

ELCC 343**Interpersonal Relationships, Ethics and Team Dynamics**

3 credits, 45 hours lecture

The emphasis of this course will be on developing, refining and practicing skills to build and maintain relationships with others, particularly as they refer to the issues and ethical problems that face caregivers in the field of Early Learning and Child Care. The students will gain a stronger understanding of team concept, group and team dynamics and the various roles that exist within teams, and will develop capacity to improve their team performance. Students will examine and implement the CCCF Code of Ethical Conduct. Skills for responsible action in resolving ethical dilemmas will be studied.

Prerequisite: ELCC Certificate or equivalent

NOTE: Not available to students with credit in ELCC 305 and ELCC 306.

Instructor

Veronica Doleman

CC 205 M

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Office Hours

Monday 6:00pm – 7:00pm

Wednesday 6:00pm – 7:00pm

Saturday 10:00am – 11:00am

Please set up an appointment with your instructor. Other times may be available based on your needs.

Delivery Method and/or Hours of Instruction:

Face-to-face, with the possibility of video-conference participation.

Tuesdays 6:30pm – 9:30pm

Thursdays 6:30pm – 9:30pm

Please note: there are no classes on the following dates: Thursday, April 2nd, Tuesday April 14th and Thursday April 16th.

Required Resources

Connor, J. M. & Killian, D. (2012). *Connecting across differences: Finding common ground with anyone, anywhere, anytime* (2nd ed.). Encinitas, CA: PuddleDancer Press.

Rosenberg, M. B. (2015). *Nonviolent communication: A language of life* (3rd ed.). Encinitas, CA: PuddleDancer Press.

CCCF. (n.d.). *Occupational standards for Early Childhood Educators*. Ottawa, Canada: Child Care Human Resources Sector Council. Retrieved from https://www.cccf-fcsge.ca/wp-content/uploads/occupational-standards-for-ece_en.pdf

College of Early Childhood Educators. (2017). *Code of ethics and standards of practice for registered early childhood educators in Ontario* (2nd ed.).

Retrieved from https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf
Course Outcomes

Upon successful completion of this course, the student shall be able to:

1. Demonstrate and integrate the use of (Nonviolent) Compassionate Communication skills in the application of interpersonal conflict resolution, giving & receiving feedback, self-empathy, and effective communication – both honestly expressing and empathically listening.
2. Examine personal responses to power and control.
3. Strengthen awareness of how their attitudes and behavior/actions impact others.
4. Enhance ability to self-reflect and utilize various approaches for self-growth such as peer consultation/evaluation, reflection journal, and debriefing.
5. Demonstrate skills in team relationships including giving and receiving feedback, addressing concerns and issues with appropriate person(s), dealing with change and transition, and managing stress.
6. Compare and contrast the various roles within working groups and assess team dynamics in current work team.
7. Describe the ELCC professional’s role in relationships with colleagues to share information and to collaborate on planning for care routines and children’s play, learning, and development.
8. Identify and discuss issues in the field of early childhood and relate them to their own professional work.
9. Describe the CCCF Code of Ethical Conduct and recognize personal accountability for practicing in an ethical manner.
10. Demonstrate how a code of ethics underlies their responses to the ethical issues that arise in their work with children and families and in their responsibilities as advocates for children.

Evaluation: *detailed assignment instructions and rubrics will be handed out in class.*

Since the nature of this course is human growth and interaction, evaluation will reflect participation in group exercises; demonstration of skills in class and in practicum/work settings; completion of assignments; and ability to self-reflect, self-empathize and self-evaluate.

Final evaluation will be determined through an assessment of skills learned by the end of the course. The final grade decision is the instructor’s responsibility. A lack of growth in communication skills, poor listening skills, and a lack of self-awareness are the primary reasons for failure in this course.

Assignments	Value
<p>Application of Specific Communication skills:</p> <p>You will self-assess, have an opportunity to assess classmates, as well as be assessed by your instructor on the growth and application of specific communication skills. Feedback will address self-empathy, empathic listening & authentic expressing to give and receive feedback, managing conflict and solving problems. Skills assessed will include addressing concerns appropriately, dealing with change and transition, and managing stress.</p>	25%
<p>Log book:</p> <p>Weekly log entries of reflections and responses to the <i>Connecting Across Differences</i> text and class exercises and experiences.</p>	30%

Assignments	Value
<p>Caring for the Caregiver: You will determine an individual goal for self-improvement and well-being and work towards it throughout the course and during your practicum or work placement, documenting progress.</p>	15%
<p>Quiz: The 4 Components of NVC including Observation, Feeling, Need, & Request.</p>	5%
<p>Does your Team Work? You will set a goal with practicum/work teammates about a work issue or dilemma you are trying to overcome. Then, you will implement the goal and present your progress to classmates. In your presentation you will reflect and elaborate on ethical considerations involved in the issue, citing the <i>CCCF Occupational Standards</i> or the <i>Ontario Code of Ethics and Standards for Early Childhood Educators</i>. Include your own philosophy on working with children and how this supports your decision about the ethical dilemma or responsibility.</p>	25%

The minimum passing grade for this course is a C- (60%), which is required for progression or transfer.

Grading System

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
90-93	A	4.0	
	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	F	0.0	Failure

Proposed Schedule of Topics

1. Self-awareness, Self-empathy, Self-reflection
2. Roles, responsibilities and consciousness in interpersonal communication
3. Compassionate, non-violent communication skills in interpersonal relationships
4. Self-care to manage stress
5. