstrate your knowledge and participation. Receiving at least 60% in the course meets certificate requirements. The last day to submit assessments is on May 31, 2024.

Assessment	Weight	Description
Participation	30%	3 Activities – 15% (5% per activity) Activities include case scenarios and reflection questions. Participants reflect on how they would approach the case scenario. Student Support Sessions – 15% (Attend 2 sessions – 7.5% per session) Participants are required to participate in the sessions to demonstrate participation in the program.
Quizzes	40%	4 Quizzes (10% per quiz)

		Quizzes are open book. Participants may reference the course page and their notes to complete the quizzes.
Final Assignment	30%	Master Exercise Participants will complete a mock case file.

www.onwaa.ca

Email: info@onwaa.ca

Hotline: 1-877-291-7542

8) FNSSAC Module 2 Course Syllabus:

First Nation Social Services Administrators' Certificate (FNSSAC) Module 2: CESD 1807 Course Syllabus



Employment Assistance and Life Stabilization
June 17 to July 26, 2024
Online

LMS Student Support Coach: Mycah Panjaitan

Email: mycah.myc@onwaa.ca

Phone: 705-482-9668

Course: <https://www.onwaa.ca/>

Student Support Sessions: Webex Meetings

Meeting Link:

<https://ontarionativewelfareadministratorsassociation.my.webex.com/ontarionativewelfareadministratorsassociation.my/j.php?MTID=mcc86cc49e0ca5727b5d8765d815aad93>

FNSSAC Online Modules – Schedule	
Module 1: CESD 1806 (3 credits) Ontario Works Overview April 22 to May 31, 2024	Module 2: CESD 1807 (3 credits) Employment Assistance & Life Stabilization June 17 to July 26, 2024

ONWAA LMS www.onwaa.ca	ONWAA LMS www.onwaa.ca
Module 3: CESD1206 (3 credits) Social Service Administration in First Nations I September to October 2024 (TBC) Algoma University https://courses.algomau.ca	Module 4: CESD1207 (3 credits) Social Service Administration in First Nations II January to February 2025 (TBC) Algoma University https://courses.algomau.ca

Course Prerequisites: Module 1 (CESD 1806) Ontario Works Financial Assistance Overview is a prerequisite course.

Course Description:

- This is an introduction to the Ontario Works program in Ontario. Through the course, students will gain concrete skills around employment program requirements, employment and life stabilization activities, employment program benefits, and client supports.

Methods of Instruction:

- Online delivery: students will need a computer/laptop, access to the internet, a program for opening and editing PDF files (Adobe Reader), and a program for opening and editing Word files (Microsoft Word).

Learning Outcomes:

- Gain an understanding of the Ontario Works employment assistance and life stabilization program.
- Understand how the Ontario Works program can be an agent for economic change and community development.
- Assess and provide the appropriate supports of where an individual client is at.

Learning Objectives:

- Provide students with opportunities to develop confidence and competency in program requirements, benefits and activities, and client supports available through the Ontario Works employment assistance and life stabilization program.
- Develop planning and forecasting skills based on community demographics and resources.
- Learn how to create employment skill building activities.

Recommended Textbook(s):

- FNSSAC Module 2 textbook provided by ONWAA
- Employment Best Practices guide provided by ONWAA
- Ontario Works Legislation & Policy Directives on the SA Extranet
<https://www.sa.mcass.gov.on.ca/> (Password: SAreference)

Course Requirements and Assessment:

Assessment	Weight
Quizzes	30%
Participation	20%
Skills-based activities	20%
Final Assignment	30%
Total	100%

Description of Assessments:

Quizzes:

Quiz format will be multiple choice, true and false, and short answers.

Quizzes are formative assessments intended to test program requirements, employment activities, and client support.

Skilled-based activities:

Scenario based exercises with open-ended questions to help students gain the skill of applying readings to practicality. Activities will include:

- Scenario questions based on deferrals and restrictions and participation agreement; applying discretion for life stabilization if needed.
- Scenario questions based on employment continuum comparison, community asset mapping and employment assistance programming to achieve employment outcomes.
- Scenario questions based on case management.

Final Assignment:

A final assignment where the participants will develop an Employment Assistance Activity – Education and Training that has job training, community placement and demonstrates outcomes project plan and budget that could be used in their community.

