

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE


Course Title: Professional Interaction

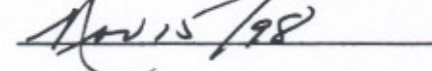
Code No.: CCW605 Semester: Six

Program: Child and Youth Worker

Author: Sandy MacDonald, CCW, MA

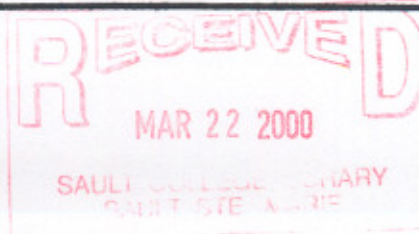
Date: Jan 99 Previous Outline Date: Jan 98

**Approved: 
D. Tremblay, Dean
Health and Human Services**

Date: 

**Total Credits: 3 Prerequisite(s): none
Length of Course: 15 wks Total Credit Hours: 45**

Copyright © 1998 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without the prior
written permission of The Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Donna Tremblay, Dean,
School of Health and Human Services, (705) 759-2554, Ext. 690.



I. Course Description:

This course will focus on the student's growth and development as a professional person. Principles of multi-disciplinary practice, interaction, collaboration and consultation will be surveyed. There will be an emphasis on personal and interpersonal sensitivity, growth and understanding. Topics also include advocacy, government and policy as they affect child and family services. Employment search, being interviewed, preparing for graduation, and issues which effect the ongoing development of the Child and Youth Worker will be featured. The course will emphasize the study of and demonstration of commitment.

II. Learning Outcomes

Upon successful completion of this course, the student will demonstrate the ability to:

- 1) *Recognize and respond to current trends in the work place, including entrepreneurship.*

Potential Elements of the Performance:

- Analyze needs in the job market.
- Generate creative ideas for strategies and products that will meet needs, including project proposals, portfolios, resumes, etc.
- Choose alternatives to pursue based on needs and criteria of projects/plans.
- Create strategies/products.
- Evaluate strategies/products according to meeting needs.

- 2) *Engage in ongoing self-assessment and self-care which promote awareness and enhance professional performance.*

Potential Elements of the Performance:

- Describe own professional role and identity
- Articulate personal career goals within the context of lifelong learning
- Identify personal motivation as it applies to the workplace
- Identify personality type as it impacts on the professional Child and Youth Worker.

II. Learning Outcomes (cont.)

Upon successful completion of this course, the student will demonstrate the ability to:

Interact with others in groups or multi-disciplinary teams in ways that contribute to effective working relationships and the achievement of goals.

Potential Elements of the Performance:

- Identify the tasks to be completed.
- Establish strategies to accomplish the tasks.
- Identify roles for members of the team/group, including related professionals, paraprofessionals, non-professionals, and agency personnel.
- Clarify one's own roles and fulfill them in a timely fashion.
- Treat other members of the group equitably and fairly.
- Contribute one's ideas, opinions and information while demonstrating respect for the contributions of others.
- Employ techniques intended to bring about the resolution of any conflicts.
- regularly assess the group's progress and interactions and make adjustments when necessary.
- Apply relevant professional ethics, attitudes and practices.

Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfills the purpose and meets the needs of the audience.

Potential Elements of the Performance:

- Plan and organize communications according to the purpose and audiences.
- Choose the format appropriate to the purpose.
- Incorporate the content that is meaningful and necessary.
- Produce material that conforms to the conventions of the chosen format.
- Use language and style suited to the audience and purpose.
- Ensure that the materials are free from mechanical errors.
- Respond effectively to potential interview questions.

III. Topics to be Covered

1. professional identity
2. relevant professional ethics, attitudes and practices
3. relationship of CYW to other professional, paraprofessionals, non-professionals, self-help groups, agencies and clients
4. pitfalls and myths of professionalism

III. Topics to be Covered (cont.)

5. job search skills
6. current employment trends for child and youth workers
7. personality and motivation theory
8. career planning
9. project development, implementation and evaluation techniques

IV. Required Resources/Texts/Materials:

Kroeger, O. and Janet Thuesen. Type Talk. Bantam Books

V. Course Requirements:

Class Project

Each student will participate in the development and delivery of an educational/informational class project involving research, planning, implementation, data collection, analysis and evaluation. Further details will be provided in class.

Type Analysis

Each student will submit an analysis of their own personality type based on text material. Format will include description of type, explanation of how its associated characteristics influence students' professional and personal interactions, identified strengths and weaknesses associated with same and a discussion of how "type" theory is relevant to the professional child and youth worker. Minimum 4 pages, double spaced.

Self Presentation

Each student will be required to make two oral self-presentations" to the class. Each oral will be at a different point in the course.

Titles: For the first oral, all students will have the same topic: "Explain what a Child and Youth Worker is/does".

For the second oral, each student will be free to explore the first topic on a more personal basis; the topic will be "One Thing I Know" and/or "One Thing I Can Do" in the field of Child and Youth Work.

V. Course Requirements:

Rules:

1. Time limit: 3-5 minutes (will be rigidly adhered to). an ability to stay within the time limit will be reflected in the grading.
2. For further grading consideration, students will have to convince the instructor that the subject matter and language used is their own.
3. Students' ability to convey a sense of their own commitment to the subject, and a sense of their own confidence in the subject matter will be reflected in the grading.
4. Students will not be permitted to use notes of any kind, nor to ask questions of the audience. Neither the instructor nor the others in the audience will be permitted to ask questions of or comment to the presenter.
5. Memorizing and "rote recall" will be viewed as an unfavorable presentation style.
6. Duplication of topics for presentation #2 will be prohibited, so all are encouraged to have one or two back-up topics.

Recommendation: This project addresses skills needed to make effective oral presentations. It is presented in this course as a preparation for employment interviews. To obtain full benefit of this learning experience it is suggested that students "dress for the occasion", and do some research on "effective presentation skills".

Due Dates: First oral topic presentations will be on _____.
 Second oral presentations will be on _____.

Various Papers

A series of four essays designed to consolidate self-awareness with regard to completion of the Child and Youth Worker program, and preparing for a career as a professional CYW. Each essay will be assigned at intervals during the course. The course professor will provide each topic and details in class.

Class Participation and Commitment

Attendance, contribution, effort, participation, feedback will all be essential. If you miss a class, it is your responsibility to find out what was done. Calling the instructor at home is acceptable in emergency situations only. This is a preparatory class. There will be considerable discussion and self-directed learning.

Some short readings may be assigned on related topic areas.

VI. Evaluation Methods

Involvement in Class Project	20%
Type Analysis	20%
Self-presentations (2 x 10)	20%
Various Papers (4 x 5%)	20%
Participation	20%

VI. Evaluation Methods (cont.)

NOTE: All written reports must be typed and double-spaced, with a minimum 2 1/2 cm margin on both sides of paper. All reports must have a cover page identifying the title of the report, the author, and the class it is for, and the date of submission.

The resume must be typed in "ready-to-mail" form, and must conform to commonly-used guidelines for resumes. The College's "Resume Guide" presents one such format. Alternate formats may be used if they are justified to the instructor.

College Grading Policy

A+	=	90 - 100%	
A	=	80 - 89%	
B	=	70 - 79%	
C	=	60 - 69%	
R	=	0 - 60%	(repeat)

VII. Special Notes

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations confidentially with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

Please do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

VIII. Prior Learning Assessment

Students who wish to apply for advanced credit in this course should consult the instructor.