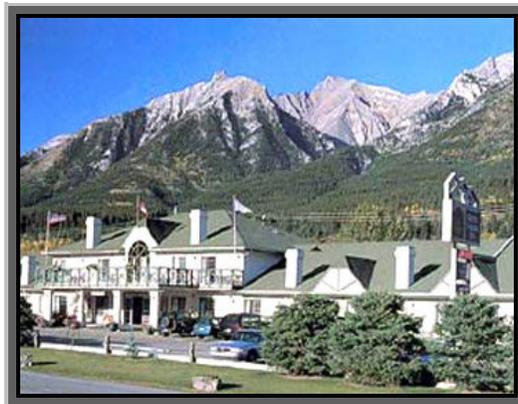


Canmore Conference Information Update

ASSOCIATION OF
COLLEGE EDUCATORS
OF SOCIAL SERVICE AND
SOCIAL WORK DIPLOMA PROGRAMS
IN CANADA
(ACCESS)

June 13, 14, 15, 2007



Thank you for registering for the Fourth Annual Conference of ACCESS. This update will provide you with some additional information about the upcoming conference. When you arrive at the conference, you will be given further information about the dates and times of the individual presentations. When you register we will ask you to sign up for the presentations and the optional excursion to Banff.

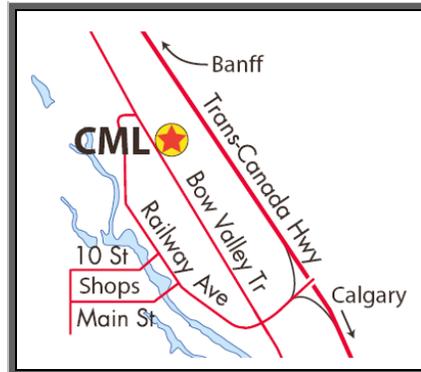
Registration starts June 13 at 4:00 p.m.

Conference concludes on June 15 at 5:00 p.m.

Some people are staying until Saturday morning and traveling to the Calgary airport for their return flight.

Location of the Conference: Canmore Mountain Lodge, 1602 - 2nd Ave. (Hwy. 1A)

Directions: From Highway 1, TransCanada Highway, exit onto Bow Valley Trail Highway 1A and follow for 1 kilometer



Phone number: 1-800-661-2133 (403) 678-5488

Webpage: www.canmoremountainlodge.com

Note: the hotel is a two storey hotel with no elevator so any one with mobility challenges should ask for a first floor room.

The hotel is totally non-smoking so if you require a smoking area, ask for a room with a patio if you wish to smoke. (Anyone can request a room with a patio)

Shuttle information from Calgary International Airport to Canmore:

Name	Phone	Website
Rocky Mountain Sky Shuttle	403 762-5200 403 609-0163	
Banff Canmore Airporter	403 735-0768 403 762-3330	www.banffairporter.com
Banff Shuttle		www.banffairportshuttle.com

These services range in the \$90.00 range for return (2 way trip). The latter, Banff Shuttle may be more cost effective if traveling in a group.

- ***Please bring a door prize donation from your college if possible***
- ***Presenters, please remember to bring 40 copies of your handouts!***

Agenda

Wednesday June 13

4:00-5:00 p.m.	Registration	Three Sisters Room
5:00-7:00 p.m.	Introductions & Welcome	Lady Macdonald Room
	Video Presentation “ <i>Music Across Culture and Time</i> ” by Karen McDiarmid, MSc, RSW	
7:30 p.m.	Group Dinner at hotel at Chez Francois (Fine French Cuisine)	

Thursday June 14

8:00-8:30 a.m.	Registration	Three Sisters Room
8:45-12:20 p.m.	Conference Presentations	Three Sisters and Lady Mac
12:20-1:30 p.m.	Lunch on own	
1:30-4:30 p.m.	Conference Presentations	Lady MacDonald Room

June 14th Evening Activity: Excursion to Banff National Park

How: Carpooling

What: Optional Sulphur Mountain Gondola Ride up the mountain, Optional dinner at top, return to street level followed by optional soak in Thermal Hot Springs

Cost: \$40.00 (this includes admission to the park, gondola ride and hot springs soak). Please note that dinner is not included in the price.

Dinner options: Premier dinner buffet @ \$37 per person or plated Asian dinner @ \$23.50 per person

Weblinks: www.banffgondola.com

Requirements: A bathing suit, warm jacket/fleece

Alternatives: Walking and eating at a location of your choice in Banff or staying in Canmore.