The purpose of this assignment is to have the participant thinking creatively of how Ontario Works employment assistance can be used in their community. This activity can be done in pairs, but evaluation contribution of each member will be needed, an individual reflective exercise is to be submitted.

Grade Breakdown

Participation (20%) – 4 items (5% each)

- 1.2 - Service Planning Introduction
- 3.5 - Case management unit reflection
- Attend two (2) Student Support Sessions

Quiz (30%) – 5 items (5% each)

- Lesson 1.3 Mandatory Participation Activities
- Lesson 1.6 Employment Benefits
- Lesson 3.4 Coaching and questioning
- Lesson 4.3 Community Placements
- Lesson 4.4 Self-Employment
- Lesson 4.5 Employments Placements

Skills-based Activities (20%) – 4 items (5% each)

- 1.4 - Participation Agreement
- 2.2 - Employment Continuum
- 2.3 - Community Asset Mapping
- 2.4 - Employment Assistance Workshop activity

Assessments will be used to evaluate your learning and demonstrate your knowledge and participation. Receiving at least 60% in the course meets certificate requirements.

The last day to submit assessments is on July 26, 2024 (at 11:59pm EST/CST). Any assignment submitted after July 26, a 10% mark deduction will be applied per day.

9) FNSSAC Module 3 Course Syllabus:

CESD 1206: Social Service Administration in First Nations Course Syllabus

Instructor: Dustin Lawrence, CYW, HBSW, MSW

Course Description:

This course will provide an opportunity for participants to develop their leadership skills within a wholistic framework, particularly as it applies to social service delivery in First Nations. Participants will be challenged to explore their own experience and knowledge. They will reflect on their 'location' within their community and where and how appropriate networks of support (social capital) may be developed. A culturally appropriate model of individual and community empowerment will be presented and explored within the historical, cultural and current context of First Nations communities. The course will be delivered using a variety of lectures, small group discussions organized as learning circles and individual and group exercises. Learning outcomes will be consolidated through opening and closing circles. (3 credits)

Learning Objectives:

- To place social service, delivery within a holistic framework
- To identify and develop concepts of leadership
- To identify strategies for the development of support networks
- To identify the key components of personal and community empowerment
- To identify linkages between the social economy and social service administration
- To identify strategies for respecting local knowledge

Evaluation Components:

1. Pre-course Assignment 20%
2. Journal Entries 20%
3. Group Presentation 20%
4. Class Participation 10%
5. Final Assignment 30%

1. Short reflection paper (20 %)

Complete the reading: Best Practices in Community Development: A Literature Review and Wise Practices Approach (linked in week one on the course syllabus). The first assignment for this course is to write a short paper addressing the question: what does "community development" mean to you? Please submit the assignment to the instructor through our Moodle learning page by **5:00pm on Friday September 15, 2020.**

The assignment should be formatted using APA style only. This means a title page, size 12 font, Times New Roman, double-spaced and one-inch margins are all used. The assignment will only be graded if it is submitted in word perfect or PDF formats. The assignment should be **two to three pages in length plus a title page**. Further, if you use another writer's thoughts or ideas make sure there is proper APA citations and referencing included. Please refer to APA resources linked on Moodle for further information.

2: Journal entries (20%)

Journal 1: **Friday September 22** (10%)

Journal 2: **Friday October 6** (10%)

A question or writing prompt will be provided to the class. These questions will be posted on our Moodle learning page as the due dates come closer. An announcement/email will be sent out as well!

The focus of these journal entries is to practice expressing our thoughts, feelings, and reactions in writing. Becoming more comfortable and confident in expressing ourselves is a critical skill that provides a foundation for the skills of writing in various ways, e.g., essays for classes, descriptions, reports for work, e-mails, etc.

The focus of these journals should reflect your learning as it develops throughout the week. Journals should be **one page** in length. They should be in APA format, double-spaced, include a title page, 1-inch margins, size 12 font and in Times New Roman. The assignment will only be graded if it is submitted in word perfect or PDF formats. If you use someone else's thoughts or ideas there should be proper APA citation, however it is preferred that the concepts discussed are your own as the focus is self-reflection and learning. These entries are to be typed but can contain creative components as well.

