



COURSE OUTLINE: SSW405 - FIELDWORK II

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Approved: Karen Hudson - Dean

Course Code: Title	SSW405: FIELDWORK II FOR SOCIAL SERVICE WORK
Program Number: Name	1203: SOCIAL SERV WORKER
Department:	SOCIAL SERVICE WORKER
Academic Year:	2025-2026
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 their own professional goals/learning contract, agency supervisor, and the program faculty. 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:	21
Total Hours:	287
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.

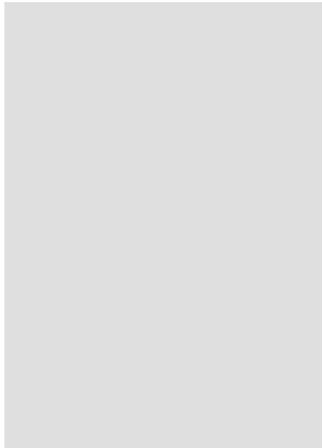


	<p>VLO 7 Work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.</p> <p>VLO 8 Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.</p> <p>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.</p> <p>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.</p>				
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
Course Evaluation:	<p>Satisfactory/Unsatisfactory & A minimum program GPA of 2.0 or higher where program specific standards exist is required for</p>				
Other Course Evaluation & Assessment Requirements:	<p>SSW Fieldwork is guided by the SSW Learning Contract which outlines specific outcomes and knowledge and skills. Students are expected to be able to be engaged in self-directed learning & learning goals. Evaluation of field success includes the completion of the learning contract program evaluation tools, monthly reflection journals/reports and attendance/hour records. Additionally, the relevant policies and procedures to guide students, field supervisors and fieldwork faculty. Successful adherence to program and fieldwork policies and procedures is required for Satisfactory grade in SSW401 and SSW405. Professor reserves the right to adjust final grade accordingly.</p> <p>*Note: This course meets SSW Vocational Learning Outcomes and Elements of Performance: 1.a,b,c,d,e,f,g,h,i,j,k,l,m,n,o,2.a,b,c,d,e,f,3.a,b,c,d,e,f,4.a,b,c,d,e,5.a,b,c,d,e,6.a,b,c,d,e,f,g,7.a,b,c</p>				
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Demonstrate</td> <td>1.1 Deepen working relationships with clients, colleagues,</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Demonstrate	1.1 Deepen working relationships with clients, colleagues,
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	<p>collaborative and respectful professional and interpersonal relationships reflective of entry-level SSW skills, values, ethics, and standards.</p>	<p>supervisor(s), field faculty and community partners 1.2 Gain knowledge, in consultation and collaboration with others, to develop an integrated understanding of client situations and the system of care provided 1.3 Adhere to the SSW scope of practice in placement activities, maintain effective professional boundaries and be accountable to self and others 1.4 Actively participate and contribute to the field work setting/role 1.5 Use a variety of SSW interpersonal/communication skills at an expected professional level with clients, colleagues, supervisors, 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 label use of 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>Learning Objectives for Course Outcome 2</p>
	<p>2. Establish ability to communicate clearly, concisely and professionally in various methods as an entry-level, graduating, SSW student.</p>	<p>2.1 Complete accurate and professional written documentation that complies with legislation, field work setting, academic and professional standards 2.2 Use respectful and culturally safe interpersonal skills in face-to-face, telephone and/or other electronic forms of communication 2.3 Research, plan and deliver mutually agreed upon learning activities to address a need within the field work setting or community 2.4 Use effective and appropriate communication and technology to support advocacy efforts with individuals, families, groups or communities to problem solve, access current and culturally relevant resources and to address needs 2.5 Complete timely, accurate, and professional assignments in co-requisite seminar class and fieldwork setting as required 2.6 Consistently use active and reflective listening skills/relationship skills that support client-centered care</p>
	<p>Course Outcome 3</p>	<p>Learning Objectives for Course Outcome 3</p>
	<p>3. Demonstrate abilities to work from an anti-oppressive, culturally safe, trauma-informed and strengths-based SSW practice approach with individuals, families, groups</p>	<p>3.1 Articulate, analyze, integrate and apply theoretical models in practice in fieldwork setting, supervision, consultation in seminar and field/seminar assignments 3.2 Develop and apply strategies and interventions that reflect the needs of diverse people served 3.3 Use effective facilitation skills, processes and strategies that promote client strengths, empowerment, advocacy and</p>

	<p>and/or communities.</p>	<p>social justice</p> <p>3.4 Further understanding and use of helping networks and community resources that support client strengths and needs and self-advocacy</p> <p>3.5 Reflect upon, document and present client assessment or intervention methods in supervision, team meetings and/or co-requisite seminar to share professional knowledge and understanding</p> <p>3.6 Engage in reflective practice consistently to explore cultural diversity, cultural safety and responsive approaches to promote empowerment and address systemic barriers</p> <p>3.7 Analyze and apply 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, societal/historical, and current barriers that oppress or discriminate the clientele served by the field work setting and/or within the 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 intervening with clients served by the field work setting</p>
	<p>Course Outcome 4</p>	<p>Learning Objectives for Course Outcome 4</p>
	<p>4. Demonstrate SSW ethics, standards and principles representative of the professional scope of practice.</p>	<p>4.1 Identify 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 Apply 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 prepare, plan and seek out supervision and professional development to support competency and growth</p> <p>4.4 Effectively use the SSW Learning Contract to establish professional and personal goals</p> <p>4.5 Ensure continued adherence and accountability to the Sault College SSW Fieldwork policies, fieldwork setting policies and procedures, and the legal and ethical standards</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</p>

	SSW practice and self-awareness of values, beliefs, experiences, personal biases/values 4.8 Develop learning and professional goals related to fieldwork duties and SSW Learning
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Demonstrate, apply and analyze the social/human service system and how programs are delivered to address the needs of people served.	5.1 Build upon and enhance knowledge of fieldwork setting service delivery from a mezzo and macro level SSW lens through discussions in supervision, and review of field work setting materials 5.2 Accurately identify and analyze the effects of various policies/government directives on clients and the delivery of services 5.2 Identify, review and analyze relevant social welfare system policy initiatives aimed to address client needs and have ability to document and discuss in supervision and co-requisite seminar course 5.3 Describe and analyze the presenting concerns/social problems with appreciation of the larger social, political, historical, cultural and economic context 5.4 Engage in or create learning activities that promote allyship which address systemic barriers and/or meet field setting and client needs 5.6 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, social and economic justice 5.7 Demonstrate knowledge of the guiding policy and/or legislation of the field work setting by presenting information in seminar, learning contract progress notes or reflective journals 5.8 Incorporate lived experiences/client voices in advocacy/education/social change efforts 5.9 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. Demonstrate essential employment readiness and skills at a SSW graduating entry level.	6.1 Continue to display professional work habits such as consistent attendance, punctuality, appearance reflective of norms/expectations of organization, and 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 6.3 Demonstrate required critical thinking skills, time management, organizational skills, problem-solving skills (planning ahead, setting priorities, taking initiative, being self-directed, and being able to complete assigned tasks appropriately) 6.4 Use supervision constructively by scheduling regular meetings, actively seeking feedback on performance, remaining receptive to feedback and adjusting 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 Update professional portfolio as required
 6.8 Use professional research, information literacy and data collection skills pertinent to SSW practice and the fieldwork setting
 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
 6.11 Complete fieldwork and seminar assignments in a timely manner reflecting entry level SSW skills

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
SSW Fieldwork Documents	100%

Date:

June 17, 2025

Addendum:

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