Friday June 15

8:45-9:45 a.m.	Conference Presentation	Lady MacDonald Room
10-12:15 p.m.	Update and ACCESS AGM	Lady MacDonald Room
12:15-1:30 p.m.	Lunch on own	
1:30-4:30 p.m.	Conference Presentation	Lady MacDonald and off site
4:30-5:00 p.m.*	Doorprizes/Group Photo*	Lady MacDonald Room*

* to be confirmed

Please note: Meals are NOT included in the conference fee.

Presentation Information:

Learning Objects in Social Work Education

Alan Knowles, McEwan College

There is an identified need in social work education for the development of digitized multimedia learning resources (Learning Objects). In this session the development and evaluation of a digitized multimedia case study for social work methods courses will be presented. The case study was developed drawing on problem-based, constructivist, and collaborative learning theory. The case study was also developed to be utilized in multiple learning environments – online, face to face traditional classes, blended, and distance environments. The resource is also designed to be reused and repurposed across different courses. The presentation will include a demonstration of the resource, a summary of the results of a survey of the students completed at the end of the course, discussion of the development process, and lessons learned / recommendations for future resource development

Practicum Simulation: A Model for Maximizing Field Learning and Success

Richard Finch, Mario Romano & Derek Stockley, Sheridan College

In response to the changing demographic of 1st year Social Service Work students, in 2004 Sheridan College successfully implemented an innovative 90 hour course entitled; *SSW Practicum Lab and Seminar*. Designed to introduce students to the professional realities of field practicum, this award winning simulation course replaces a 2nd term field practicum and is delivered in a reality-based laboratory setting.

The transition from a field practicum to a practicum simulation model required a significant shift from the traditional pedagogical paradigm. This workshop describes the rationale for the pedagogical shift and explains how this simulation course successfully prepares students for field practice in the safety of a laboratory environment. The workshop provides detail concerning the course structure and documents the links from theory to practice. Course content will be used to demonstrate how in a laboratory setting, students are able to learn from their mistakes and develop transferable skills to ensure success in the field.

South Africa Field Experience: Critical Learning and Questions

Carmen Plante, Red Deer College

Educational institutions are increasingly stressing the "internationalization of curriculum". Social work students are demonstrating an interest in international work and global issues. For the 2005/2006 school year six second-year students at Red Deer College initiated a six week field placement with a Canadian non-governmental organization in a rural community in South Africa. This presentation will look at some of the critical learning and outstanding questions garnered by the department from the experience.

Working Smarter, Not Harder
Benoit Dupuis, La Cité collégiale

When I started in the college system twenty two years ago, I was hired to teach the counseling courses in the bilingual program at St. Lawrence College. The program was set up so that the students had to do seven counseling tapes in their two years of training; one tape of 15 minutes in the second semester, two tapes of 30 minutes in the third semester and four tapes of 45 minutes in the fourth semester. Guess who had to listen and evaluate each one? Multiply these tapes by the number of students and you will understand my being overwhelmed by the task.

My dean of the time has rooted in me a few words that would lead me to fine tune the evaluation instruments so that now I only correct two tapes in the two years of the student's training. Those words were; "what is it that you want to evaluate? & how can you evaluate it so that you are not working harder than the students?"

This workshop will look at the evolution of these instruments and how the students have been made more responsible for their learning. As I am always open to any new ideas, please bring along your material so that we may share and learn how to work smarter.

Correcting papers on-line
Sylvia Pratt and Janet Ross, Northern Lakes College

Northern Lakes College has been a leader in the delivery of distance education in northern, rural and remote parts of Alberta for many years. In 2004, Northern Lakes College offered its first social work program using a blended model of delivery. With this method of delivery, Northern Lakes College has been able to provide social work education to communities that would otherwise have no access. The social work program currently serves students who are geographically separated by hundreds of miles. Northern Lakes College currently serves students in 26 campuses across Northern Alberta.

Panel Discussion: Judging Student Suitability: Can We? Should We? How?
Cerise Morris, Dawson College

As professional social service workers, we know the importance of professional use of self, most fundamentally in terms of our impact on clients, but also in relation to the ability to work cooperatively as part of a team, and to represent our organization and our profession to the wider community. As teachers of social service / social work, we have all had experiences with "unsuitable" students, though we might disagree on definitions. There seems to be a good deal of variation in how programs across the country deal with problematic or clearly unsuitable students.