3. Group Presentations (20%)

In groups of eight, choose three values that you consider important for community development. In a 10 minute presentation, address the following:

- What do these values mean to you?
- Why are they important?
- What is the personal, cultural and/or community significance?
- How do these values fit into a holistic understanding of individual and community empowerment?
- How do they relate to the whole individual, community, and broader environment?
- What is an example of a community issue that can be addressed using these values?
- As community developers, how can we support each other to use these values in our work?
- How can holistic aspects be integrated into these areas?

Presentations will be submitted as video or audio, not presented in front of the class. Presentations will be assessed on the questions above, as well as organization and preparation. For further discussion, please see the video discussion.

4. Class engagement discussion board (10%)

A critical aspect of community development is not only understanding the needs within a community but also understanding the steps that a community has taken to meet needs, build on strengths and advocate. Using Google, or another search engine, find a community project that has addressed financial needs within an Indigenous community. Post a short synopsis of the article (approx. 100 words) and a short opinion of the article (approx. 100 words). You are also expected to post a response to one other classmate as well. This is to encourage discussion among students and to engage with ideas and learning. You will receive 5% for your post and URL as well as 5% for responding to one classmate.

Please be mindful that your responses to classmates should be supportive, insightful, etc. and not demeaning.

5: Final assignment (30%)

In community development, understanding resource accessibility is a critical component in assessing a community's needs and potential barriers. Asset mapping is a way of understanding resources that are available to community members as well as navigating services, programs and opportunities. Further, asset mapping plays a critical role in understanding what barriers a community faces and what is available to address those needs on a larger scale. For example, if a community faces poverty what are

tangible or physical resources could be developed like trees, gravel, lakes etc. that could provide employment opportunity. Further, what businesses can be further developed to promote employment.

As community practitioners it is also critical that we understand what is available in the community that we are working within and a part of. With this understanding, complete a four to five page paper looking at the following:

1: Identify the community you are working within. What are demographical aspects of this community? What is your connection to that community? What are barriers that the community is facing? What might be the cause of those barriers?

2: Complete an asset map within your local community or a community close to you. This map can be drawn, typed, or completed using technology. Locate a minimum of five programs/services that address barriers within the community.

3: On a separate page give a brief explanation of each service/program/opportunity and explain how it is addressing barriers. Are these community driven projects or are they government run? What history brought that service to the community?

4: In your opinion, what needs are not being met and what assets could be developed to meet those needs?

5: Connect the opportunities to potential holistic aspects of community development. How do these opportunities align with holistic aspects? How could they be improved to better align with holistic approaches? Are the services sustainable?

The paper should be in APA format. This means size 12 font, 1-inch margins on all sides, double spaced, a title page and proper APA citations if you use external references. This paper can potentially be completed without research if you are aware of the information without other resources. The assignment will only be graded if it is submitted in word perfect or PDF formats.

Semester schedule

Week of:	Reading & Topic:	Assignment due:
Sept. 6	Course welcome, syllabus review & assignment discussion Topic: Indigenous Community Development Best Practices in Community Development: A Literature Review and Wise Practices Approach: http://communities4families.ca/wp-	N/A

	content/uploads/2014/08/Aboriginal-Community-Development.pdf	
Sept. 11	Topic: Sustainable development and Indigenous Rights Closing the Gap: Seeking Reconciliation, Advancing First Nation Wellbeing, and Human Rights. (Pages 61-67 in course package). Video: Sustainable community development: from what's wrong to what's strong Cormac Russell TEDxExeter https://www.youtube.com/watch?v=a5xR4QB1ADw Video: Indigenous Economic Reconciliation https://www.youtube.com/watch?v=15cPyONnYCQ	Reflection assignment (20%) due Friday Sept. 15 by midnight
Sept. 18	Topic: Indigenous Economic Development Guide Ontario Pt. 1 First Nations Community Economic Development Guide for Ontario (chapters 1 & 2): Building Capacity https://files.ontario.ca/books/first_nations_community_economic_development_guide_en.pdf Evaluation of the On-Reserve Income Assistance Program: https://www.sac-isc.gc.ca/eng/1557321693588/1557321741537 Building Capacity: Supporting Northern health leaders and staff: https://www.indigenoushealthnh.ca/initiatives/building-capacity	Journal 1 (10%) due Friday Sept. 22 by midnight
Sept. 25	Topic: Indigenous Economic Development Guide Ontario Pt. 2 First Nations Community Economic Development Guide for Ontario (chapters 3 & 4): Engagement	Group assignment (20%) due Friday Sept. 29 by midnight

