



COURSE OUTLINE: SSW405 - FIELDWORK II

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

Course Code: Title	SSW405: FIELDWORK II FOR SOCIAL SERVICE WORK
Program Number: Name	1203: SOCIAL SERV WORKER
Department:	SOCIAL SERVICES WORKER
Semesters/Terms:	22W
Course Description:	Building upon accumulated academic and community experiences, students engage actively within a community/fieldwork setting to prepare and demonstrate entry level SSW professional and employment skills. The student will build their competencies in performing duties as defined by the agency supervisor, the program faculty and the student. Students will demonstrate knowledge and skills related to the SSW practice (micro, mezzo, macro levels) and integrate various theoretical and applied approaches that support the values and ethics of the profession.
Total Credits:	11
Hours/Week:	290
Total Hours:	21
Prerequisites:	SSW301, SSW307
Corequisites:	SSW401
Substitutes:	SSW402
Vocational Learning Outcomes (VLO's) addressed in this course:	1203 - SOCIAL SERV WORKER
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
	VLO 2 Record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.
	VLO 3 Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.
	VLO 4 Plan and implement accessible and responsive programs and services, recognizing the diverse needs and experiences of individuals, groups, families and communities, and meeting these needs.
	VLO 5 Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client.
	VLO 6 Develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.

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	VLO 7	Work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.
	VLO 8	Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.
	VLO 9	Work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.
	VLO 10	Develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.
Essential Employability Skills (EES) addressed in this course:	EES 1	Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4	Apply a systematic approach to solve problems.
	EES 5	Use a variety of thinking skills to anticipate and solve problems.
	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	EES 11	Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Satisfactory/Unsatisfactory & A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Other Course Evaluation & Assessment Requirements:	Students are to understand and adhere with the Sault College Code of Conduct, SSW Course Skill Acquisition, Professional Development and Participation Guidelines, Course Addendum and the SSW Fieldwork Placement Manual. Students must actively engage in fieldwork and self-direct learning activities to accomplish the SSW learning contract and fieldwork evaluations.	
Books and Required Resources:	Breaking Out of the Box Adventure-based field Instruction by Ward,K. & Mama,R. (2019) Publisher: Oxford University Press Edition: 4th Ed. ISBN: 9780190095314 SSW Field Placement Manual	
Course Outcomes and Learning Objectives:	Course Outcome 1	Learning Objectives for Course Outcome 1

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	<p>1. Demonstrate collaborative and respectful professional and interpersonal relationships reflective of entry-level SSW skills, values, ethics, and standards.</p>	<p>1.1 Maintain and enhance working relationships with clients, colleagues, supervisor, and community partners. 1.2 Develop skills in consultation and collaboration with others to develop an integrated understanding of client situations and the system of care. 1.3 Adhere to the SSW scope of practice in placement activities, maintain effective professional boundaries and accountability to self and others. 1.4 Actively engage in, participate and contribute within the context of field work setting in interdisciplinary teams, collateral/client service meeting 1.5 Use a variety of SSW interpersonal/communication skills at an expected professional level with clients and others 1.6 Actively seek supervision and feedback that promotes self and professional growth. 1.7 Develop respectful, non-judgmental practice with clients without discrimination or imposition of own values/beliefs 1.8 Accurately labels use of practice entry level social service work skills in supervision and reflective journals. 1.9 Professionally attend to and accomplish fieldwork setting tasks and duties. 1.10 Deepen understanding of client barriers, needs, strengths, resiliency and goals to sustain effective working relationships 1.11 Apply previously/currently-studied knowledge and skills to helping situations within field setting.</p>
	<p>Course Outcome 2</p> <p>2. Establish ability to communicate clearly, concisely and professionally in various methods at a entry-level, graduating student.</p>	<p>Learning Objectives for Course Outcome 2</p> <p>2.1 Complete accurate and professional written documentation that complies with legislation, field work setting, academic and professional standards. 2.2 Enhance use respectful, culturally safe interpersonal/communication skills in face-to-face, telephone and or other electronic means. 2.3 Research, plan and deliver mutually-agreed upon learning activities to address a need within the field work or community. 2.4 Use effective and appropriate communication and technology to support advocacy efforts with individuals, families, groups or communities to problems solve, access current and culturally relevant resources and address needs. 2.5 Complete timely, accurate and professional assignments in co-requisite seminar class and fieldwork setting as required. 2.6 Applies and documents SSW holistic assessment and intervention skills with clientele</p>

