

## SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Integrated Seminar III

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CODE NO.: DSW 206 SEMESTER: III

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PROGRAM: Developmental Services Worker

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AUTHOR: DSW Faculty

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DATE: September 1995 PREVIOUS OUTLINE: September 1994

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NEW: \_\_\_\_\_ REVISED:  X

APPROVED: \_\_\_\_\_

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K. DeRosario, Dean  
School of Human Sciences and  
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Date Aug. 11/95

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

## INTEGRATED SEMINAR III

DSW 206

### I. PHILOSOPHY/GOALS

This course is designed as a Corequisite to Fieldwork. Seminar provides the forum through which students can process their field placement experiences.

Field Placement provides the student with exposure to real life situations and seminar enables them to gain self-confidence in their knowledge, skills and abilities. They will further develop skills involved with working as a team and with working with professionals in various disciplines involved with supporting persons with developmental delays. this course is designed to facilitate the growth of a competent worker with multifaceted skills.

### II. STUDENT PERFORMANCE OBJECTIVES

Students will by the completion of this course be able to:

1. demonstrate effective abilities to access and organize appropriate supports and resources. They will do so by:
  - a. accurately identifying the most appropriate supports and resources and their linkages for meeting the needs of individuals with developmental delays with consideration for the uniqueness of their needs.
  - b. analyzing accurately the key components of the Advocacy Act and the Human Rights Act and effectively utilizing these to assist and advocate for an individual with developmental delays.
2. illustrate accurately which of their abilities they will apply to support an individual's efforts toward growth and empowerment. They will do this by:
  - a. prepare a feasible plan to encourage independence and autonomy for an individual.
  - b. prepare a feasible plan to facilitate personal choice of a variety of persons with developmental delays.
3. organize and demonstrate the effective use of techniques and strategies which promote the development of functional skills of everyday life. They will do so by role play of effective techniques which take in consideration reasonable risk taking for the individual and do not socially or physically overprotect.
4. demonstrate their ability to effectively employ social action strategies to foster change with emphasis on those that foster inclusion and public awareness and education.
5. evaluate accurately their strengths and needs in their professional development with particular focus on:
  - a. working with others cooperatively
  - b. modeling professional appearance and behaviour in everyday and crisis situations
  - c. display confidence and skills in representing a controversial position.
6. describe accurately their feelings and problem areas they are attempting to resolve. They will effectively utilize the knowledge and feedback of their fellow students to assist them to employ problem solving strategies.



**II. REQUIREMENTS**

1. Preservation of confidentiality as per DSW policy.
2. Regular attendance at Integrated Seminar. This means that 80% of classes per semester is minimum attendance. The total grade will be reduced if attendance falls below 80%. The purpose of attendance is to ensure that presentations are done before a receptive, contributing audience as well as to allow students to demonstrate their professional commitment. Graduate-level participation is expected and one cannot participate if absent!

Projects and presentations are due on the assigned date in class. In the event of serious illness and/or emergency, students must contact the instructor prior or on the due date. Failure to do so will result in a zero grade for that assignment. The instructor reserves the right to ask for verification of absence, in any case.

3. Graduate-level participation in presentations, role plays, group projects, and discussion.
4.
  - a) Mini Group Project
  - b) Written Group Project
  - c) Oral Presentations
  - d) Role Play Situations
  - e) Review and Discussion

**III. EVALUATION**

For an "A+" the student must have performed at an effective level of competence.

- |  |   |
|--|---|
| . 2 Oral Presentations:                                  | 5 - 10 minutes in length. One oral to present plan to encourage independence, autonomy and personal choice. One oral to demonstrate effective social action strategies to foster inclusion and public education and awareness. Schedules to be made in class (2nd week of classes). |
| . 2 Written Projects:                                    | One mini group project on appropriate supports and resources.<br>One group project on Advocacy and Human Rights Acts.   |
| . 1 Role Play:   | Role play of effective use of techniques and strategies for developing functional life skills which do not overprotect.   |
| . 1 Review and Discussion:                               | Review and discussion on students' strengths and needs regarding their professional development.  |
| . Display effective problem-solving skills and feedback: | Displayed over the course of all the seminar classes. Participated in 95% of the classes.   |



## INTEGRATED SEMINAR III

DSW 206

### III. EVALUATION (cont.)

For an "A" the student performed at a good level of competence.

