

September 22, 1976

Course Outline

Course Title: Psychology III, Mental Health

Course Number: ED 221-3

Instructor: Tiit Tammik (Room E463, ext. 274)

Course Description:

This course is designed to develop the students' understanding of the nature of affective learning and teaching as well as personal growth and mental health.

Students will study and explore "confluent" educational approaches which integrate affective and cognitive elements in individual and group learning situations. The opportunity for students to develop deeper self-awareness and effective interpersonal communications skills will be emphasized. The study and practice of these skills, integrated with concepts of humanistic educational psychology, will enable students to develop their abilities to better understand and more effectively facilitate the development of children's affective learning and mental health.

Course Philosophy:

To help students to develop a deeper understanding of the educational process and children's self-actualization and mental health needs, through the development of increased self-awareness and more effective interpersonal communications skills, so as to enable students to gain the insights and abilities to optimally facilitate the affective learning and mental health development of pre-school aged children.

Goals:

1. To develop deeper self-awareness and more effective interpersonal communications skills.
2. To develop the students' understanding of the dynamic inter-relationships between affective and cognitive learning processes and how to effectively facilitate "confluent" educational experiences for themselves and preschool aged children.
3. To provide opportunities and resources for students to learn to help themselves and others to develop towards becoming more effective, self-directed learners.
4. To study and develop an understanding of the concepts and theories of; (a) mental health, (b) humanistic educational psychology, (c) human behaviour, learning, motivation and consciousness and (d) group and interpersonal communications dynamics.

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that these approaches are based upon.

Course Objectives: as well as active classroom responses
an understanding of:

1. Interpersonal and group communications dynamics and skills as well as their application in human relations.
2. and meaningful awarenesses and insights about themselves and others (relating to attitudes, values, beliefs, etc.) as functionally interdependent persons.
3. The dynamic interrelationships between affective and cognitive learning processes and how to effectively facilitate "confluent" educational experiences for preschool aged children.
4. how to help themselves and others to develop towards becoming more effective, self-directed learners.
5. the concepts and theories of:
 - (a) mental health, (b) humanistic educational psychology, (c) human behaviour, learning, motivation and levels of consciousness and (d) group and interpersonal communications dynamics.
6. comparative differences and similarities between different theoretical approaches to education, personal growth and mental health, including an understanding of the implicit philosophical assumptions that these approaches are based upon.

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

7. Attend and actively participate in a "personal growth and interpersonal communications skills development workshop", scheduled to be held from the evening of October 27th to 29th.
8. Maintain a cumulative "readings and personal growth journal", which will include: (a) brief summaries of the content and main ideas of "assigned" and "elected readings". (b) the student's personal interpretations about how the concepts and theories presented in the readings (as well as lectures and discussions) relate to one another and (c) an emphasis on relating the student's personal experiences, ideas and interpretations of the readings and course related activities. This would probably include the student's evolving awarenesses, understanding and insights about themselves, others and human relations dynamics in general, as well as how these and other concepts being

studied might be applied to facilitating the "confluent" educational experiences and mentally healthy development of preschool aged children.

NOTE: Course objectives 9 and 10 (as follows) need to be completed by students electing to contract for course grades B and A, respectively

9. To conduct library research on a topic related to mental health and human relations (chosen in consultation with and subject to the approval of the instructor) and conduct a class seminar presentation/discussion on this topic.

10. Conduct library research and write a "course paper" (typed double spaced, approximately 1,000 words minimum) demonstrating the student's understanding and ability to integrate the concepts and theories they have studied, including their personal experiences, ideas, and interpretations, and further elaborating on how these concepts could be practically applied in facilitating the educational, personal growth and mental health development of preschool aged children in day care and nursery school settings.

- Texts:
1. Moustakas, C. The Authentic Teacher. Cambridge: H.A. Doyl 1966
 2. Rogers, C.R. and Stevens, B. Person to Person: The Problem of Being Human. New York: Pocket Books, 1971
 3. Keyes, K. Jr., Handbook to Higher Consciousness, 5th ed., Berkeley: Living Love Center, 1975
 4. Powell, J. Why Am I Afraid to Tell You Who I Am
Niles: Argus Communications, 1969

Articles (on reserve, College L.R.C.)

1. from Brown, G.I. "Human Teaching for Human Learning: An Introduction to Confluent Education". New York: Viking Press, 1971. pp. 3-18 and 27-51
2. Ornstein, R.E. "The Container vs the Contents." Psy. Today, Sept. '76

NOTE: Other readings may be assigned during the course at the discretion of the instructor. The above texts and articles will be referred to in the syllabus as follows:

ie. Rogers and Stevens book, R.S. pp. 1-21
Approximately 400 pages (100 pages per unit of course syllabus)
of the readings referred to in the "assigned readings" sections of the syllabus must be completed by the student and notes and references to them must be included in the student's "cumulative journal". (see course objective #8). In addition students are to complete "elected readings" (relevant, course related readings of the student's own choosing) of approximately 50 pages per unit of the course syllabus

and referred to as part of the 400 pages of readings chosen by the student.

