

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATED SEMINAR I & II & III

Code No.: DSW104 & DSW112 & DSW206

Program: DEVELOPMENTAL SERVICES WORKER

Semester: FIRST /SECOND

Date: SEPTEMBER 1993/JANUARY 1994

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New: Revision:

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School of Human Sciences
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Date: June 23/93

Integrated Seminar (I, II, III)
DSW Faculty

NATURE OF COURSE

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. It enables them to gain self-confidence in their abilities, become aware of their motivations and share experiences with professionals in various disciplines involved with caring for and teaching both emotional growth and physical health. This course is designed to facilitate the growth of the student into a competent worker. By meeting as a group, the student will discuss their experiences in the field - problems, anxieties and feelings.

COURSE OBJECTIVES

1. Using the students field placement as references:
 - a) Share and compare the treatment philosophies of the agencies in which the students are working.
 - b) Using specific examples, discuss any concerns the students may have in the treatment of children and youth.
 - c) Help the student evaluate his own work and attitudes in specific situations and with particular children.
2. To improve the students' observation skills and the way in which his/her observations are communicated.
3. Broaden the professional scope of the student.
4. Develop the students' skill in assessing situations and in decision making.
5. Develop skills in self-evaluation.
6. Practice in report writing.

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!

Integrated Seminar (I, II, III)
DSW Faculty

Allowance is made here for illness and emergencies – the instructor reserves the right to ask for verification of absence in any case.

Participation in presentations and discussions is expected. The instructor will determine the grading for this section.

3. Graduate level participation in presentations and discussions.
4.
 - A) Seminar Oral Report
 - B) Incident Report
 - C) Field Placement Review

See attached sheets.

EVALUATION

For an "A":

- 3 oral presentations according to the "Seminar Report" form – 5 to 10 minutes in length – in each semester. Schedules to be discussed in class
- plus 2 written "Incident Reports" – 1-2 pages
- plus 1 "Final Placement Review Report" – 2+ pages
- last class

For a "B":

- 2 oral case presentations
- 1 written Incident Report
- 1 Final Placement Report

For a "C":

- 1 oral case presentation
- 1 Final Placement Report

The instructor has the prerogative of assigning a repeat presentation or rewrite if either is not performed at a suitable level – this will be explained in detail in the class, so that everyone is aware of expectations.

Integrated Seminar (I, II, III)
DSW Faculty

A) FIELD WORK I & II SEMINAR ORAL REPORT FORMAT

1. Developmental Services Worker Student
2. Date:
3. Problem Presented: Outline the problem, giving pertinent details.
4. Problem Defined: Brief description of the problem broken down into specific areas that are workable.
5. Goals: Briefly describe the goals (what you are attempting to accomplish) which logically flowed from the problem definition.
6. Methods: Outline the methods devised for achieving the goals under:
 - a. Long Term Plan: broad general statement on the method(s) of achievement.
 - b. Short Term Plan: describe the specific methods which represent the steps or progression towards the overall goal - spells out clearly what will be done.
7. Problems Interfering with Treatment: describe possible obstacles that exists in this situation, which might interfere with goal achievement
8. Creative Alternatives:

What do you think would be an ideal:

 - a) milieu
 - b) set of goals - long term
- short term
 - c) treatment or education approach or methodology?

Why?

Integrated Seminar (I, II, III)
DSW Faculty

B) INCIDENT REPORT

1. Field Placement:
2. Developmental Services Worker Student:
3. Case Name: (Leave Blank)
4. Date:
5. Description of Incident: Describe fully a significant interaction or helping situation which occurred during the week.
(Pertinent details.)
6. Background to Incident: Describe the participants and specific events which led up to this situation.
7. Disposition of Situation: Describe the manner in which this situation was handled and why it was handled this way.
8. Evaluation of Action Taken: Describe what you learned from this situation (positive or negative), what you believe the client (child) learned from this situation.
9. Creative Evaluation:
 - a) How would you handle the situation in the future, given the same set of circumstances and the same agency frame of reference? Why?
 - b) How would you like to handle that situation in the future if you had the chance to change the approach used and the agency frame of reference? Why?

