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SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: Methods in Parent Support

Code No.: ED 404-2

Program: Infant/Toddler Care & Education

Semester: Spring/Summer

Date: May 24/83

Author: Beverly Abromino

New: Revision:

APPROVED: *Nylen Kondrat*
Chairperson

May 24/83
Date

CALENDAR DESCRIPTION

Methods in Parent Support
Course Name

ED 404-2

Course Number

COURSE GOALS: The purpose of this course is to assist the student in developing an understanding of group interaction processes, and in learning techniques for providing support to parents of both "normal" and "special needs" infants and toddlers.

COURSE DESCRIPTION: The student will review basic communication skills and will study the components of group leadership and group development. In addition the student will develop skills which will assist in the helping process.

COURSE OBJECTIVES: Through independent readings, class discussions, participation in class exercises and role-playing the student will develop skills in facilitating parent groups and in acting in a supportive role with parents.

REQUIRED TEXTS: Leadership and Group Development Series, 2nd. Edition
I - Factors in Working with Groups;
II - How to Observe Your Group;
III - How to Analyze and Evaluate Group Growth;
IV - Planning Group Development

by Dimock, Hedley G.; Guleph: Office for Educational Practice, University of Guelph, Ontario, 1983.

RELATED READINGS:

1. Looking Out/Looking In: Interpersonal Communication 3rd. Edition; Adler, Ronald B. & Towne, Neil; New York: Holt, Rinehart - Winston, 1981.
2. Let's Talk: An Introduction to Interpersonal Communication, 2nd. Edition; Sathre, Olson & Whitney; Illinois: Scott, Foresman & Co., Glenview, 1977 (BF 637 C45).
3. Working with Parents and Infants: An Interactional Approach; Bronwich Rose, Baltimore: University Park Press, Maryland, 1981.
4. Understanding and Working With Parents of Children with Special Needs; Paul, James L. (ed.); New York: Holt, Rinehart and Winston, 1981.

5. Crisis Intervention: Selected Readings; Parad, Howard J. ed., New York: N.Y. Family Service Assoc. of America, New York (BF 575. S75 P3)
6. High-Risk Parenting: Nursing Assessment and Strategies for the Family at Risk, Johnson, Suzanne H., Toronto: J.B. Lippincott Co., 1979.
7. Basic Attending Skills: Participant Manual; Ivey Allan E. and Gluckstern, Norma B.; Amherst: Allan E. Ivey & Norma B. Gluckstern Micro-training Associates Inc.; Massachusetts, 1974.
8. Parents on the Team; Brown, Sara L. and Moersch, Martha S. (ed's) Ann Arbor: University of Michigan Press, Michigan, 1978.

EVALUATION: Through a process of summarizing and consolidating readings from the texts, related materials and class discussions students will develop a resource binder on the topic of group leadership and parent support. The outline of specific learning activities follows.

PART B	(2)	Factors in Working with Groups	10
PART C	(3)	How to Observe Your Group	10
PART D	(4)	How to Analyze and Evaluate your Group	10
PART E	(5)	Planning Group Development	10
PART A	(1)	Communication Skills	10
PART F	(6)	Understanding and Working with Parents	10
PART G	(7)	Parent Group Plan	40
			<hr/> 100%

METHOD IN PARENT SUPPORT:

STUDENT LEARNING ACTIVITIES

Students will prepare a resource binder by answering questions and by making charts and rating scales where applicable. Students should include supporting materials which they feel will be useful for working with parents individually or in groups.

After completing each section, the binder should be submitted to the instructor for evaluation and comments. Answers should be explained in the student's own words as much as possible.

