

2025 School of Social Work (SSW) Program Level Learning Outcomes

In alignment with Educational Policies and Accreditation Standards for Canadian Social Work Education (CASWE 2021)

By the end of their program, students will meet the following 13 core learning objectives:

Learning Objective 1: Develop professional identity as a social worker

Students will have opportunities to:

- a) Identify as professional social workers and adopt a value perspective of the social work profession.
- b) Critically reflect on the practice and regulation of social work in Canada.
- c) Develop professional identities as practitioners whose goal is to advance social justice and facilitate the collective welfare and wellbeing of all people.
- d) Demonstrate abilities of critical self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations, identities, and assumptions.
- e) Foster effective professional attributes such as caring, humility, honesty, integrity, passion, and empathy.
- f) Articulate their potential contribution to social work education through future service, such as becoming field instructors/supervisors.
- g) Explain the role of social work in combating racism and advancing equitable and just policies, services, and practices.

Learning Objective 2: Apply knowledge and skills to engage with individuals, families, groups, and communities in professional practice

Students will have opportunities to:

- a) Demonstrate knowledge and skills to perform various interactive practices (e.g., intake, assessment, planning, action, evaluation) and relational practices (e.g., engagement, relationship-building, power-sharing, collaboration, accompanying, negotiation, mediation, advocacy, and activism).
- b) Critically and structurally analyze complex social situations and make professional judgments.
- c) Articulate how they will use acquired skills to practice at individual, family, group, organization, community, and population levels.
- d) Articulate how they will use acquired skills for interprofessional practice, community collaboration, and teamwork and knowledge related to human development and human behaviour in social work practice.
- e) Apply knowledge and skills in advanced and/or specialized practice in their work with individuals, families, groups, and/or communities.

- f) Reflect on social location, roles, and responsibilities to engage in anti-racism and anti-colonialism practice within their professional practice.

Learning Objective 3: Develop an ethical, responsible professional practice

Students will have opportunities to:

- a) Apply social work knowledge, as well as knowledge from other disciplines, to advance effective and socially just practice, policy development, research, and service provision.
- b) Articulate the importance and legitimacy of multiple approaches to values (axiology), being (ontology), knowing (epistemology), and doing (praxeology) that are consistent with the paradigms of anti-racism and anti-colonialism, and principles of social justice and equity.
- c) Demonstrate knowledge of a variety of social work theories, perspectives, and methodologies and use this knowledge to critically analyze professional and institutional practices.
- d) Articulate a practice framework to guide social work practice.
- e) Articulate how they will use their social work role to advance equitable and just policies, services, and practices.
- f) Demonstrate an appreciation of uncertainty and ambiguity, the limits of knowledge, and an understanding of complexity in the social and human environments.
- g) Adopt a reflexive model of practice to critically analyze assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations and make professional judgments.

Learning Objective 4: Recognize and challenge colonialism in social work

Students will have opportunities to:

- a) Acknowledge the historic and ongoing resilience, resistance, and resurgence of First Nations, Inuit, and Métis Peoples and societies against the oppressive local and global impacts of settler colonialism, globalization, transnational corporate capitalism, and domestic Canadian policies at the federal, provincial, and municipal levels.
- b) Demonstrate recognition that colonizing narratives have been, and continue to be, embedded in social work practice, policy, research, and education.
- c) Recognize and challenge how social work education, practitioners, and the profession have been complicit in historical and current expressions of colonial violence and injustice.
- d) Demonstrate recognition of diversity within First Nation, Inuit, and Métis worldviews, including ways of being, ways of knowledge(s) and ways of learning, and the implication of the dominance of a Euro-Western worldview.

Learning Objective 5: Incorporate an understanding of truth, reconciliation, and relational solidarity with Indigenous Peoples and Communities

Students will have opportunities to:

- a) Incorporate The Royal Commission on Aboriginal Peoples, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Calls to Action of the Truth and Reconciliation Commission, *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*, and the Viens Report from the *Public Inquiry Commission on relations between Indigenous Peoples and certain public services in Québec: listening, reconciliation, and progress* in the development of their professional practice.
- b) Demonstrate relational solidarity with the self-determination of Indigenous Peoples.
- c) Affirm the distinct nature of Indigenous social work and Indigenous healing practices, including the unique individual, family, and communities' collective societal based approaches to social work and interventions.
- d) Explain how social workers can integrate the learning outcomes in Domains 4 and 5 into their anti-oppressive, trauma-informed, culturally safe, critical practice.

Learning Objective 6: Recognize the rights of and address the marginalization of Francophone Peoples and Communities

Students will have opportunities to:

- a) Identify and work to rectify the various forms of disrespect, marginalization, and stereotyping towards Francophones, their communities, and their cultures.
- b) Demonstrate recognition and role within the advancement of the constitutional guarantees of status, rights, and privileges of Francophone peoples and communities.
- c) Demonstrate an understanding of how the issues, challenges, and realities facing Francophone peoples and communities vary across geographical contexts.
- d) Understand the importance of language and cultural retention and expansion and the importance of **active offer** in the delivery of social services.
- e) Reflect on the implications for anti-racist and anti-colonialist social work practice in the context of diversity in Francophone communities.

