

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: PROFESSIONAL INTERACTION

Code No.: CCW 118-3

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

Semester: SECOND

Date: JANUARY 1986

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New: _____ Revision: X

APPROVED:

N. Koch
Chairperson

N. Koch

JAN. 16, 1986
Date

Times: Tuesday Afternoon 2 - 5 p.m. (1400 - 1700 hours)
Beginning: Tuesday, January 7, 1986
Length: 45 hours

COURSE DESCRIPTION:

This course will focus on the student's growth and development as a professional person. Principles of multi-discipline practices, 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 they affect child and family services, employment search, being interviewed and preparing for graduation.

OBJECTIVES:

1. To gain development, awareness and understanding of professional attitudes and practices as listed in DACUM (attached).
2. To 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. To develop job search skills and set future goals.

LEARNING RESOURCES:

Each student must obtain a copy of:

1. Krueger, M. Job Satisfaction for Child Care Workers.
Milwaukee: Tall Publishing, 1982.
- it is available in the bookstore.
2. College Library (Learning Resource Centre - L.R.C.) and other resources as provided by the community.

REQUIREMENTS:

Notes: (regarding student presentations to class):

- a) The student may use any resources such as videos, slides, films, overheads to add to his/her presentation but not to replace the 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 his/her presentation, not notes from which to read. (These are to be presentations not readings.)

1. Related Services/Profession Seminar:

- Each grouping of students (either in trios or pairs) will research (using interviews and/or published material) one professional or non-professional service, agency or occupation which is in some way related to or relevant to child and/or adolescent care.

- Each group will present its findings to the class in a 20 to 30 minute (minimum) presentation. (see notes above)

- Student-led (guest speakers welcomed but not a substitute) presentation.

- Presentation will include a comprehensive, realistic and meaningful description of the service/profession presented (as applicable) regarding:

1. Professional preparation required (degrees, credentials, certification, etc.)
2. Professional experiences with children required or desired
3. The salary, opportunity for advancement
4. Fringe benefits (health insurance, vacations, other options)
5. Working conditions (hours, responsibilities, staff meetings, physical environment, etc.)
6. Philosophy
7. Assets, advantages of career
8. Limitations, disadvantage of career
9. Employment prospects/relationship to Child Care Worker

- The services/professions and the presentation dates will be discussed in the first class and selected in the second class.

2. Résumé:

- each student will prepare a formal résumé as specified in Résumé guide.

- **due 3rd class: No lates will be graded.**

3. Book Report:

- on the Krueger book
- **due 2nd last class**
- length (as you decide)

...with examples from the book to justify your stance.

4. Journal Summaries: (Oral Presentation)

- Each student will select an article from a professional journal, the topic of which must be in the area of the education of /or/ the professional development of /or/ the job requirements of Child Care Workers or a topic concerning an issue that is affecting or will affect you and your classmates as professionals and citizens. Topic areas include: computers in human service work; economics in human services, etc. Sources for this would include journals, reputable magazines but not newspapers, television or radio shows.

- no duplication of topics
- check topic selection with instructor
- **presentations begin class #4 - January 28th**
- see attached sheet, "Journal Presentations"

5. Research and Examine "Current Trends" as they affect/will affect placement agencies/services, and especially how they will affect your job futures.

- each pair of students will examine one placement agency/service. Students will pair with someone who shared the same placement. Where more than two persons have the same placement in common a decision will be made with the instructor in determining how all placements will be covered. Those with the Board of Education will be the exception and will be discussed in class.

- "current trends" as dictated by government policy and/or legislation will be examined. Interviews, record examination and "grapevine information" can be used to compile information.

6. Alternative Field Exploration:

- each student will seek out some new (to the student) childcare, social service or related "event", "situation", "experience" such as:

- a) an annual meeting of an organization such as C.A.S., C.M.H.A., etc.
- b) a hearing in Family Court (or regular court)
- c) a city council meeting, etc.

- each student will prepare for the class a short, 5-minute presentation regarding this new experience to heighten the collective awareness. (The instructor is to approve each selection.)

- a formal two- to three-page write-up will be expected as well.

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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. Practise 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.

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JOURNAL PRESENTATIONS

1. See your outline for topic requirements.
2. Note that this is required to be oral only.
3. Note the acceptable sources of articles. The instructor has some periodicals which can be signed out, the LRC has a lot and the Children's Aid Society is another source, as is Algoma University College's Library.
4. The journal presentation itself should be approximately 15 minutes long. You should take 5-10 minutes to summarize the ideas and material in the article. Then you should take 5-10 minutes to give **your** opinions of the ideas and material in the article. Justify **your** opinions as best you can.

The presentation is to be followed by a 5-10 minute question and discussion period. The presenter must lead this discussion period.

The total presentation time, including the discussion should not exceed 20 minutes. Please practise and time it prior to formal presentation. (When you practise - do it aloud - otherwise the timing will be off.)

5. You will be marked on:

Content:	<u>5%</u>
Presentation:	<u>5%</u>
TOTAL =	<u>10%</u>

Please do not read your entire summary. Know it in your head and explain it to your classmates by talking to them (and using whatever pictures, etc. that you need). Please read as little as possible.