This panel will discuss and debate ethical issues, policies, strategies and techniques related to screening applicants, monitoring and promoting professional comportment in class and field, and 'exit strategies' for clearly unsuitable students.

A Critical Review of the 2005 Canadian Association of Social Workers Code of Ethics

Elaine Spencer and Tera Dahl-Lang, Red Deer College

Using workshop format, the co-presenters will offer their critique of the 2005 CASW Code of Ethics, highlighting historical and current-day contexts of Social Work Practice in Canada. Particular emphasis will be placed on contextual codes and the process of inclusive Codes of Ethics for Practice. New Zealand's Bi-Cultural Code and proposals from Rural and other "insider" Social Work Practitioners will form part of the review. A final focus will be on bringing Codes to life in the classroom.

I never realized my family was like that! Using genograms to teach about families.
Deborah Foster, Portage College

In teaching Family Dynamics, I believe it is important for students to first look inward at their family before they can effectively work with other families. One technique that I have used to help students to be self reflective is that of a three-generation genogram. I use it to increase their awareness of their own family, as well as gain an appreciation of what their future clients may experience when asked questions about themselves and their family. In addition, I have them write a paper about their family describing the genogram and discussing the process of doing this assignment. Genograms are more than just a family tree, they are a symbolic representation of their family as they can allow students to analyze family dynamics, visualize complex interactions within their family, and recognize inherited tendencies and patterns (such as naming, addictions, and abuse).

This presentation will discuss the assignment including the background information given to the class to complete the assignment, the experiences of students completing this assignment, and will display some of the students' creations. Students regularly report that doing the genogram and paper was both one of the most challenging, but most rewarding assignments they had to complete in their program of study. Finally this presentation will discuss some of the challenges I have found students have in completing this assignment, including the resistant student, the large family, the complicated family, and the student who discovers information that is personally traumatic.

Ecological Identity

Peter Vogels, MacEwan College

What better place to explore our ecological identity than in the beautiful surroundings of Canmore Alberta!

Peter has had a life long interest in the meaning that emerges as a result of our direct experience in the natural world. Our experiences in nature can lead to profound meaning in regards to our identity as human beings. These experiences can also provide significant insights into what it means to practice social work.

During this interactive presentation Peter will facilitate a discussion to explore the meaning associated with an ecological identity and how we might practice social work in an ecologically congruent manner.

(Continued)

Ecological Identity

Peter Vogels, MacEwan College

This presentation will involve a hike along a beautiful mountain trail close to the town of Canmore. As the hike progresses Peter will introduce a number of activities that will help participants explore the concept of ecological identity. To facilitate group discussion, Peter will also share some of the “interpretive results” that came about as a result of his research on the topic of ecological identity.

The activity will take approximately 2 ½ to 3 hours and will involve a walk of approximately 2-4 km.

Participants will require the following equipment: walking shoes/light hiking boots, rain/wind coat (just in case) sun hat, sun glasses, water bottle, light snack.

Towards a More Perfect Practicum: A call for a framework to examine trends, outcomes, indicators and best practices

David Sernick, Seneca College

The practicum forms the “spine” of SSW programs in post-secondary institutions throughout the country. Each individual college has developed its own method of sequencing the students’ practicum experience with their other courses. While most colleges adhere to minimal provincial standards, there is a vast disparity between the number of days/hours required for graduation, the intensity (i.e. # of days/week), the use of block placements, etc), the level of faculty involvement, and the range of setting types deemed acceptable across the college systems (among others). It is to be expected that the field placement component in each college is shaped by a variety of arrangements between the programs and their college’s administrations; and the nature of the college’s student body and catchment area.

But what empirical tools do college educators possess when we engage in program reviews in order to improve the nature of our programs? Are block placements better than two-three days/week? Do placements at a variety of settings prepare students more effectively than one long and intense placement? Are there undiscovered ‘best practice’ cases that would inform our own programs?

This workshop will outline the variety of factors affecting the shape of practica and gauge the interest of ACCESS members in developing a consortium of educators to collaborate on a research study to explore trends and eventually inform members on how they can deliberately re-think the field placement experience for their college’s students.

We are looking forward to an excellent conference!

Please remember your bathing suit for the Hot Springs

&

a door prize donation!