

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

Semester: THREE

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NEW:

REVISION: X

APPROVED:

N. Koch
N. Koch, Chairperson

DATE:

Aug 25 '88

ED 220-3 Personal Growth & Communication Skills

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 assess one's overall "health" status
3. To formulate a realistic plan to change the behaviours that contribute to an unsatisfying or destructive life-style

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COURSE OBJECTIVES

1. To explore attitudes/values about one's self and life-style and to design a plan for self-actualization
2. Attend and actively participate in a two day personal growth and interpersonal communications skills workshop

NOTE:

Due to the emphasis on group process learning activities it is very important that students attend all classes and participate actively.

REQUIRED TEXTS

1. **Essentials of Life and Health**, 5th ed.: Levy, Dignan, Sheriffs; New York: Random House Inc., 1988
2. **Discover Your Health Behaviours, A Self-Assessment and Behaviour Change Manual**

SYLLABUS

This is intended as a general guideline. Dates for discussion of tasks or for tests may change at the discretion of the course teacher.

UNIT I: THE WHOLE SELF

Week 1: Course Overview

- the concept of health - personal profile
 - personal goals
- principles of behaviour change

UNIT II: HEALTH & MENTAL STATES

EMOTIONAL HEALTH & MENTAL DISORDERS

- nature of emotions
- recognizing/revealing emotions
- coping with emotions
- mental and psychotic disorders
- stress management
- Workshop - goals/plans

UNIT III: PERSONAL GROWTH WORKSHOP

"OUTPOST EXPERIENCE"

- discussion/evaluation of personal growth workshop

UNIT IV: HEALTH AND CHEMICAL SUBSTANCES

- use and control of drugs, alcohol and tobacco
- making changes

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- sexual violence
- significant relationships - effective communication

UNIT VI: PROMOTING WELL-BEING - HEALTH AND SOCIETAL ISSUES

- life-style decisions re: nutrition, weight and fitness
- environmental health

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.

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 coordinator and faculty.

ASSIGNMENTS

1. Behaviour change action plan:

Students will determine which aspects of their own behaviour should change in order to become a self-actualized person. This will be accomplished by completing the questionnaires in the Behaviour Change Manual and a Behaviour Change Contract. Each student will make an appointment with the instructor to discuss and sign the contract, and to determine a realistic deadline to complete the action plan. Strict confidentiality will be maintained.

- DUE DATES:
- a) Friday, September 18, 1989 - all students must have behaviour contract submitted - signed
 - b) By December 15, 1989 - students will submit a log outlining the methods used to accomplish the behavioural changes as outlined in the contract. The log will detail dates, times, steps, rules, feelings and feedback in the process. Finally, the log will summarize the student's assessment of success or failure and suggest another personal change which could be achieved next.

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2. Personal Growth Workshop:

All students must attend a two day personal growth and interpersonal workshop. A variety of group activities will lead the students to a better understanding of self and others through cooperation and effective communication.

3. Personal Perspectives:

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. 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+ = 95%+
- A = 85-94%
- B = 75-84%
- C = 60-74%
- R = Less than 60%

ASSIGNMENTS AND DATES

1. Behaviour Change Contract - to be signed by September 18, 1989	- 5%
Behaviour Change Log & Summary - December 15, 1989	-10%
2. Personal Growth Workshop - October 4, 5, 6, 1989	-30%
3. Historical Personal/Family Perspective - December 8, 1989	-30%
4. Participation	-25%
	<hr/> 100%