- . 2 Oral Presentations
- . 2 Written Projects
- . 1 Role Play
- . 1 Review and Discussion
- . Display effective problem-solving skills and feedback - participated in 90% of the classes.

For a "B" the student performed at a good level of competence.

- . 2 Oral Presentations
- . 2 Written Projects
- . 1 Role Play
- . 1 Review and Discussion
- . Display effective problem-solving skills and feedback - participated in 80% of the classes.

For a "C" the student performed at a fair level of competence.

- . 2 Oral Presentations
- . 2 Written Projects
- . Display effective problem-solving skills and feedback - participated in 75% of the classes.

The instructor has the prerogative of assigning a repeat presentation or rewrite if either is not performed at a suitable level. Suitable level will be discussed in class.

- \* Seminar III and Fieldwork are to be taken simultaneously. If in either course the student is unsuccessful, it will result in repetition of both courses.
- \* Fieldwork evaluation must be handed in at designated times during Seminar.

## SEMINAR III PROFESSIONAL OBLIGATIONS

### Definition

Behaving as a competent and responsible professional includes acting in such a way that shows respect for people; being self-directed; participating and collaborating with others; communicating well; recognizing their own limitations; and recognizing that additional growth and skills will always be necessary.

### A. CONDUCT SELF EFFECTIVELY and ETHICALLY

In order to be successful, graduates must be able to:

#### 1. Maintain ethical standards including:

- a. treat all others with dignity and respect;
- b. have regard for personal possessions;
- c. be honest;
- d. maintain confidentiality;
- e. be discrete;
- f. judge what should and should not be shared and with whom.

#### 2. In the context of a diverse multicultural society, work cooperatively with others, including:

- a. display sensitivity with members of both genders;
- b. understand and utilize proper techniques in team building;
- c. identify factors that jeopardize team building;
- d. participate and have skills as an effective team member;
- e. assist in solving problems as a member of a team;
- f. demonstrate skills of negotiation as needed;
- g. consult appropriate resources and be flexible in their use;
- h. organize and facilitate meetings;
- i. remain professional throughout stressful meetings;
- j. work effectively with people who have different managerial styles;
- k. follow designated lines of communication and chain of command;
- l. model professional appearance and behaviour.

#### 3. Work effectively with others in complex situations, including:

- a. be prepared with documented facts regarding contentious situations;
- b. assist in making changes in a non-confrontational manner;
- c. deal nondefensively with rejection and hostility;
- d. question inconsistencies between philosophies, policies, and practices in an appropriate and professional manner;
- e. identify component parts of a complex situation and design strategies for overcoming problem situations;
- f. make relevant inquiries so as to clarify a complex situation;
- g. approach complex and challenging situations with a sense of optimism and creativity;
- h. identify and deal effectively with own needs, biases, and emotions including:
  - i) aggression; ii) sadness; iii) fear; iv) disgust; v) distress.
- i. separate personal and professional life.
- j. respond professionally in crisis situations.



## Professional Obligations (cont.)

### 4. Work efficiently, including:

- a. be punctual;
- b. manage own time effectively;
- c. complete tasks on time;
- d. establish priorities and organize daily work load;
- e. organize and maintain work areas;
- f. demonstrate initiative;
- g. persevere in challenging situations;
- h. seek, accept, act on, and provide constructive feedback.

### 5. Maintain a healthy professional life-style including:

- a. reduce or deal with stress factors including changing shift patterns and working weekends;
- b. maintain fitness and proper nutrition practices.

### 6. Act in such a way as to reduce work-related injuries, such as:

- a. use proper body mechanics (eg. lifting techniques);
- b. use universal precautions and aseptic techniques such as:
  - i) use latex gloves as required (eg. when working with people who are Hepatitis B and/or HIV carriers);
  - ii) implement isolation techniques to prevent spread of infection.

## B. CARRY OUT PRESCRIBED PROCEDURES and DUTIES in a VARIETY of SETTINGS

In order to be successful, graduates must be able to:

### 1. Follow workplace objectives, policies and procedures, including:

- a. follow designated lines and patterns of communication;
- b. know the appropriate role of various parts of a formal organization, for example:
  - i) Board; ii) committees; iii) volunteers.