Unit I (3 weeks): ~~introduction to the course and overview of course~~ outline.

- interpersonal communications and group dynamics theory and skills development
- human relations and group process simulation activities (self-evaluation instrumentation in human relations.)
- the valuing process; self values and conditions for authentic growth of persons
- emotional development, happiness, pathways to higher consciousness, being here now, interacting with others and seven centers of consciousness

Assigned Reading: R. & S. pp. 1-21 and 279;
Ornstein article; M. pp.1-34*; P. pp. 1-42;
K. pp. 1-49* (Total, approximately 150 pages)

NOTE: "Cumulative Journal" notes and references to "assigned" (100 Page per unit) and "elected" (50 pages per unit) readings chosen by the student, must be completed at the end of each unit of the course.

Unit II (4 weeks):

- understanding your life experiences
- childrens' emotions and emotional expression in school
- interpersonal relationships (5 levels of communication)
- integration of affective and cognitive experiences
- introduction to "confluent education" and its rationale and techniques
- consciousness centres of unhappiness, joy and fulfillment
- personal growth and human relations theory and simulation activities
- "personal growth and interpersonal communications skills development workshop", (Oct. 27th to 29th; guest Gord Stone, workshop leader and chief facilitator)

Student "cumulative journal": submitted to instructor October 27th for progress evaluation and feedback.

Assigned Reading: R.&S. pp. 22-39; M. pp. 37-58*; P. pp, 43-86;
K. pp, 50-82; B. pp, 3-18* and 27-51* (Total, approximately 160 pages)

Unit III (4 weeks):

- meaning and dynamics of freedom: learning to be free
- the natural depth in human experience
- sensitive listening to children's emotional expressions
- dealing with our emotions: methods of ego defense
- personal growth and human relations theory and simulation activities
- techniques of consciousness focusing
- the rational mind and the illusion of self
- how to recognize your "addictions"
- "living love" with children

Assigned Reading: R.&S. pp. 40-62* and 214-240; M. pp, 59-109*;
P. pp, 87-120; K. pp, 100-139 and 140-147*
(Total approximately 170 pages)

Unit IV (4 weeks):

- the interpersonal relationship: congruence, empathy and unconditional positive regard
- creating effective interpersonal relationships with children
- roles and "games" in human relations
- the mechanisms and programming of happiness and unhappiness
- "living love" theory of happiness
- acceleration of personal growth
- integration of mental health concepts and theories and their application in facilitating the personal growth, education and mental health development of children
- human relations instrumentation feedback re: student development in personal growth and human relations skills.

Student "cumulative journal": submitted to instructor December 16th.
for progress evaluation and feedback.

"Course paper": due December 16th (students who contracted for B or A grade)

Assigned Reading: R. & S. pp. 85-101*, 102-116 M. pp, 224-260;
P. pp. 121-167; K. pp, ;48-;57 and 169-211
(Total, approximately 170 pages)

NOTE: Student class "seminar presentation/discussions" will be scheduled mainly during the last three units of the course. (for students electing to contract for B or A grades)

Methodology:

Learning will be facilitated by: (1) class and small group discussions, (2) student "seminar research and class presentation/discussions", (3) audio-visual presentations and (4) lectures.

Emphasis will be placed on self-directed learning processes and interpersonal communications and group dynamics. The process emphasis will incorporate ~~course content experiences~~ for human relations training as well as interpersonal and group simulation activities will be included throughout the course for the purposes of clarifying concepts and theories and facilitating the integration of theory with practice and application.

The two day "workshop" will provide students with an opportunity to engage more intensively in the personal growth and interpersonal communications learning process. Human relations training instrumentation will also be employed as an additional "feed-back" aid, in helping students to monitor their personal growth and progress in interpersonal communications skills development.

Evaluation:

Throughout the course there will be an emphasis on continuous cooperative self-evaluation of the students' personal growth and interpersonal communications skills development.

Students will also be significantly involved in evaluating one another's class "seminar presentation/discussions".

Students who attend and adequately participate in classes, as well as the two day "personal growth and interpersonal communications skills development workshop", and who maintain a complete and adequate "cumulative readings and personal growth journal". (as indicated in the course objectives" section of this outline) will receive a "satisfactory" (grade) evaluation.

"B" or "A" grades can be individually contracted for with the instructor by students striving to fulfill "course objectives" #9 and #10 (respectively) of this course outline.

A grade of A, B, "Satisfactory", I or R will be awarded upon completion of the course in accordance with the grading policy of Sault College.

ie. A, 80-100%; B, 70-79%; 60-69%--"satisfactory"

The "I" grade is intended for students who in the opinion of the instructor can benefit from the "make-up" period of study.