

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: PERSONAL GROWTH AND COMMUNICATION SKILLS

Code No.: ED 220-3

Program: EARLY CHILDHOOD EDUCATION PROGRAMME

Semester: III

Date: FALL, 1986

Author: BEVERLEY BROWNING

New: \_\_\_\_\_ Revision: X

APPROVED: N. Koch N. Koch  
Chairperson

Aug. 18/86  
Date

Instructor: Beverley Browning

**COURSE DESCRIPTION:**

This course is designed to help students to develop a deeper awareness of themselves as interdependent social and interpersonal beings. The philosophical assumptions, theories and concepts of interpersonal and group communications dynamics will be studied with an emphasis on helping students to learn to help themselves and others to develop towards becoming more effective self-directed learners. The development of self-awareness and learning more effective interpersonal and group communication skills will be facilitated by a sequential process of:

- 1) instruction,
- 2) practice sessions,
- 3) feedback, and
- 4) encouragement and support;

to use these skills both within and outside the classroom human relations training and growth group.

**COURSE PHILOSOPHY:**

This course design is based upon the philosophical assumption that the development of self-awareness and self-knowledge is an important prerequisite to the development of effective interpersonal and group communications skills and the consequent ability to understand and facilitate pre-school children's cognitive and affective learning.

It is also assumed that the development of deeper self-awareness and the acquisition of more effective interpersonal and group communications skills can optimally be facilitated in a co-operative learning environment characterized by mutual acceptance, trust and non-judgmental respect for one another's experiences.

**GOALS:**

1. To develop deeper self-awareness and to learn more effective interpersonal and group communication skills.
2. To help students to learn to help themselves and others to develop towards becoming more effective self-directed learners.

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3. To study and acquire a deeper understanding of various theoretical and practical approaches to developing interpersonal and group communications skills and to examine the implicit philosophical assumptions that these approaches are based upon.
4. To develop the student's ability to apply: (a) their evolving insights about themselves and others, and (b) their interpersonal and group communication skills; towards becoming more effective facilitators of pre-school children's cognitive and affective development.

**COURSE OBJECTIVES:**

Students will be expected to be able to demonstrate; through active (classroom and "workshop") human relations training group participation, as well as through oral and written responses, an understanding of:

- 1) interpersonal and group communication skills and the practical
- 2) how to help themselves and others to develop towards becoming more effective, self-directed learners
- 3) the philosophical assumptions, theories and concepts of group and interspersal communications dynamics
- 4) the dynamic interrelationships between affective and cognitive learning processes and how understanding of such processes can be applied to facilitating the humanistic development of pre-school children

**NOTE:** Students will also be required to meet the following course objectives:

- 5) Attend and actively participate in a 2 1/2 day, off campus "personal growth and interpersonal communications skills development workshop".
- 6) Maintain a separate "cumulative assigned readings notebook" which will include: (a) brief summaries of the content and main ideas of assigned readings, and (b) the student's personalized interpretations and reactions to the readings.
- 7) Historical Personal/Family Perspective - Submit a minimum 1,500 word description of personal traits and temperament acquired as a result of inherited characteristics as well as environmental and educational factors. This personal summary should include interviews of relatives (attach questionnaires), and photos if desired. The purpose is to explain how one's background, values, etc. shape personality and attitudes.

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this course, students must attend all classes, with the only exception being absence for reasons of confirmed illness.

**TEXTS:**

Handbook to Higher Consciousness, Keyes, K., Living Love Publications, St. Mary, Kentucky, 1975.

**References:**

1. Egan, G. You and Me: The Skills Communicating and Relating to Others, Brooks/Cole Publ. Co., Monterey, Calif., 1977.
2. Powell, J. Why Am I Afraid to Tell You Who I Am, Argus Communications, 1969.
3. Knowles, M. Self-Directed Learning, Association Press, N.Y., 1975.

**NOTE:** Other readings may be assigned during the course at the discretion of the instructor. Students will also be responsible for understanding audio-visual and lecture material presented in class.

**SYLLABUS:**

**UNIT 1:**

- Introduction to course and overview of course outline/assignments
- Discussion of a) students' personal growth and group goals  
b) guidelines for group conduct and activities
- Exploring and becoming aware of personal style and aspects of interpersonal communication skills

Readings: Keyes, Ch. 1-5.

**UNIT 2:**

- Higher consciousness
- Expressing and dealing with feelings and emotions
- Active attending and listening
- Goals and objectives for the "personal growth and interpersonal communications skills development workshop"

Readings: Keyes, Ch. 6-11.

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**UNIT 3:**

- Group discussion evaluation of the "personal growth and interpersonal communications skills development workshop"
- Exploring and developing skills of responding with understanding
- Methods for working on yourself
- Techniques of consciousness focusing

Readings: Keyes, Ch. 12-18.

**UNIT 4:**

- Recognizing one's motives and "addictions"
- Optimal use of your "biocomputer"
- Changing your interpersonal behaviour
- Leadership and types of group participation

Readings: Keyes, Ch. 19-25.

**METHODOLOGY:**

Student learning will be facilitated by:

- 1) class and small group discussions,
- 2) audio-visual presentations,
- 3) lectures, and
- 4) student participation (and leadership) in human relations and interpersonal communications training "exercises".

Self-directed learning processes and human relations training exercises and discussion will be emphasized. Course content is interpreted as including the students' personal growth and life experiences and ideas, as well as the theories and concepts included in "assigned" course readings.

Students will be integrally involved in setting personal and group goals and objectives and planning the "personal growth and interpersonal communication skills development workshop". The "workshop" will provide students with an opportunity to engage more intensively in relevant personal growth and interpersonal communication learning processes. The "workshop" learning experience will be enhanced by the contribution of the E.C.E. programme co-ordinator and staff.

**EVALUATION:**

A grade of "A", "B", "C", or "R" will be awarded upon completion of this course of study in accordance with the grading policy of the Sault College E.C.E. Programme.

- i.e. - A = 85%+  
B = 75% - 84%  
C = 60% - 74%

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Historical Personal/Family Perspective	30%
Personal Growth Workshop	30%
Test #1	10%
Test #2	10%
Attendance/Participation	20%

BB:mk