### 2. Recognize differing philosophies and cultures between agencies.

### 3. According to workplace and legal requirements:

- a. report suspected abuse and neglect;
- b. write anecdotal and other structured recording reports;
- c. record data;
- d. employ, using ethical guidelines, behaviour management techniques;
- e. prepare and complete incident and accident reports.

### 4. Assist volunteers and/or staff in carrying out specific programs and activities.

### 5. Follow instructions and carry out directions as given as long as it is ethical.

**Professional Obligations (cont.)**

**D. COMMUNICATE EFFECTIVELY**

In order to be successful, graduates must be able to:

1. **Communicate in writing, clearly and effectively, with individuals, service deliverers, families and others, including:**
  - a. record information in a number of formats, considering such issues as:
    - i) legal implications; ii) accuracy; iii) using appropriate abbreviations.
  - b. complete required forms such as consent documents, formal assessments, etc;
  - c. write proposals;
  - d. use word processing and computer skills as productivity tools.
2. **Communicate verbally, clearly and effectively, with individuals, service deliverers, families and others, including:**
  - a. speak publicly;
  - b. present oral reports;
  - c. display confidence in taking a controversial position;
  - d. listen actively and effectively, demonstrating empathy;
  - e. interpret and use verbal and non-verbal communication;
  - f. recognize, identify and encourage expression of feelings;
  - g. employ questioning and exploring techniques;
  - h. demonstrate support;
  - i. use silence effectively;
  - j. facilitate appropriate communication in uncomfortable situation;
  - k. confirm the accuracy of own perceptions;
  - l. communicate technical content in clear terms;
  - m. recognize communication breakdown and initiate action;
  - n. express feelings and opinions objectively and professionally.
3. **Use standard office communications devices such as fax machines, and photocopiers, as well as specialized equipment such as a TTY.**



**E. CONTINUE LIFE-LONG LEARNING and PROFESSIONAL DEVELOPMENT**

In order to be successful, graduates must be able to:

1. Continuously evaluate whether this particular field is one in which they can find satisfaction and continue to grow.
2. Indicate willingness to engage in recertification in such areas as:
  - a. First Aid;
  - b. CPR;
  - c. pharmacology and health-care skills.
3. Create career plans which lead to long-term action plans for growth.
4. Demonstrate knowledge of sources of continuing education such as:
  - a. related College and University programs;
  - b. in-service training conducted by employers;
  - c. organizations that provide ongoing training opportunities such as workshops, conferences, symposia, etc;
  - d. various professional organizations.
5. Keep up to date on the changing nature and impact of technology.



**INTEGRATED SEMINAR III**

**DSW 206**

**SPECIAL NOTE**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

**ADDENDUM**

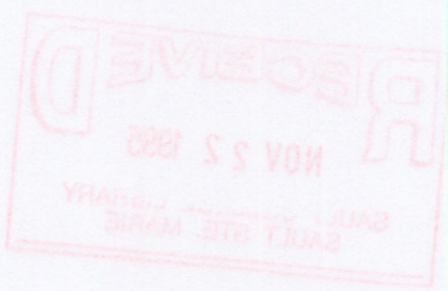
**To All Students:**

In order to assist you in your attempt to complete your course requirements, any special needs accommodation that you may require should be identified to the instructor. Please identify your concern before the next class and submit a written verification within these first three weeks.

Regarding the Developmental Services Worker Course Outline:  
I, \_\_\_\_\_ have read the D.S.W.  
Course Outline for the Course \_\_\_\_\_  
I understand its contents and agree to adhere to them.

\_\_\_\_\_  
Signed:

\_\_\_\_\_  
Date:



SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
DEVELOPMENTAL SERVICES WORKER PROGRAM

**ADDITION TO D.S.W. PROGRAM POLICIES  
NOTICE OF AGREEMENT**

**Student Agreement Form**

Regarding the Developmental Services Worker Course Outline:

I, \_\_\_\_\_, have read the D.S.W.

Course Outline for the Course \_\_\_\_\_.

I understand its contents and agree to adhere to them.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