Learning Objective 7: Advance equity and social justice within social work role

Students will have opportunities to:

- a) Identify and address structural sources of injustice and inequities.
- b) Articulate the role of social structures in limiting and/or advancing human and civil rights.
- c) Engage their social work role to advance human rights, anti-racism, and social justice in the context of the Canadian society and globally.
- d) Demonstrate recognition that the experience of human beings is shaped by the complex intersection of their social locations and identities and associated access to power.

Learning Objective 8: Resist racism and develop anti-racist practice

Students will have opportunities to:

- a) Articulate the historical and present-day context of racism and social work's involvement.
- b) Identify different forms and sources of racism (i.e., systemic, structural, interpersonal, epistemic) and their impact on the lives of people and communities.
- c) Demonstrate recognition of the intersection of anti-racism, anti-colonialism, equity, and social justice.
- d) Demonstrate recognition that white privilege narratives have been, and continue to be, embedded in social work practice, policy, research, and education.
- e) Demonstrate recognition of how social work practitioners and the profession have been complicit in historical and current expressions of racial violence and injustice and challenge this involvement.
- f) Apply developed knowledge and skills required to recognize and resist all forms of racism, particularly anti-Indigenous, anti-Black, anti-Semitic, anti-Islamic, and anti-Asian racism, with attention to issues of power and positionality.

Learning Objective 9: Challenge environmental injustice and develop environmental sustainability and ecological practice

Students will have opportunities to:

- a) Demonstrate recognition of the need to create ecologically sustainable communities, economies, and natural and built environments, in which all life forms and eco-systems can survive and thrive.
- b) Identify and challenge environmental injustice and racism, i.e. the inequitable burdens borne by those who are socially and economically marginalized in relation to environmental degradation and hazards.
- c) Demonstrate advancement of environmental sustainability across individual, organizational, and professional contexts.
- d) Engage their social work to advocate for public policies and social practices that will ensure ecological health and environmental sustainability at local, regional, national, and global levels.

Learning Objective 10: Apply values and ethics in professional practice

Students will have opportunities to:

- a) Integrate CASW and other social work codes of ethics and processes of ethical decision-making in their practice.
- b) Practice in accordance with relevant social work codes of ethics in various professional roles and activities and cultural, spiritual, and institutional contexts, with particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups, monitoring and evaluating their own behaviours in accordance with these.

- c) Engage a critically reflexive ethical stance to navigate potential contradictions between social work ethics, employment responsibilities, and institutional Codes of Conduct.
- d) Demonstrate the ethical responsibility to rectify the historical and current social injustice experienced by Indigenous Peoples and members of equity-seeking groups.
- e) Demonstrate the ethical responsibility to respond to and address racism and colonialism.

Learning Objective 11: Apply knowledge and skills in research

Students will have opportunities to:

- a) Demonstrate knowledge and skills needed to apply, participate in, and critique social work research.
- b) Use multiple methods of research to advance social work practice, policy development, and service provision.
- c) Demonstrate advanced knowledge and skills in conducting social work research and competence in evaluating effective and socially just practices.
- d) Articulate critical awareness of how research has differentially impacted racialized and other equity-seeking groups, and the responses that address this inequity.
- e) Demonstrate an understanding of the importance of an anti-racist approach to research methodology, data analysis, and the use of evidence, including race-based data to inform practice and address racial inequalities.

Learning Objective 12: Apply knowledge and skills in policy analysis and development

Students will have opportunities to:

- a) Articulate how social policies and laws relate to the wellbeing of individuals, families, groups, and communities in Canadian and global contexts.
- b) Articulate how policies and laws create conditions of poverty and inequity for individuals, families, groups, and communities in Canadian and global contexts.
- c) Identify positive/negative or equitable/inequitable policies and their implications and outcomes, especially for Indigenous Peoples and members of equity-seeking groups and participate in efforts to change these.
- d) Demonstrate the knowledge and skills needed to contribute to the development and implementation of new and more equitable social policies.

Learning Objective 13: Apply knowledge and skills in organizational and societal systems' analysis and change

Students will have opportunities to:

- a) Demonstrate knowledge of organizational and societal systems and skills needed to identify social inequities, injustices, and barriers and work towards changing oppressive social conditions.

- b) Demonstrate recognition of the role of the state in the structure of service planning and delivery and implications for community.
- c) Critically assess the social, historical, economic, legal, political, institutional, and cultural contexts of social work practice at local, regional, provincial, national, and global levels.
- d) Demonstrate ability to take leadership ally roles in influencing organizational and societal systems.