

COURSE OUTLINE

1978

COURSE TITLE: Psychology III, Personal Growth

COURSE NUMBER: ED 221-3

INSTRUCTOR: Tiit Tammik (Room E463, Ext.274)

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 communications 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 judgemental respect for one another's experiences.

GOALS:

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

- 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 communications 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 communications skills and the practical application of these skills in human relations.
- 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 interpersonal communications dynamics.
- 4) - the dynamic interrelationships between affective and cognitive learning processes and how an 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 2½ day, off campus "personal growth and interpersonal communications skills development workshop".
- 6) Maintain a cumulative "personal growth and interpersonal communications skills development log. (See Egan text p. 35-37, details of this objective will be discussed in class.)
- 7) Maintain a separate "cumulative assigned readings notebook" which will include: (a) brief summaries of the content and main ideas of "assigned" and "elected" readings and (b) the student's personalized interpretations and reactions to the readings.

NOTE: Satisfactory completion of these first seven course objectives is required for a "satisfactory" course completion evaluation. Students will also be encouraged to elect and contract with the group and instructor for course grades "B" and/or "A", by completing one (for a "B" grade) or both (for the "A" grade) of the two following course objectives (8 and/or 9).

- 8) Seminar and/or "human relations training facilitation" presentation:
To study and prepare and present (as an individual or with one partner) a seminar and/or a "human relations training facilitation" group exercise on a topic related to interpersonal and group communications, chosen in consultation with and subject to the approval of the instructor.
- 9) Research Paper:
Study and conduct research on a topic related to "personal growth" (chosen in consultation with the instructor) and submit a paper of approximately 1,000 words (typed, double spaced).

TEXTS:

- 1) Egan, G. - You and Me: The Skills of 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) Keyes, K. Jr. - Handbook to Higher Consciousness, 5th ed.
Living Love Centre, Berkeley Calif., 1975

Article: (on reserve, College L.R.C.)
from Brown, G.I. - Human Teaching for Human Learning: An Introduction to Confluent Education
New York: Viking Press, 1971. p. 3-18 and 27-51

NOTE: Other readings may be assigned during the course at the discretion of the instructor.

SYLLABUS:

UNIT I: Introduction to the course and overview of course outline.

- discussion: (a) of students' personal growth and group goals
(b) guidelines for group conduct and activities.
- a skills development approach to human relations.
- values in human relationships.
- exploring and becoming aware of interpersonal style and aspects of interpersonal communications skills.
- the learning contract, cumulative personal growth log and agenda.

Assigned Readings: - Egan, p. 1-71. Keyes, p. 1-49.
- Powell, p. 1-86.

UNIT II:

- expressing and dealing with feelings and emotions.
- concreteness in communications (how to avoid being vague).
- developing skills of active attending and listening.
- consciousness and awareness.
- group discussion of establishing goals and objectives in preparation for the "personal growth and interpersonal communications skills development workshop".

Assigned Readings: - Egan, p. 73-133. Keyes, p. 50-82.
- Powell, p. 87-120.

UNIT III:

- group discussion evaluation of the "personal growth and interpersonal communications skills development workshop".
- exploring and developing skills of responding with understanding.
- genuineness and respect as communications skills.
- exploring and developing skills of challenging.
- mutuality and deeper understanding in communicating.

Assigned Readings: - Egan, p. 135-233. Keyes, p. 100-147.
- Article by Brown, (on reserve/College L.R.C.)

UNIT IV:

- exploring and developing the skills of here-and-now immediacy in communications.
- exploring and developing the skills of being an effective group communicator and leader.
- dealing constructively with defensiveness.
- leadership and types of group participation.
- changing your interpersonal behaviour.
- group discussion evaluating our learning experiences and developing recommendations for course improvement.

Assigned Readings: - Egan, p. 235-333. Keyes, p. 169-205.
- Powell, p. 121-167.

- NOTE:
- 1) December 8th -- students submit their "cumulative readings notebook" and "personal growth logs" to instructor for progress evaluation and feedback.
 - 2) December 15th -- students who elected and contracted for "B" and/or "A" grade, submit "research paper" to instructor for progress evaluation and feedback.
 - 3) Student "seminar presentations" will be scheduled mainly during the last two units of the course (for students electing to contract for "B" and/or "A" grades).
 - 4) Substitute Reading: Assigned reading from the Keyes text and the Brown article total approximately 200 pages. Students may choose to substitute up to 50% of these readings (100 pages approx.) with other course related readings of their own choosing.

