

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Community Development and Professional Inteaction

**CODE NO. :** CCW318 **SEMESTER:** 6

**PROGRAM:** Child and Youth Worker`

**AUTHOR:** Sandy MacDonald, CCW, M.A.

**DATE:** Jan/01 **PREVIOUS OUTLINE DATED:** n/a

**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** N/A

**HOURS/WEEK:** 3 Hours/Week

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## 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, with a particular focus on community development principles and strategies. There will also be an emphasis on personal and interpersonal sensitivity, growth and understanding. Topics include community action, government and policy as they affect child and family services, and advocacy skills. 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 AND ELEMENTS OF THE PERFORMANCE:

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.

3. *Interact with others in community development initiatives 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 fulfil 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.

4. *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.
- Respond effectively to potential interview questions.

**III. TOPICS:**

1. community development – principles and strategies
2. professional identity
3. relevant professional ethics, attitudes and practices
4. relationship of CYW to other professional, paraprofessionals, non-professionals, self-help groups, agencies and clients
5. pitfalls and myths of professionalism
6. job search skills
7. current employment trends for child and youth workers
8. personality and motivation theory as it relates to the professional Child & Youth Worker
9. career planning

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

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

**V. COURSE REQUIREMENTS:**

***Type Analysis***

Each student will submit an analysis of his/her 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.

***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".

**Due Dates:** First oral topic presentations will be on \_\_\_\_\_.  
Second oral presentations will be on \_\_\_\_\_.

***Various Papers***

A series of five 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.

***Community Development Project***

All students will contribute to and be involved in a community development project, details of which will be provided in class.

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

Type Analysis	15%
Self-presentations (2 x 10)	20%
Various Papers (5 x 5%)	25%
Participation	20%
Community Development Project	20%

**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 following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

## 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 E1204 or call Extension 493, 717, or 491 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 *Student Rights and Responsibilities*. 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.