

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

COURSE OUTLINE

COURSE TITLE: Building Effective Relationships

COURSE NO.: ED 208-3

PROGRAM: Early Childhood Education

SEMESTER: Four

DATE: January 1991

AUTHOR: Bev Browning

New: _____

Revision: X

APPROVED:

K. DeRosario
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

DATE:

Jan. 7/91

Building Effective Relationships (ED 222)
Instructor: B. Browning

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 awareness 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 plan and conduct a parent meeting having an E.C.E. focus and to write a follow-up evaluation report.
4. To be able to research and prepare resource materials, handouts and a bibliography of suggested readings for distribution to parents.

TEXT

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

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ASSIGNMENTS

1. Working individually, students will make a presentation to the class providing a summary, clarification and/or enhancement of ideas of interest to them. 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.

20% - Dates to be arranged in class

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

Participation - 35%

3. Students will plan, organize and execute a parent meeting for parents of C.D.C. children. 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.

25%

READING ASSIGNMENTS

January	14	pages 3-41
	21	pages 41-127
	28	pages 127-162
February	4	pages 162-192
	11	pages 192-229
	18	pages 229-264
March	11	pages 265-284
	18	pages 285-309
	25	pages 309-338
April	1	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.

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

A+ = 90-100%
A = 80- 89%
B = 70- 79%
C = 60-69%
R = Repeat (Less than 60%)