

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

COURSE OUTLINE

Course Title: PERSONAL GROWTH AND COMMUNICATION SKILLS

Code No.: ED 220-3

Program: EARLY CHILDHOOD EDUCATION

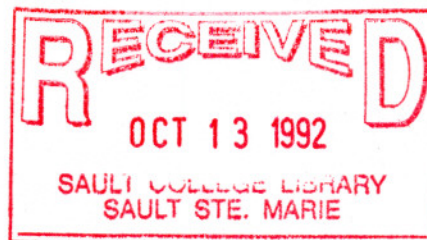
Semester: THREE

Date: SEPTEMBER 1992

Author: M. ROBB

New: _____ Revision: X

APPROVED: K. DePasaris DATE: Sept - 3/92



Personal Growth and Communication Skills
Instructor: M. ROBB

ED 220

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

The underlying assumptions inherent in this course are:

- a) that self-knowledge is an important prerequisite to effective interpersonal and group communication skills
- b) that self-awareness can optimally be facilitated in a cooperative learning environment characterized by mutual acceptance, trust and non-judgemental respect for one another
- c) that self-actualization can be achieved by taking responsibility for all aspects of one's own life and by making the necessary changes in order to meet the challenges of modern life

COURSE GOALS

1. To examine and discuss various aspects of one's overall health and life-style including:
 - a) biological or physical well-being
 - b) social health ie. being able to perform roles in life as a friend, parent, lover, professional etc.
 - c) emotional health ie. understanding emotions, coping with everyday problems and stress
 - d) spiritual-philosophical health ie. a sense that one's behaviour is in rhythm with one's basic values
2. To analyze how one's heredity and environment have contributed to one's development as a person.
3. To examine the need for change and plan personal action steps

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ED 220

COURSE OBJECTIVES

1. To explore attitudes/values about one's self and life-style and to design a plan for self-actualization.
2. To develop a personal journal of thoughts and attitudes by means of completing assigned exercises

NOTE:

Due to the emphasis on group process learning activities it is very important that students attend all classes and participate actively. Students are allowed to miss four classes without penalty. Further absences will result in a grade reduction of 10% (from 30%) per class missed.

TEXT

I Never Knew I Had a Choice, 4th Ed., Corey and Corey, Brooks/Cole Publishing Company, Pacific Grove California, 1990

SYLLABUS

Chapter 1 The Decision to Change
 Growth or Adjustment
 Attitude
 Self-Actualization
 Personal Learning
 Styles of Learning

Journal Exercises: pp. 28-30, #1, 2 and 3

Chapter 12 Life in Perspective
 Who Am I?
 Where Am I Going?
 Why?
 Dreams or Reality?

Journal Exercises: p. 407 #1 and #4 (draft only)

Chapter 2 Childhood Influences
 Personality Perspective
 Freud vs. Erikson
 Impact of Childhood
 Defense Mechanisms
 Dealing with Crisis

Journal Exercises: p. 69, #1, 2 and 3

Personal Growth and Communication Skills
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ED 220

Chapter 3 Challenges of Adulthood
Controlling the Ego Status
Values and Stereotypes
Injunctions

Journal Exercises: pp. 106-107, #1 to 4 and 7

Chapter 4 Career and Leisure Choices
Motivation
Personality Match to Career
Career Satisfaction
The Leisure Balance

Journal Exercises: pp. 136-138, #1 to 3, #4 (optional)

Chapter 5 The Tell-Tale Body
Body Language
Ridding the Armadillo
Wellness
Changing Behaviour

Journal Exercises: #1, 2, and 3

Chapter 6 Sex-Role Stereotypes
Cultural Conditioning
Myths
Alternatives

Journal Exercises: pp. 209-210, #1, 2, 3, 4 and 5

Chapter 7 Sexuality
Guilt Games
Openness and Intimacy
S.T.D.'s
Prejudice

Journal Exercises: pp. 248-250, #6, 7, 8

Chapter 8 The Need for Love
Love Myths
Love is Worth it?

Journal Exercises: p. 277, #1, 3, 4, 5, and 6

Chapter 9 Relationships
The Intimacy Gap
Friendship Choices
Conflicting Emotions
Breaking Up is Hard to Do

Journal Exercises: pp. 307 and 308, #1 and 4

Personal Growth and Communication Skills
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ED 220

Chapter 10 Solitude or Loneliness
 Replenishment
 Confronting Alienation
 Forms of Escape

Journal Exercises pp. 333-334, #2, 3, 4, and 6

Chapter 11 Dealing with Loss and Death
 Fears
 Stages of Death
 Grieving Effectively
 Living Life

Journal Exercises pp. 365 - 366, #1, 2, 3, 4, and 5
 pp. 407 - 410, #3 and 4 (final)

METHODOLOGY

Student learning will be facilitated by:

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

Self-directed learning processes, human relations training exercises and discussions will be emphasized. Course content is interpreted as including the student's personal growth and life experiences and ideas, as well as the theories and concepts included in "assigned" course readings. In other words the student will be expected to make **some** contribution in **every** class.

1. Journal Exercises

Students will maintain an on-going journal by completing the readings and activities at the end of each chapter as described in the syllabus. The journal will be submitted periodically to the course instructor for guiding comments and assessment. The journal will be considered completely confidential.

2. Personal Perspective Essay

The assigned journal exercises as well as class discussions will assist the student in gaining self-awareness. The student will then submit a minimum 1,500 word typewritten essay describing 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 one's personality and attitudes. Guidelines for plagiarism are strictly adhered to.

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.

- A+ = 90-100%
- A = 80- 89%
- B = 70- 79%
- C = 60- 69%
- R = Less than 60%

ASSIGNMENTS AND DATES

1. Journal Exercises - October 19 and December 7, 1992	40%
2. Historical Personal/Family Perspective - November 27, 1992	30%
3. Participation Evaluation - Teacher:	20%
Student:	10%
	100%

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

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