	https://files.ontario.ca/books/first_nations_community_economic_development_guide_en.pdf First Nation Community Engagement: https://www.ictinc.ca/blog/first-nation-community-engagement Anishinabek Nation Self-Governance: https://www.youtube.com/watch?v=27OnsrWMIUQ	
Oct. 2	Topic: Holistic Aspects of Health and Development First Nations Regional Longitudinal Health Survey (RHS) Cultural Framework. (Pages 165-180 in course pack) Video: Could a new approach to First Nations housing be a game-changer? https://www.youtube.com/watch?v=UpRyv5VzmjA	Friday Oct. 6 by midnight Journal #2 (10%) due
Oct. 9	Indigenous Knowledge and Development Urgent Need, Serious Opportunity: Toward a New Social Model for Canada's Aboriginal Peoples. (Page 3-60 in course package) Video: Building Resilient Communities: A Moral Responsibility Nick Tilsen TEDxRapidCity https://www.youtube.com/watch?v=e2Re-KrQNa4	Discussion Board (10%) due Friday Oct. 13 by midnight
Oct. 16	N/A	Final Assignment (30%) due Oct. 20 by midnight

Support and accommodation for students with disabilities:

I welcome students with disabilities in my courses and will work with you to make modifications to any aspect of the course to support your participation and learning. It is helpful to have requests for

accommodation via email and the sooner you let me know what is needed, the more thoroughly we can work together to design modifications. No formal paperwork of any kind is needed.

Attendance Policy:

This course is completed as a condensed online asynchronous course which means we do not formally meet together on a weekly basis. Independent learning modules will be posted to our Moodle page on a weekly basis. They are expected to be completed within the week with the corresponding weekly assignments.

As this will be a condensed course communication will be key if a situation arises that will impede your ability to complete work. Please let me know if there are circumstances that are affecting your ability to participate in the course, or to complete assignments by the deadline. We will be learning together for a short period of time so it will be best to create a plan together as quickly as possible.

Academic Dishonesty:

The University takes a very serious view of such offences as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

The following web site contains a complete policy statement on academic dishonesty and attendance. Students are encouraged to read this policy for further clarification of these issues:
http://www.algomau.ca/uploads/file/pdf/chapter_3_academic_conduct.pdf

10)FNSSAC Module 4 Course Syllabus:

Course Title and Code	CESD1207 – Social Service Administration in First Nation Communities II		
Instructor Details	Dr. Sean Meades e-mail: sean.meades@algomau.ca		
Course Description	This course introduced participants to basic concepts and processes related to enhancing community wellness from a holistic perspective, including using social economy initiatives to increase autonomy and independence. Participants will have the opportunity to explore the contemporary issues that affect the relationship between First Nation peoples and the social welfare system in Canada. Past and present government policies and programs will be examined. The Medicine Wheel as a tool for understanding the community dynamics that need to be balanced and health for community and personal wellbeing will be explored. Extensive use will be made of participants' own experience in their home communities as well as case studies. Note: This course presumes basic knowledge of First Nation communities in Canada. If you are unfamiliar with this context, you may wish to consider taking a different course.		
Pre-requisite(s)	CESD 1206		
Method of Instruction	This course will be delivered online asynchronously through the Moodle platform in a condensed, 6-week format. A weekly reading and activity schedule will be supplemented with instructional videos and discussion fora. Students are advised to schedule a minimum of six hours per week to be able to complete readings, activities, and assignments.		
Course Outline by Topic	• Week 1: Structural Barriers & Asset-Based Development • Week 2: Social Economy and Social Capital • Week 3: Indigenous Economies, Colonization & Cultivating Dependence • Week 4: Contemporary Canadian Social Welfare Policy in First Nations • Week 5: Autonomy, Culture & Wellbeing • Week 6: Creating the Future We Want: From Ideation to Planning		
Method and Frequency of Evaluation of Student Performance	Reading Forum Posts	20%	Weekly
	Identifying Personal Assets	10%	January 12 th
	Identifying Issues & Naming Your Why	15%	January 19 th
	Identifying Structure & Capital	10%	January 26 th
	Elevator Pitch (Presentation)	15%	February 2 nd
	Assessing Your Self Care Regime	5%	February 9 th
	Social Enterprise Model	25%	February 16 th