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	2.7 Consistently use active and reflective listening skills/relationship skills that support client centered care.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Demonstrate abilities to work from an anti-oppressive, culturally safe, trauma-informed and strengths-based SSW practice approach with individuals, families, groups or communities.	<p>3.1 Articulate, analyze, integrate and apply theoretical models in practice in fieldwork setting, supervision, consultation in seminar and field/seminar assignments.</p> <p>3.2 Develop and apply strategies and interventions that reflect the needs of diverse people served</p> <p>3.3 Use effective facilitation skills, processes and strategies that promote client strengths, empowerment, advocacy and social justice.</p> <p>3.4 Furthers understanding and use of helping networks and community resources that support client strengths and needs and self-advocacy</p> <p>3.5 Reflects upon, documents and presents client assessment or intervention methods in supervision, team meetings and/or co-requisite seminar to share professional knowledge and understanding.</p> <p>3.6 Engages in reflective practice consistently to explore cultural diversity, cultural safe and responsive approaches and contributes to community/fieldwork educational awareness efforts to promote empowerment and address systemic barriers.</p> <p>3.7 Analyzes and applies relevant SSW assessment models to understand and conceptualize client presenting needs/concerns/strengths. (i.e. person-in-environment , community needs assessments, social functioning, strengths,, bio-psycho-social and/or anti-oppressive assessment models/tools)</p> <p>3.8 Demonstrate effective helping and collegial relationships regardless of ethnicity, race, age, abilities, gender, social and economic status, or sexual orientation</p> <p>3.9 Identify the personal, interpersonal and societal historical and current barriers that oppress or discriminate the clientele served and/or within community.</p> <p>3.10 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p> <p>3.11 Identify and adopt a personal framework that guides individual practice and incorporates framework/model of the fieldwork setting and SSW profession knowledge.</p> <p>3.12 Apply knowledge of human behavior and the social environment framework in engaging, assessing and intervention with client (individual, family, group, community).</p>

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	interdisciplinary theoretical frameworks to engage with clients
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Demonstrate SSW ethics, standards and principles representative of the professional scope of practice.	<p>4.1 Identifies ethical dilemmas accurately and uses professional judgement and ethical decision making models in supervision, co-requisite seminar and consultation with others.</p> <p>4.2 Applies critical thinking and problem solving skills to further understand evidence based practices and social problems/client needs using effective research skills</p> <p>4.3 Actively prepares, plans and seeks out supervision, professional development to support competency and growth.</p> <p>4.4 Effectively uses the SSW Learning Contract to establish professional and personal goals</p> <p>4.5 Ensures continued adherence and accountability to the Sault College SSW Fieldwork policies, fieldwork setting policies and procedures, legal and ethical standards expected at a graduating level</p> <p>4.6 Implement on-going personal and professional development strategies and plans to improve job/professional performance, work relationships, self-care and self-regulation strategies</p> <p>4.7 Use the Reflective Practice tools learned to strengthen SSW practice and self-awareness of values, beliefs, experiences, personal biases/values</p> <p>4.8 Develop learning and professional goals related to fieldwork duties and the SSW Learning</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Demonstrates, applies and analyzes the social/human service system and how programs are delivered to address the needs of people served.	<p>5.1 Build upon and enhance knowledge of fieldwork setting service delivery from a mezzo and macro level SSW lens through discussions in supervision, review of field setting materials.</p> <p>5.2 Accurately identify and analyze the effects of various policies/government directives on clients and the delivery of services</p> <p>5.2 Identify, review and analyze relevant social welfare system policy initiatives aimed to address client needs. Document and discuss in supervision and co-requisite seminar.</p> <p>5.3 Describe and analyze the presenting concerns/social problems with appreciation of the larger social, political, historical , cultural and economic context. (Structural analysis)</p> <p>5.4 Engage in or create learning activities that promote allyship which address systemic barriers and/or meet field setting and client needs</p> <p>5.6 Apply critical thinking to analyze, formulate, and advocate for policies that advance human</p>

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	rights, social and economic justice. 5.5 Demonstrate knowledge of the guiding policy, legislation, or guidelines of field setting by presenting information in seminar, learning contract progress notes or reflective journals 5.6 Incorporate lived experiences/client voices in advocacy/education/social change efforts 5.7 Describe trauma informed systems of care, policies or procedures within fieldwork setting and apply in supervisions/discussions in seminar and with faculty.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Demonstrates essential employment readiness and skills at a SSW graduating and entry level.	6.1 Continue to display professional work habits such as consistent attendance, punctuality, personal appearance reflects norms/expectations of organization, appropriate use of technology. 6.2 Demonstrate ability to initiate and sustain effective and respectful collegial working relationships that adhere to Sault College Code of Conduct, SSW Professional Standards and Field placement expectations using effective communication (verbal, non-verbal, written, etc.) 6.3 Demonstrate required critical thinking skills, time management, organizational skills, problem-solving skills (planning ahead, set priorities, taking initiative, being self-directed, ability to complete tasks) 6.4 Use supervision constructively by scheduling regular meetings, actively seeking feedback on performance, remaining receptive to feedback and adjusted performance accordingly. 6.5 Maintain active and consistent participation in co-requisite seminar class 6.6 Demonstrates effective team skills in field setting and seminar course. 6.7 Updates professional portfolio as required. 6.8 Uses professional research, information literacy and data collection skills pertinent to SSW practice and the fieldwork setting and employment settings. 6.9 Demonstrate ability to accurately and professionally document in a timely manner in accordance with SSW record keeping standards and fieldwork setting. 6.10 Demonstrate computer literacy skills and compliance with use of social media tools as required by the fieldwork setting and social service employment settings. 6.11 Completes fieldwork and seminar assignments in a timely manner reflecting entry level SSW skills.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Fieldwork documentation/assignments	100%

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Date:

July 27, 2021

Addendum:

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

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