

Psychology III ED221-3 - Mental Health

Instructor: Tiit Tammik

1975

Course Description:

This course is designed to give students an awareness of the nature of affective learning and teaching. The approach provides an opportunity for the student to develop self-awareness and skills in facilitating the development of children's self-concepts.

Goals:

1. To facilitate the students' development of insights regarding one's self and others as unique beings, with individual and basic human needs for self-actualization.
2. To develop a deeper and integrated understanding of human behaviour and motivation.
3. To develop interpersonal skills with which the student can facilitate the personal growth and positive self concept development of children.

Objectives:

1. To compare the different underlying assumptions and perspectives of theoretical approaches to understanding human nature and development.
2. To achieve a concept of persons as rationally and emotionally integrated beings.
3. To study the concept of "mental health" and the facilitation of a mentally healthy atmosphere in pre-school settings.
4. To study the dynamic interrelationship between affective and cognitive learning and methods for enhancing integrative human development.

Methods:

Learning will be facilitated by class and small group discussions; paired student observations of children; simulation gaming and role playing; student seminar research and presentations; audio-visual and lecture presentations. In addition, students will develop a reading cards file of assigned readings and a "scrap book" of course related articles on child study and mental health.

C: 5 weeks, Nov. 17th to end of semester. Topics;

- the inner nature of man
- essential conditions in the development of the self
- creating authentic interpersonal relationships

Assigned Reading: AT, 224-260; PG, 66-78\* PP, 183-193,  
214-240\*, 270-279\*

- "scrap book", due Dec. 8.

Evaluation:

Class participation	10%
Reading Cards	30%
"Scrap book"	5%
Assignment	5%
Paired Observations	15%
Mid-term test	15%
Seminar research and presentation	20%

A grade of A,B,C or R, will be awarded.

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Objectives, theory and methods of paired observations of children.

Objectives:

Accurate observations of children's behaviour, with the aim of consciously differentiating between that which you actually observe and that which you infer from the observed behaviour.

Theory:

The technique of paired observations can be useful in furthering the student's observation skills and understanding of children's behaviour. During the "objective observations" phase, the student views the children's behaviour objectively -- without projecting her own biases, values and attitudes into the situation. During the "subjective interpretations" phase, the student attempts to understand the meanings of the observed behaviour, thus enabling the observer to extend her interpretive thinking. This technique also enables two students to later discuss what they observed and to consider the possible reasons for agreement, disagreement, etc. of objective observations as well as subjective interpretations. This technique facilitates the development of a richer understanding of one's own and other's perceptions of children's behaviour, motivation and relationships.

Method:

Two students work together. They plan observation together and observe the same situation at the same time. On completion of their "objective observations" and "subjective interpretations", they compare notes, sharing each others perceptions, questioning and challenging each others accuracy and inferences when observations and/or interpretations differ.

Suggested Steps:

- 1) Discuss ahead of time with your partner the emphasis you want to make in your observations for that day.
- 2) You and your partner should both have watches, observation forms and pencils.

- 8) Following your conversation with your partner, write a brief concluding report, discussing what you learned from the paired observation experience. This might include a consideration of various aspects of what you learned about --
- a) childrens' behaviour, motivation, emotions and relationships as well as
  - b) your philosophical assumptions, values, attitudes, feelings, perceptions (of yours, your partner's, the childrens') and
  - c) anything else that seemed meaningful and relevant to you.

TT\*1f  
Nov.13/75.

PAIRED OBSERVATION NOTES PSY. III, ED 221-3.

Your name: \_\_\_\_\_

Ages of children \_\_\_\_\_  
being observed : \_\_\_\_\_

Partner's name: \_\_\_\_\_

Observed for ( ) minutes.

Brief description of setting and situation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

OBJECTIVE OBSERVATIONS  
( what you actually observed )

SUBJECTIVE INTERPRETATIONS  
( your interpretations from  
observed behaviour )

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MENTAL HEALTH

Mid-Term Test, Oct '75

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Note: Answer any three of the following questions--

- 1) What is the relationship between:
  - a. being aware of yourself (i.e. being cognitively and affectively integrated (or whole) and "in touch" with yourself) and
  - b. being able to communicate effectively with others and helping them to learn and develop as "authentic" individuals?
  
- 2) Jules Henry, in Laing's "The Politics of Experience", contends that, "education in practice has never been an instrument to free the mind and the spirit of man, but to bind them". Drawing on your own experiences and course related readings --
  - a. comment on Henry's contention and
  - b. describe the essential features of a school environment that would facilitate the process of freeing the minds and spirits of children in nursery and/or primary school settings.
  
- 3)
  - a. What does alienation mean and what kind of home and/or school related experiences might cause a child to begin to feel alienated?
  - b. What kind of experiences could you as a nursery school teacher provide for an alienated child to help them to develop in a more "mentally healthy" direction?

- 4) Moustakas in "The Authentic Teacher" states that, "self-values are in jeopardy in any climate where freedom and choice are denied, in any situation where the individual rejects his own senses and substitutes for his own perceptions the standards and expectations of others".

Comment on --

- a. the types of conditions and relationships that can lead to "self-betrayal" and
- b. the conditions which help to create an "authentic" relationship and facilitate the personal growth of the individual.

- 5) Lawrence Kubie in "Learning and Mental Health in the School", observes that: "We have learned that both input-overload through the excessive use of grill and drill, and input-overload through excessive permissiveness may tumble the learner into precisely the same abyss (problem) of paralysis and ignorance..."

"How can we (as nursery school teachers) equip the child with the facts and the tools, which (s)he will need in life, without interfering with the freedom with which (s)he will be able to use them after (s)he has acquired them?"

Drawing on your personal experiences and course related readings, comment on this statement and respond to the question posed by Kubie.