Required Readings & Resources:

- Bishop, A. (2015). Chapter 5 "Step 2: Understanding Different Oppressions" in *Becoming an Ally: Breaking the Cycle of Oppression in People*. Halifax, NS: Fernwood Publishing, pp. 78-94.
- Chattaway, C. (2004) *Aboriginal Development: The Process is Critical to Success*. *Aboriginal Policy Research*, 2, pp. 65-80
- Cullen, D., Castleden, H., & Wien, F. (2021) The Historical Roots of Social Assistance: An Inadequate Response to the Colonial Destruction of Mi'kmaw Livelihood in Nova Scotia. *International Indigenous Policy Journal*. 12(3), pp. 1-16.
- Excerpts from "A Starving Man Doesn't Argue: A Review of Community Social Services to Indians in Ontario" (1979) TAP Associates Ltd. A report prepared for the tripartite social services review committee by TAP Associates Ltd., (pages 61-65, 115-126, and 127-147)
- Hibbard, M. & R. Adkins (2013). "Culture and Economy: The Cruel Choice Revisited" in R. Walker, T. Jojola, and D. Natcher (eds) *Reclaiming Indigenous Planning*. Montreal & Kingston: McGill-Queen's University Press.
- Hilton, C.A. (2021) Chapter 2: The Nature of Wealth, in *Indigenomics*. pp. 31-43.
- Excerpts from Gruner, S., Meades, S., & Broad, G. (2019). *Perspectives on Income Assistance in First Nations: Management, Delivery and Lived Experiences*. NORDIK & ONWAA, (pages 6-7, 10-24, and either 39-55 [if you don't work in Income Assistance delivery] or 56-68 [if you do work in Income Assistance delivery])
- Loxley, J. (2010). "Alternative Strategies of Community Economic Development." *Aboriginal, Northern, and Community Economic Development: Papers and Retrospectives*. Winnipeg: Arbeiter Ring Publishing, pp. 19-56.
- McKnight, J. & Russell, C. (2018) *The Four Essential Elements of an Asset-Based Community Development Process*. Asset Based Community Development Institute.
- Wood, D., S. Loney, and K. Taylor (2015) *Social Enterprise and the Solutions Economy: A Toolkit for Manitoba First Nations*. Aki Energy, Assembly of Manitoba Chiefs, Canadian Community Economic Development Network.
- Excerpts from WOSN (2022) *Social Enterprise: Idea Development Workbook*. (See weekly course schedule for pages)

Learning Outcomes

- To identify the key issues facing individuals and communities and develop appropriate counseling, safety tools and strategies.
- To identify opportunities to implement social economy initiatives through Ontario Works.
- To deepen understanding of impacts of colonization, particularly loss of autonomy and increased dependency.
- To increase self-esteem/self-confidence through identification of individual strength and practice in public presentations.
- To identify strengths at community level and appropriate stress handling techniques.
- To identify and develop coping mechanisms.

Expectations of Students:

1. Faculty, students & guests shall at all times be respectful of one another.
2. Please review the Code of Conduct located in the University Calendar (see page 17) at <https://www.algomau.ca/wp-content/uploads/2018/10/Comple-tecalendar-3.pdf>
Of particular note are the following policies:
 - Attendance – regular attendance is expected - missing more than 20% of classes may result in a failing grade
 - Plagiarism may result in a failing grade
3. Assignments are due on their due date. Late assignments are only permitted when the following conditions have been met:
 - Student has experienced a (documented) family or medical emergency;
 - Student has informed Instructor of extenuating circumstances, and Instructor has granted a deferral, **in advance of the due date**;
 - Instructor has granted the entire class an extension due to unforeseen circumstances.

