

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

CHILD CARE AND ADOLESCENT WORKER PROGRAMME

CCW 118-3 Professional Interaction

INSTRUCTOR: Jeffrey Arbus
Office: E 465
Phone: 949-2050 Ext. 293

TIMES: Thursday Afternoon, 1400 - 1700 h,
January 6 - April 21, 1983.
(Mid-Winter Break will be on March 3, 1983 for this class)

NATURE OF CLASS: This course will focus on the student's growth and development as a professional person. Principles of multi-discipline practice, interaction, collaboration and consultation will be surveyed. There will be an emphasis on personal and inter-professional sensitivity and understanding. Topics also include advocacy, government and policy as it affects child and family services, employment search, being interviewed preparing for graduation.

OBJECTIVES:

1. Development of professional attitudes and practices as listed in DACUM (attached).
2. Understanding of collegial professions and the nature of their relationships to Child Care Work.
3. Furthering the process of personal growth and development.
4. Development of job search skills and setting future goals.

LEARNING RESOURCES:

1. Provided by the College; handouts, LRC, A.-V.
2. Provided by the student: - reprints where applicable
- Krueger, M. Job-satisfaction for Child Care Workers. Milwaukee: Tall, 1982.

REQUIREMENTS FOR GRADING:

1. Social Services Seminar:
 - in pairs or three's - student led - guest speakers permitted but not as a substitute.
 - one hour maximum.
 - presentation must include a description of the role and where the role is applied, salary, conditions, etc.

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1. Social Services Seminar cont'd:

- presentation must include a realistic and meaningful description of training and qualifications for the role, with a view toward building in the audience a healthy respect for the colleague.
- presentation must include an indication of how the role fits in with the profession of Child Care Work.
- dates to be announced.
- the following are the roles to be covered (amendable with instructor's approval): social worker, early childhood educator, teacher, mental retardation counsellor, psychologist.
- * - grading will take into account the manner in which information is gathered e.g. if you wish personal contact with someone, phone first, make an appointment, and keep the appointment!

2. Class project:

- a group response (written) to the Ontario Government's proposed revision to Children's legislation, called "The Children's Act".
- due date: April 14, 1983.
- Grading: individual or group - which do you want?

3. Book Report:

- on Mark Krueger's book (see the "Learning Resources" section).
- relate the ideas in the book to your personal and professional self and your future, in an organized way. Do not simply retell the book!!
- minimum of 800 words.
- due: March 31, 1983, at 2:00 p.m. sharp!

4. Resume':

- to be explained in first class!
- Due Date: January 20, 1983, 2:00 p.m. sharp!

5. Written presentation:

- each student will submit a brief written report on a topic in the area of personal and/or professional future - e.g. choose an issue that is affecting or will affect you and your classmates as professionals and citizens, research the topic a bit, and present it. Some source material should be included as reference. Remember: Paraphrase and discuss, do not simply re-tell or plagiarize

For example, topic areas could include: computers in human service work; new developments in treatment or diagnosis of psychological disorders; economics in human services; in service training for Child Care Workers, etc. These are areas - specific topics could be simply aspects of these broader areas.

Sources include newspapers, magazines, journals (not TV or radio shows). Try to use a source that will draw the respect of the audience.

- No duplications please!

DUE: February 10, 1983 at 2:00 p.m. sharp!

6. Final Paper:

- Due April 21, 1983 at 2:00 p.m. sharp!
- minimum of 800 words - outline your philosophy toward yourself as a professional.
- include a discussion of your own change or growth over the past three years, your future personal and professional goals, and a brief outline of how you intend to reach your goals.
- must be well organized, reasonably specific and neat, with accurate grammar and spelling.

7. Class Involvement and Professionalism:

- including attendance, contribution feedback and concern for collective learning. Put aside your grievances or work them out, for in this class group effort is expected. If you have a question about this, raise it right away!

FORMAT: Considerable discussion, minimal lecture, lots of instructor facilitated group learning and self-directed learning.

FINAL GRADING SYSTEM:

1. Social Services Seminar.....	20%
2. Class Project.....	20%
3. Book Report.....	10%
4. Resume'.....	20%
5. Written Presentation.....	10%
6. Final Paper.....	5%
7. Involvement.....	15%
	100%

COLLEGE GRADING SYSTEM:

- 80% - 100% = A
- 70% - 79% = B
- 60% - 69% = C
- 0% - 59% = R (repeat the course)

- No duplications please!

DE: February 10, 1983 at 2:00 p.m. sharp!

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1.	Social Services Seminar.....	20%
2.	Class Project.....	20%
3.	Book Report.....	10%
4.	Resumes.....	20%
5.	Written Presentation.....	10%
6.	Final Paper.....	20%
7.	Involvement.....	15%
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		100%

SKILL AREAS TO BE COVERED

"Professional Development"

1. Critically appraise suggestions of consultants and team members.
2. Offer constructive criticism.
3. Act independently.
4. Transfer responsibility from self to client.
5. Enforce authority.
6. Share professional experiences with others.
7. Tolerate different style, pace and philosophy of others' work.
8. Recognize effect of others' behaviour on self.
9. Recognize and control own needs in relation to clients.
10. Keep up with information and activities of own agency.
11. Keep up with latest professional information.
12. Function under pressure.
13. Practice mental and emotional self-preservation.
14. Tolerate inappropriate behaviour and personal dislike.
15. Evaluate own strengths and weaknesses.
16. Recognize own limitations in job role.
17. Recognize effect of own behaviour and self on others.
18. Accept criticism.
19. Accept rejection by clients.
20. Seek and obtain direction and assistance.
21. Physically present self appropriately for specific roles.
22. Discuss cases and clients without jeopardizing confidentiality.

