SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Professional Interaction

CODE NO. : CCW340   **SEMESTER:** 6

PROGRAM: Child and Youth Worker`

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DATE: Jan. 2006   **PREVIOUS OUTLINE DATED:** N/A

APPROVED:

_____ _____
                           DEAN   **DATE**

TOTAL CREDITS: 2

PREREQUISITE(S): CCW240

HOURS/WEEK: 2

I. COURSE DESCRIPTION:

The course will focus on the student's own growth and development as a professional person. Professionalism, ethics and career planning will be featured, with a particular emphasis on personal and professional commitment.

Support for career planning will be provided through class discussion and exercises focused on the following areas: self-assessment, resume writing, interview skills and job preparedness.

The Professional Interaction course is offered to achieve the required outcomes.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

1. **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
   - Plan and implement self care strategies in order to maintain personal and professional well being

2. **Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfils 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

III. TOPICS:

1. community development – principles and practices
2. professional identity
3. relevant professional ethics, attitudes and practices (including self-care)
4. relationship of CYW to other professional, paraprofessionals, non-professionals, self-help groups, agencies and clients
5. career planning in the context of life-long learning

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Many topic areas of course are adapted from information available on the internet through "The Citizen's Handbook" http://www.vcn.bc.ca/citizens-handbook and one of its links, the "Community Toolbox" http://ctb.lsi.ukans.edu/tools
This is a vast web-based resource which is available at no cost to users.

V.   COURSE REQUIREMENTS:

Self Presentation (Professional Interaction)
Each student will be required to make one oral self-presentation to the class in response to the following question:

How have your education and experiences prepared you to work in your chosen profession?

Rules:
1. Time limit: 3-5 minutes (will be rigidly adhered to). 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 unfavourable presentation style.
6. Obvious duplication of other students' presentation content/style is discouraged

Recommendation:

This project addresses skills needed to make effective oral presentations. It is presented in this course partially 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".

Short Essays
Students will complete three essays designed to consolidate self-awareness with regard to completion of the program, and preparing for a career as a professional. Each essay will be assigned at intervals during the course. The course professor will provide each topic and details in class.

Practice Interviews

a. Students will demonstrate interview readiness through practice interview sessions with fellow students. Three or more students will participate as a group with one person being the interviewer, one person being the interviewee and one person being the observer. Once feedback is provided by the observer, students will switch positions.

b. Break into groups of 5 or 6, students will choose a potential area of employment in the following areas: residential, educational or community. Students will be required to select skills required for that position and to develop questions related to the skills. Students will take turns as the interviewee.

S.T.A.R. Strategy

To promote students in focusing on and highlighting their core competency areas, they will be required to write stories that showcase learned skills by employing the S.T.A.R. strategy (Situation, Task, Action, Results). This prepares students for skill/competency based interviews.

Mock Interview Exercise (optional)

Students will be asked to volunteer to be interviewed by a potential employer from a community agency. Interviews will be realistic and students will be required to prepare for and attend the interview as if it was real.

The community professional, acting as the interviewer, will provide feedback to the class. Students will have the opportunity to view and learn from an actual interview.

Class Participation and Commitment

Attendance, contribution, effort, participation, and feedback will all be essential. If you miss a class, it is your responsibility to find out what was done. This course has both theoretical and experiential components, involving considerable discussion and self-directed learning.

VI. EVALUATION PROCESS/GRADING SYSTEM:

Professional Interaction Component

Attendance and Participation		20%
Self Presentation		10%
Essays (3)	3x10%	30%
Reference Letters/Resumes		10%
S.T.A.R. Strategy Papers	3 x 10%	30%

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VII. SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII.   **PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX.   **DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.