Assignment Details			
Name of Assignment:	Grade Value	Due Date	Individual or Group Assessment
Reading Forum Posts	20%	By Sunday of each week (weeks 1-5)	Individual
Students will respond to a question about each of the readings from the week, which will be posted in a forum for each of the first five weeks of the course on the Moodle site (also known as the CMS).			
Identifying Personal Assets	10%	Due: Friday, January 12th	Individual

Read pages 10-15 of the Social Enterprise: Idea Development Workbook and complete each of the steps in Exercise 1. Write at least 5 “I am...” statements about your personal strengths, whether they be qualities that you are working on cultivating, or aspects of yourself that you feel are current and consistent. Create a list of life skills that you have and write them in a table. For each life skill, think of how we can interpret this as one or more entrepreneurial assets. Complete the individual asset mapping tool, either using the toolkit or by filling in the table provided.			
Identifying Issues and Naming Your “Why”	15%	Due: January 19th	Individual or in groups of 2-4 with peer evaluation
Read pages 17-20 of the Social Enterprise: Idea Development Workbook and complete each of the steps in Exercise 2. The point of this assignment is to identify one or more issue that your future social enterprise proposal will try to address. You may think of and reflect on many challenges that your community is facing, but you will eventually focus on addressing one or two. Describe the current context in your community in 200-400 words. You can use paragraphs or point-form, but describe general aspects of its location and environment, culture, history, and character. Add 100-300 words describing the challenges that are facing the community. Focus on the issues you think are most important.			
Identifying Structure & Capital	10%	Due: January 26th	Individual or in groups of 2-4 with peer evaluation
Review page 33 of the Social Enterprise: Idea Development Workbook and watch this week’s video about enterprise structures. Identify what structure you wish to pursue for your enterprise and write 100-400 words about why you think it is the appropriate fit for your enterprise, what you are trying to accomplish with it, and the community issue you are trying to address. Review page 36 of the Social Enterprise: Idea Development Workbook and watch this week’s video about capital. Write 200-500 words that identify the types of capital your enterprise will generate, and what types of capital you (and your group, if you are working in a group) have to draw on in creating and running your enterprise.			
Elevator Pitch (Presentation)	15%	Due: February 2nd	Individual or in groups of 2-4 with peer evaluation

Read pages 39-40 & 43-44 of the [Social Enterprise: Idea Development Workbook](#) and complete a 7 minute, recorded presentation that includes the following information:

- Introduction
- The name of your enterprise
- The role of your enterprise
- What your enterprise does or offers
- Why your enterprise is important
- Call to action
- Invitation to continue the conversation

You can use the outline of Exercise 8 to help organize your thinking and prepare your presentation, but you do not need to provide any written material in your submission.

Assessing Your Self-Care Regime	5%	Due: February 9th	Individual
---------------------------------	----	-------------------	------------

Read pages 50-53 of the [Social Enterprise: Idea Development Workbook](#) and complete the table below. Mark an X in the table below for each item to indicate whether it is something that you currently do or that you plan to do in the future.

Social Enterprise Model	25%	Due: February 16th	Individual or in groups of 2-4 with peer evaluation
-------------------------	-----	--------------------	---

Complete the Social Enterprise Model Canvas, providing the basis for a business plan for the social enterprise you have had in mind to address a critical issue in one or more communities. Your assignment must include:

- The value proposition (what is the need being addressed? What do your customers, clients, members or community members want to get out of the initiative?)
- Segments (who benefits from the initiative? Who are the people or organizations who will pay to address this issue?)
- Type of intervention (What is the format of your intervention? Is it a workshop? A service? A product?)
- Key Activities (What activities will your organization be carrying out?)
- Channels (How are you reaching your beneficiaries, customers, members or clients?)
- Key Resources (What resources will you need to run your activities? People, finance, access?)
- Partners & Key Stakeholders (Who are the essential groups you will need to involve to deliver your program? Do you need special access or permissions?)
- Cost Structure (What are your biggest expenditure areas?)
- Revenue (Break down your revenue sources by per cent)
- Surplus (Where do you plan to invest your profits?)

Prospective Course Schedule

Week 1: Structural Barriers & Asset-Based Development

Relevant Readings:

- Bishop, A. (2015) *Becoming an Ally: Breaking the Cycle of Oppression in People*. Chapter 5 "Step 2: Understanding Different Oppressions"
- McKnight, J. & Russell, C. (2018) *The Four Essential Elements of an Asset-Based Community Development Process*.
- Pages 10-15 from: WOSN (2022) Social Enterprise: Idea Development Workbook.