METHODOLOGY:

Student learning will be facilitated by:

- 1) class and small groups discussions
- 2) student seminar research and class presentations
- 3) audio-visual presentations
- 4) lectures and
- 5) 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 communications skills development workshop". The "workshop" will provide students with an opportunity to engage more intensively in relevant personal growth and interpersonal communications learning processes. The "workshop" learning experience will be enhanced by the contributions of the E.C.E. programme Co-ordinator and our College's Professional Development Officer, who will be involved in both the planning and leadership aspects of the "workshop".

EVALUATION:

Throughout this course, students will be encouraged to evaluate their own personal growth and interpersonal communications skills development. Self-evaluation will be facilitated by student completion of assigned (Egan text) "exercises" and "checklists" as well as discussion and feedback from fellow students and the instructor. Student maintenance of their "cumulative personal growth logs" will also enhance the process of self-evaluated learning.

Students will also be significantly involved, with their instructor, in co-operative evaluation of one another's class "seminar presentation/discussions".

Students who attend and participate in all classes as well as the "personal growth and interpersonal skills development workshop" and who maintain complete and adequate "cumulative personal growth logs" and "cumulative assigned readings notebooks (see "Course Objectives" section of outline) will receive a "Satisfactory" (grade) evaluation.

"B" or "A" grades can be individually contracted for with the instructor by students electing to complete course objectives #8 and #9 (see "Course Objectives" section of outline).

A grade of "A", "B", "Satisfactory", "I" 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. ie. A = 85%+ B = 75% - 84%
Satisfactory = 60% - 74%

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

Tiit Tammik
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October 1978

APPENDIX: ED 221-3 "PERSONAL GROWTH" COURSE OUTLINE

Rationale for the two-and-a-half day off-campus "Personal Growth and Interpersonal Communications Skills Development Workshop"

Since 1975, the "Personal Growth" course (formerly "Mental Health") has included a two-and-a-half day off-campus "Personal Growth and Interpersonal Communication Skills Development Workshop", held at the "Outpost Lodge", 29 miles north of Thessalon. The "workshop" is planned in co-operation with the students, lead and facilitated by the course instructor, the College Professional Development Officer, the Early Childhood Education Program Coordinator, and another female member of the E.C.E. faculty.

The "workshop" is the core human relations and interpersonal communications skills development learning experience of this course.

The "workshop" provides students the opportunity to live and learn co-operatively; to explore, practice, share, and develop deeper self-awareness and more effective interpersonal communications and group leadership skills, in an optimal human relations learning environment.

Because of the unique learning goals and objectives of this course (see course outline), and the greater emphasis on process aspects of cognitive and affective learning, the physical and human qualities of the learning environment are essential to the achievement of primary course goals and objectives. Development of deeper self-awareness is interpreted as being fundamental and prerequisite to:

- 1) the development of a meaningful understanding of others,
- 2) the acquisition of more effective interpersonal communications and group leadership skills,
- 3) the ability to understand and effectively facilitate pre-school children's cognitive and affective learning.

The development of these understandings and skills requires a learning environment conducive to the development of attitudes of mutual acceptance, trust, co-operation, and non-judgmental respect for one another's experiences among the "workshop" participants. These prerequisite attitudes to the human relations learning process can only be optimally developed in a learning environment that includes the following key characteristics: 1) fewer distractions 2) opportunities to engage in, share, and discuss meaningful personal and group experiences 3) a longer duration of time, in which to explore, practise and develop interpersonal communications skills, so as to acquire a developmental understanding of group processes and dynamics.

The "workshop" learning experience is also designed so as to enable students to integrally participate in setting learning goals and objectives, planning and implementing learning activities and

evaluating personal and group learning outcomes, thereby developing their skills of educational planning, facilities, and evaluation.

During the "workshop" development of self-awareness and learning more effective interpersonal communication skills are 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 human relations training group. Participation in structured group human relations training exercises, seminars, and discussions related to awareness, roles, attitudes, and values clarification, help students to develop deeper self-awareness and more effective interpersonal communications and group leadership skills.