

Course Outline

PROGRAM: Early Childhood Education
COURSE TITLE: Building Effective Relationships COURSE NUMBER: ED 208-3
COURSE INSTRUCTOR: Jaye Hamer DATE: JAN. '81

Course Description

This course will involve studying various aspects of parent-teacher-child relationships including an understanding of parents as people with values, goals, individual background and needs to be met. Meaningful contact with parents will be achieved through home visits, the child development interview and parent meetings. Communication processes, group dynamics and leadership styles will also be studied. Planning meetings to interpret preschool education to parents will be approached through theory and practice.

Course Philosophy

This course is designed to help students to learn to develop awarenesses and skills enabling them to understand and facilitate effective relationships.

Course Goals

1. To study communication processes and leadership dynamics.
2. To study the nature of interviewing, its principles, and methods.
3. To study various aspects of parent-teacher education.

Objectives

1. To be able to discuss, apply and demonstrate an understanding of theories of human communications processes, as well as group and leadership dynamics.
2. To be able to critically discuss interviewing principles and demonstrate the application of interviewing techniques in a written evaluation report of a "child development" interview conducted with a preschool child's parents.
3. To be able to develop, follow up, and evaluate an I.P.P. for a preschool child to be used by the parents in the home setting, for the purpose of developing skills in the child, as well as developing parent-teacher-child relationships.
4. To be able to plan, and conduct a parent meeting having an E.C.E. focus, and write a follow-up evaluation report.
5. To develop a bibliography of literature dealing with communication processes, interviewing principles, and parent-teacher education.

Objectives continued...

6. To be able to research and prepare resource materials, handouts, and a bibliography of suggested readings for distribution to parents.

Texts

1. Contact: The First Four Minutes, Zunin, Ballantine, N.Y., 1973.
2. Enjoying Your Pre-Schooler, A Program Manual, Diane Prato, Dellcrest Children's Centre, 1975.
3. Guidelines to Parent-Teacher Co-Operation in E.C.E., Newman, S., Book-Lab Inc., 1971.

Reference

1. Effective Home-School Relations, Hymes, J. I. Jr., S.C.A.E.Y.C., 1974.
2. Interviewing: Its Principles and Methods, 2nd ed., Garrett, A., F.S.A.A., 1972.

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

Syllabus

- Unit I:
- introduction to course and overview of course outline
 - human communications processes and dynamics
 - group processes and dynamics
 - the nature of the helping relationship
 - leadership styles and dimensions

- Unit II:
- purpose, principles and methods of interviewing
 - understanding human nature
 - attitudes of the interviewer
 - observation, active listening, dialogue, leadership, and interpretation in interviewing
 - essential conditions of good interviewing
 - role play interview practice
 - parent-teacher conferences
 - home visits

- UNIT III:
- these people called parents
 - parents-teachers-children, family life, needs and attitudes
 - involving parents and understanding their (and your) evolving attitudes and skills
 - co-operating with parents as observers and participants
 - approaches and methods of planning, conducting, and evaluating parent group meetings
 - communications, group and leadership processes in meetings

- Unit IV:
- approaches to parent education regarding E.C.E. and child development
 - newsletters and written communications with parents
 - planning, conducting and evaluating parent meetings
 - evaluation of selected parent-teacher communications approaches and the effects of improved communications on the child's development

Assignments

- #1: Working in pairs, students will make a presentation to the class which will summarize and clarify ideas presented in the text, Contact (according to an arranged schedule). Students will make use of various methods and resources such as role-playing, communications exercises, puppets, felt stories, A/V materials, photographs, tape recordings. Presentations will be evaluated by the class.
- #2: In order to further understand the role of parent, each student will spend a weekend as a surrogate parent. Following this experience each student will present, in class, a journal of significant events, successes and frustrations, noting, particularly, increased awareness of the parenting role.
MARCH 13, 14, 15, 1981
- #3: Prior to this weekend experience students will meet with the parents to conduct a child development-household awareness interview, and complete a follow-up report.
WEEK OF MARCH 2, 1981
REPORT - WEEK OF MARCH 9, 1981
- #4: Using information gathered during the interview, the weekend experience, and researched material, the student will plan an I.P.P. for the child. This will be carried out by the parents at home and the student will maintain regular contact with the parents in order to monitor the child's progress, make necessary alterations, answer parents' questions. A copy of the proposed I.P.P. is to be submitted to the instructor for approval prior to giving it to the parents.
DUE MARCH 30, 1981
- #5: Students will prepare a final report summarizing the results of the I.P.P., relationships developed with the child and the parents. Students will include copies of all progress reports, observations, researched data, and a summary of the student's own learning and feelings throughout the project, as well as the original child development interview.
DUE ON OR BEFORE APRIL 16, 1981
- #6: Working in pairs students will plan, organize and conduct a parent group meeting having an E.C.E. parent education focus. A follow-up evaluation report will be prepared and submitted to the instructor at the class the week following the parent meeting. Schedule arranged in class.

Assignments continued...

- #7: Working in the same pairs as for #6 above, students will organize materials, bibliographies, and handouts necessary for the parent meetings. Due prior to the scheduled parent meeting. Schedule arranged in class.

Methodology

Learning will be facilitated by (a) lectures, (b) class and small-group discussions, (c) role-playing and structured group process simulation activities and (d) audio-visual presentations.

During student presentations, students (along with the instructor acting as a resource person) will be responsible for facilitating their own and their classmates' learning.

The assignments are designed to provide students with both individual and co-operative small-group learning experiences relating to both theory and practice.

Evaluation

Students will be responsible for attendance and participation in all areas of the course as outlined and for all assignments as requested. Students will be significantly involved in the process of evaluating one another's presentations with the instructor.

The final course grade will be determined as follows:

1.	<u>Contact</u> Class Presentation	10%
2.	Weekend Experience and Journal Presentation	20%
3.	Child Development Interview	10%
4.	I.P.P.	10%
5.	Final I.P.P. Report	20%
6.	Parent Meetings - Organization, Program and Handouts	20%
7.	- Evaluation Report	10%
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JH:lv

Jan. '81