

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 1992

AUTHOR: Kathy Nielsen

New: _____

Revision: X

APPROVED: _____

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

DATE: _____

Dec. 23/91

Building Effective Relationships (ED 208)
Instructor: K. Nielsen

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. 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.
4. To study parent/teacher partnerships

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 develop empathy and understanding for parents in their multifaceted role.
5. To be able to research and prepare resource materials, handouts and a bibliography of suggested readings for distribution to parents.

TEXT

Home, School and Community Relations: A Guide to Working With Parents,
Carol Gestivicki, Delmer 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:

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

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COLLEGE GRADING POLICY

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

SPECIAL NOTE:

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.