

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTRODUCTION TO HUMAN RELATIONS

Code No.: CCW 127-3

Program: CHILD CARE & ADOLESCENT WORKER (C.C.W.)

Semester: FIRST

Date: SEPTEMBER, 1987

Author: MARY E. RITZA

New: _____ Revision: X

APPROVED:

N. Koch N. KOCH
Chairperson

Aug. 11/87
Date

COURSE DESCRIPTION:

The process of multi-model interpersonal communications will be explored. The focus will be on an application of a major theoretical model of communication in everyday relationships. Students will have the opportunity to explore relationships towards themselves and others. Students will obtain practice in the various skills involved in interperonsal interations.

The difference between healthy and unhealthy relationships will be examined in terms of skill or competencies and thiss will be related to the problems of children, especially disturbed children.

OBJECTIVES:

1. To acquaint students with notions of effective and ineffective communcation (verbal and non-verbal).
2. To increase students awareness of their own communications and to increase their skill in interpersonal communications.
3. To apply basic theoretical constructs to real situations in the student's life and child's life.
4. To have fun in the serious pursuit of knowledge.

LEARNING RESOURCES:

Provided by the college:

The Learning Resource Center has an array of books, journals and tapes covering this topic. Films may be screened in class (if appropriate time allows).

Text: (purchased by the student)

Looking Out/Looking In: Interpersonal Communciations. Adler, Donald B., Towne, Neil. Kurt Edt. Holt, Rhinehart & Winston, Toronto, 1981.

METHODOLOGY:

Classes will be conducted in a variety of ways with student participation an integral part of the learning process. It follows then that class participation (not merely attendance) will be considered extremely important. Classes will consist of lectures, discussions, structured activities, role playing, etc.

COURSE REQUIREMENTS:

All assignments must be turned in on time. Emergencies or serious illness are considered the only valid excuse for late assignments, otherwise 5 marks will be deducted from the grade for each day the assignment is late to a maximum of 2 days. After that, the grade for the late assignment is zero.

1. There will be three tests on material covered in the class - After every 3 Chapters - worth 15% each.
2. Keep weekly journals applying what has been discussed in class to your own life. Each section of the journal is to be handed in at the end of each class. (A loose leaf binder is suggested.) Late journals not accepted unless there are serious extenuating circumstances.
3. A book report hand written or typed is required second last day of class. Length is 1200-1500 words. The report should not be a reiteration of the story but should concern itself with principles discussed in class and how, in particular, these principles affect you personally. The book maybe chosen on your own but should meet with the instructor's approval. Due Date is: December 8, 1987.

GRADING BREAKDOWN:

Tests	45%
Book Report	15%
Journals	20%
Class Participation	
Skill Acquisition	
Competency	<u>20%</u>
TOTAL	100%

COLLEGE GRADING SYSTEM:

80 - 100% = A
70 - 79 = B
60 - 69 = C
Less than 60% = R (repeat)

CCW 128

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: Fieldwork 1A 128-6 (150 hours)
Fieldwork 1B 200-6 (150 hours)

Program: Child Care & Adolescent Worker

Semester: First and Second (300 hours)

Date: September, 1987

Author: Mike McFarling, C.C.W., B.A.
Mary E. Ritza, C.C.W., B.A.

NEW: _____

REVISION: X _____

APPROVED: N. Koch N. KOCH
CHAIRPERSON

DATE

NATURE OF COURSE

This is the first level of field placement in the Child Care and Adolescent Worker Programme. It is designed to initiate the student into the practical training of the field.

OBJECTIVES

1. To initiate the student into the practical nature of the course as per DACUM/CCW evaluation form outline.
2. To develop the ability to integrate knowledge and theory with practical work - with special emphasis on the various developmental needs of children.
3. To begin to develop professional skills and attitudes in relation to resolution of interaction concerns and academic concerns.
4. To begin the process of self-evaluation of one's own work and attitude in specific situations and with various other professionals in the school setting.
5. To begin to understand the workings of the school setting as it applies to the CCW.

REQUIREMENTS

Fieldwork 1A and 1B is conducted in an individualized learning mode. Students will meet once as a group with the instructor at the start of placement to sort out various assignments and will meet thereafter as a group at the discretion of the instructor. Even where more than one student is at the same school, the placement learning experience is treated as an individualized process.

Students must maintain a weekly "diary" on their progress through the placement. Space for this is provided in the fieldwork evaluation form. Students will be asked to maintain time sheets as well.

Personal and performance objectives will be established with the instructor and in accordance with the DACUM/CCW guidelines. The agency supervisor will be aware of the expectations and will have considerable input into the evaluation process.

Regular supervision meetings with the student, agency supervisor (teacher) and instructor will afford the opportunity to monitor the individual student's progress. The instructor will also be prepared to use this opportunity to demonstrate such things as treatment methodologies, methods of professional conduct or teaching theories as applicable to the situation.

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, observe, and work.

5. Try to avoid premature judgmentalism 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. Be careful about being openly critical. Concerns of the service delivery can be discussed in the confidence of the supervision meeting, or with the instructor.

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.

8. Any problems encountered in your field placement should be taken to your field work supervisor. Never confront the staff with the problem in front of clients - wait for a private, appropriate time. Be diplomatic.

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 experiences 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.

11. Always complete all assignments that you must do while at field work.

EVALUATION

1. Students will be evaluated on an ongoing basis with formal reports issued both at mid-term and at finals. Each student will have input into their evaluation to a certain extent but the field agency supervisor and college supervisor will decide the final format and the grade will be issued by the instructor.

ADDITIONAL NOTES

1. Students are expected to observe the CCW Placement Policies. Each student will receive a copy of these at the start of Placement.

2. Students are expected to read the "Professional Obligations" attached to this outline.

PROFESSIONAL OBLIGATIONS

1. To regard the welfare of the individuals, the group 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 your 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 and activities.

5. To work co-operatively 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.

Following are a number of rules pertaining to the student's 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 pertinent questions.