Supplemental Readings (Required for those without prior knowledge of First Nation communities - substitute one of the other required readings):

- Rutherford, S. (2016) 'Indigenous Peoples, Colonialism, and Canada' in K. Dubinsky, S. Mills, & S. Rutherford (eds) *Canada and the Third World: Overlapping Histories*. McGill-Queen's University Press, pp. 15-36.

Topics & Activities:

- Welcome, Review of Syllabus & Assignments
- Power, Privilege and Oppression
- Community Resilience
- Resources, Methods & Functions of Asset-Based Community Development
- Asset Mapping

Assignments:

- Weekly Reading Forum Post
- Identifying Assets (Worth 15% - Due January 12th)

Week 2: Social Economy & Social Capital

Relevant Readings:

- Chattaway, C. (2004) *Aboriginal Development: The Process is Critical to Success*
- Wood, D., S. Loney, and K. Taylor (2015) "Social Enterprise and the Solutions Economy: A Toolkit for Manitoba First Nations"
- Pages 17-20 from: WOSN (2022) Social Enterprise: Idea Development Workbook.

Topics:

- Intro to the Social Economy
- Social Capital
- Associational Life & Social Cohesion
- Social Enterprise as a Tool for Community Development

Assignments: • Weekly Reading Forum Post • Identifying Issues & Naming Your Why (Worth 10% - Due January 19th)	
Week 3: Indigenous Economies, Colonization & Cultivating Dependence	Relevant Readings: • Hilton, C.A. (2021) Chapter 2: The Nature of Wealth, in <i>Indigenomics</i>. pp. 31-43. • Cullen, D., Castleden, H., & Wien, F. (2021) The Historical Roots of Social Assistance: An Inadequate Response to the Colonial Destruction of Mi'kmaw Livelihood in Nova Scotia • Pages 32-37 from: WOSSEN (2022) Social Enterprise: Idea Development Workbook. Topics & Activities: • Indigenous Perspectives on Wealth • Impact of Colonization on Social Policy • Dependency Theory • Economic Homogenization Assignments: • Weekly Reading Forum Post • Identifying Your Organization's Capital (Worth 10% - Due January 26th)
Week 4: Contemporary Canadian Social Welfare Policy in First Nation Communities	Relevant Readings: • Excerpts from "A Starving Man Doesn't Argue: A Review of Community Social Services to Indians in Ontario" (1979) TAP Associates Ltd. A report prepared for the tripartite social services review committee by TAP Associates Ltd., (pages 61-65, 115-126, and 127-147) • Excerpts from Gruner, S., Meades, S., & Broad, G. (2019). <i>Perspectives on Income Assistance in First Nations: Management, Delivery and Lived Experiences</i>. NORDIK & ONWAA, (pages 6-7, 10-24, and either 39-55 [if you don't work in Income Assistance delivery] or 56-68 [if you do work in Income Assistance delivery]) • Pages 39-44 from: WOSSEN (2022) Social Enterprise: Idea Development Workbook. Topics & Activities: • Contemporary Social Welfare Policy in First Nations • 1965 Welfare Agreement • Contemporary Income Assistance Reforms • RCAP, the TRC, and UNDRIP

	Assignments: • Weekly Reading Forum Post • Crafting an Elevator Pitch - Presentation (Worth 15% - Due February 2nd)
Week 5: Autonomy, Culture & Wellbeing	Relevant Readings: • Loxley, J. (2010). "Alternative Strategies of Community Economic Development." • Hibbard, M., & Adkins, R. (2013) "Culture and Economy: The Cruel Choice Revisited" • Pages 50-53 from: WOSEN (2022) Social Enterprise: Idea Development Workbook. Topics & Activities: • Alternative & Place-Based Development • Bridging Culture, Environment & Economy • Healing and Helping Relationships • Visioning New Indigenous Economies Assignments: • Weekly Reading Forum Post • Assessing Your Self Care Regime (Worth 5% - Due February 9th)
Week 6: Creating the Future We Want: From Ideation to Planning	Topics & Activities: • Value propositions • Segments • Channels • Intervention & Key activities • Resources • Cost Structure, Revenue & Surplus • Partners & Key Stakeholders • Governance Structure Assignments: • Social Enterprise Model (Worth 25% - Due February 16th)