

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: Professional Interaction  
Code No.: CCW 118-3  
Program: Child Care & Adolescent Worker  
Semester: 2nd  
Date: January 5, 1984  
Author: *J. M. [Signature]*

New: \_\_\_\_\_ Revision: ✓

APPROVED: *Doreen Koch* Chairperson  
*Dec 183* Date

Professional Interaction  
COURSE TITLE

CCW 118-3  
COURSE NUMBER

TIMES: Thursday Afternoon 2 - 5 p.m.  
January 5 - April 19, 1984

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 interprofessional 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, awareness and understanding of professional attitudes, and practices as listed in DACUM (attached).
2. Expand awareness of related professionals, para-professionals, non-professionals, agencies and services, and the nature of their relationships to Child Care.
3. To develop an awareness of some of the pitfalls and myths of "professionalism".
4. Development of job search skills and setting future goals.

LEARNING RESOURCES:

1. Provided by the College: handouts, LRC, A.V.
2. The resources of the local community will be examined and typed by the students.

REQUIREMENTS:

Notes: (Regarding student presentations to class):

- a) The student may use any resources such as videos, slides, films, overheads to add to her presentation, but not to replace her presentation. Thus where these aids are used, the time allowed for the presentation will need to be adjusted. Please discuss this with the instructor.
- b) The student may use brief outline-type notes for her presentations, not notes to read from. (These are to be presentation, not readings).

1. Related Services/Profession Seminar:

- Each individual student will research (using interviews and/or published material) one professional, para-professional or non-professional service, agency or occupation which is in some way related or relevant to child and/or adolescent care.
- The student will present her findings to the class in a 30 minute (minimum) presentation. (See notes above regarding presentations).
- Student-led (guest speakers welcomed but not a substitute) presentation.
- Presentation will include a comprehensive, realistic, and meaningful description of the service/profession presented, regarding:
  - training, qualifications required
  - skills competencies required
  - functions and roles

REQUIREMENTS:

- limitation and restrictions
- relationship to child-care worker or profession
- The services/professions and the presentation dates will be discussed in the first class and selected in the second. Presentations will begin in the fourth class.

2. Class Project

- A social-service directory for Sault Ste. Marie and immediate area, will be prepared by the class. The manner in which this will be organized, researched, recorded, prepared and graded, will be determined by the entire group at the first class.
- This is to be completed by the class by the second last class of the semester.

3. Resume'

- To be explained in first class. Due date to be determined then.

4. Job-Market Survey

- The class will undertake a job availability survey in Children and Adolescent services in Ontario.
- The methods of organizing, researching, surveying, presenting and grading this project will be determined by the entire group by the end of the second class.

5. Alternative Field Exploration

- Each student will seek out some new (to the student) child-care, social-service or related 'event', 'situation', 'experience' such as:

- a) An annual meeting of an organization such as CAS, CMHA, etc.
- b) A hearing in Family Court (or regular court).
- c) A city council meeting, etc.

and will prepare a short (20 minute) presentation regarding this new experience for the class to heighten the collective awareness. (The instructor is to approve each selected "new experience".

- Detailed requirements for this feedback presentation will be given **at the third class.**

REQUIREMENTS:

6. Final Paper

- The intent of this paper is a self-examination of philosophies, beliefs, ideals, values and goals as a child-care worker.
- The due dates will be the second last class of the semester.
- More detailed requirements will be given out by the sixth class.

7. Class Involvement & Participation

- Attendance, contribution, effort, participation, feedback will all be essential.
- This is a participatory class. Considerable discussion, self-directed learning, minimal lecture.
- The method of grading this component will be determined by the class during the first four classes.

GRADING:

1. Related Services/Profession Seminar.....	15%
2. Class Project.....	25%
3. Resume'.....	10%
4. Job Market Survey.....	10%
5. Alternative Field Exploration.....	10%
6. Final Paper.....	10%
7. Class Involvement & Participation.....	20%

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.