PART A: COMMUNICATION SKILLS

In order to initiate, develop and maintain caring productive relationships, certain basic skills must be present. These skills generally fall into four areas:

- a.) knowing and trusting each other
 - b.) communicating with each other accurately and unambiguously
 - c.) accepting and supporting each other
 - d.) resolving conflicts and relationship problems constructively
1. Define "self-disclosure" and explain its effects on interpersonal relationships.
 2. Explain the importance of self-awareness. Describe ways in which you can become more self-aware.
 3. Define "interpersonal effectiveness" and summarize how it can be improved.
 4. Describe how interpersonal trust is built. Explain when trust is appropriate.
 5. Explain how you can ensure effective communication of your ideas and feelings. (summarize feedback, paraphrasing, selective perception)
 6. Explain the factors involved in verbal and non-verbal communication of feelings.

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7. Describe how you can listen and respond to other people's messages in ways that will help the person solve problem's and at the same time build a closer relationship, between the person and yourself.

PART B: FACTORS IN WORKING WITH GROUPS

1. Explain the two basic leadership functions.
2. Summarize the features of the different styles of leadership and explain when each style is most effective.
3. How can leaders increase their effectiveness?
4. Explain the factors involved in group structure (membership, strength, standards, rules, pressures).
5. Explain how individual personality characteristics and behaviour patterns can affect the group. Expand on Schutz's three interpersonal relations orientations.
6. Describe the process of transference in relationship to individuals in the group and to the leader.
7. Explain how a group's status hierarchy is formed in terms of leadership functions (influences).

PART C: HOW TO OBSERVE YOUR GROUP

NOTE: All charts should be typed!

1. This booklet presents four different group development theories.
 - a) Summarize the major dimensions presented in the four viewpoints.
 - b) Make up a chart which will contrast the major variables in group development.
2. Describe the various ways a leader can obtain information about group behaviour.
3. What are the purposes of obtaining information (recording observations) about groups?
4. In your binder set up an "Observation Guide for the Major Areas of a Group's Development" as given on pages 20 & 21.
5. Describe how an interaction diagram is used. Observe two different groups of people (3 or more people) meeting either formally or informally. Make an interaction diagram of the group based on two samples of 5 minutes each. (Observation can be of friends, gathering of relatives, people in coffee shop, etc.)
6. How is a "Survey of Group Development" best used? Set up such a survey chart in your binder. Suggestion: abbreviate the factors given in order to shorten your form (p. 24-27).
7.
 - a) Make up an observation chart used to analyze "Functions of Group Members".
 - b) Make up a corresponding definition sheet.
 - c) What are some technical problems in using this chart?
8. Set up an additional observation guide based on the categories outlined p. 31-33. Make up your own categories if desired. Try out your observation guide on a group of people. Explain the type of group you observed, ie. from coffee shop, friends, children, a party, a formal meeting, etc.
9. Explain when and why a) anecdotal and b) narrative forms of records are used in group observation.

PART D: HOW TO ANALYZE AND EVALUATE YOUR GROUP

1. How can observing or collecting information on friendship patterns be useful to a group leader? Describe ways in which this information can be gathered.
2. Find a group of people for the purposes of making either a) "reciprocal friendship chart" or b) an "open friendship chart". For (a) find the reciprocal friendship score and the group cohesion score. For (b) find the group attraction score.
3. What are the advantages and disadvantages of a social relations scale?
4. Describe why "member ratings" and "member reactions" are useful.
5. Define the terms "reliability", "validity", and "statistical significance". Why are they important?
6. What other factors would be important in determining group or agency functioning? How would this information be collected?

PART E: PLANNING GROUP DEVELOPMENT

1. What are the reasons for planning for working with groups?
2. Summarize the seven assumptions about change outlined by the author.
3. Briefly describe the six steps which constitute planned group development.
4. What are the most important functions of the group leader which will promote group development?
5. What criteria can be used in the formation of groups?
6. What is the difference between high advisor (leader) dominance and low advisor dominance in terms of group growth and group satisfaction?
7. What are the best ways of developing leader-member rapport?
8. What kind of actions might a leader take to discipline a member or maintain control.
9. What factors are important with respect to group problem solving and group discussion?
10. How do the activities participated in by group members affect the development of the group as a whole?