

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

COURSE OUTLINE

Course Title: BUILDING EFFECTIVE RELATIONSHIPS

Code No.: ED 208-3

Program: EARLY CHILDHOOD EDUCATION (E.C.E.)

Semester: FOUR

Date: FEBRUARY 1986

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New: \_\_\_\_\_ Revision: X

APPROVED:

N. Koch  
Chairperson

N. Koch

Feb., 1986  
Date

### 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 interpersonal relationships.
- 3) To study the nature of interviewing and its principles.

### OBJECTIVES

- 1) To be able to discuss, apply and demonstrate an understanding of theories of human communication 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. (Individual Program Plan) 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 to write a follow-up evaluation report.
- 5) To be able to research and prepare resource materials, handouts and a bibliography of suggested reading for distribution to parents.

### TEXT

Communicating and Relating, 2nd edition, Jacqueline B. Carr,  
William C. Brown Publishers

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**ASSIGNMENTS**

1. Working either individually or in pairs, students will make a presentation to the class providing a summary, clarification and/or enhancement of ideas presented in the text. Students will make use of various methods and resources such as role-playing, communication exercises, puppets, felt stories, A/V materials, photographs, and tape recordings. Presentations will be evaluated by the class and the instructor.

**25%** - Dates to be arranged in class

2. Because this is a "process" course, class participation is crucial.

Participation - **20%**

3. Students will plan, organize and execute a major community service project. This project is to be carried out as a "group project". Dates and specifics are to be scheduled later.

**20%**

4. In-class assignments will make up a large portion of communication exercises. They will often serve as a basis for further discussion.

**35%**

Reading Assignments (Text readings)

<u>Due</u>	<u>Pages in Text</u>
Feb. 3	pages 3 - 41
Feb. 13	pages 41 - 127
Feb. 20	pages 127 - 162
Feb. 27	pages 162 - 192
March 6	pages 192 - 229
March 20	pages 229 - 264
March 27	pages 265 - 284
April 3	pages 284 - 309
April 10	pages 309 - 338
April 17	pages 338 - 368

Since reading assignments will often serve as the basis for class discussion, please complete them (as designated above) in order to maximize class participation.