

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 PROGRAMME

Semester: III

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APPROVED:

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Chairperson

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Date

PERSONAL GROWTH AND COMMUNICATION SKILLS
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ED 220-3
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INSTRUCTOR: Tiit Tammik (Room E460, Ext. 228)

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
- 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" 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 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).

Because of the emphasis on group process learning activities during this course, students must attend all classes, with the only exception being absence for reasons of confirmed illness.

8) - Seminar and/or "human relations training facilitation" presentation:

To study and prepare and present a 40 min. 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 1,500 words (typed, double spaced).

TEXTS:

- 1) Egan, G. You and Me: The Skills 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

NOTE: Other readings may be assigned during the course at the discretion of the instructor. Students will also be responsible for understanding audio-visual and lecture material presented in class.

SYLLABUS:

NOTE: The topics in each of the following four units of the syllabus will be covered in approximately equal (4 week) periods of time.

SYLLABUS cont'd...

UNIT 1: 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
- Powell, p. 1 - 86

UNIT 2:

- 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
- Powell, p. 87 - 120

UNIT 3:

- 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 communication skills.
- exploring and developing skills of challenging.
- mutuality and deeper understanding in communicating.

Assigned Readings: - Egan, p. 135 - 233

UNIT 4:

- 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.

UNIT 4:

- changing your interpersonal behaviour.
- group discussion evaluating our learning experiences and developing recommendations for course improvement.

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

- NOTE:
- 1) Mid October and early December -- students submit their "cumulative readings notebook" and "personal growth logs" to instructor for progress evaluation and feedback.
 - 2) Early December -- 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).
 - Specific "due dates" for the above requirements will be discussed in class.

METHODOLOGY:

Student learning will be facilitated by:

- 1) class and small group 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 contribution of the E.C.E. programme Co-ordinator and staff.

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 objective #8 and #9 (see "Course Objectives" section of outline).

NOTE: The evaluation system can be modified at the discretion of the instructor.

A grade of "A", "B", "Satisfactory", 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%