C) FIELD PLACEMENT REVIEW

The student will submit a written report on his/her placement. The paper should be thorough and developed along these guidelines:

1. General philosophy/ideology of the placement agency.
2. The target group/population served by the agency, (age, sex, types of problems, groups they won't serve).
3. The goals and objectives for the clients in this agency.

Integrated Seminar (I, II, III)
DSW Faculty

4. The various methodologies used by the agency:
 - a) the stated methodologies
 - b) the methodologies actually employed
5. The program and administration staff structure of the agency. Show on a diagram the levels and types of staff. Indicate by arrows the system of reporting, responsibility or accountability.
6. Describe the functions, jobs, assignments, purposes and expectations of the student placement in this agency.
7. Place the student in your structure diagram(s).
8. Assess and evaluate (6). Was this placement worthwhile, challenging, educational, stressful, demanding, etc. In what ways? Use incidents to support your evaluation.
9. Assess (1) to (3). Does the agency fulfill or accomplish its defined goals? Are its methods compatible and consistent with its stated philosophy and goals? If you were director of this agency, how would you change/improve it? Use experiences you have had there to support your positions.

PROFESSIONAL OBLIGATIONS

1. To regard the welfare of the individuals, the groups and the community you serve as your primary professional duty.
2. To hold yourself personally responsible for your professional conduct.
3. To be willing always to increase your professional competence and to willingly share you knowledge with others in your profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional associations.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use care in expressing views on the findings, opinions and professional conduct of colleagues, confining such comments to matters of fact and matters of his own knowledge.
7. To respect the privacy, dignity and other rights of clients.
8. To use in a responsible manner information received in the course of professional relationships.

Integrated Seminar (I, II, III)
DSW Faculty

Following are a number of rules pertaining to the students' relationship to the field placement location he or she will be working in. It is imperative that each student comprehend fully and follow closely these rules so as to get the maximum educational value from his or her field placement experience.

1. Find out all you can about your field placement setting, its policies, functions, and general philosophy taking care to ask only pertinent questions.
2. Find out your designated role at your field placement location and follow it well. Remember, you are not on field placement in the capacity of diagnosticians but as students to follow through on the instruction of the field contact personnel. New approaches to your assignments must first be approved by the field contact person.
3. Do not be afraid to ask the staff for guidance. Do not plunge into something you know nothing about.
4. Be polite, courteous and attentive. Remember, you are there to learn and observe.
5. Never be judgmental on the programme carried out by a specific field placement setting. Remember you are a student learning and not someone there to assess the relative merits of the programme. Never be openly critical. Concerns of the service delivery can be discussed in the confidence of the Integrated Seminar.
6. Dress and personal deportment are according to acceptable norms of the placement setting.
7. Be willing to share any pertinent information you have learned in the setting with the staff who work there if you are asked.
8. Any problems encountered in your field placement should be taken to your field work supervisor. Never confront the staff with the problem.
9. Make sure you are always on time for your placement and contact the field work supervisor and the field placement well in advance if it is necessary for you to be absent.
10. Remember, that the experience you have in your field placement are part of a learning experience and are to be held in the strictest confidence. The students will not discuss cases with others who have no direct relationships to the client. This is applied to other staff within your field placement as well as outside. At the field placement keep your records and correspondence in a confidential manner. During the Integrated Seminars you will maintain confidentiality by referring to your clients by fictitious names and deleting only facts that you believe to be identifying to those present.

Integrated Seminar (I, II, III)
DSW Faculty

11. Always complete all assignments that you must do while at field work.
12. The Integrated Seminar is correlated to your field placement and is compulsory.

COLLEGE GRADING POLICY

90 - 100% = A+
80 - 89% = A
70 - 79% = B
60 - 69% = C
BELOW 60% = R

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.

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: _____

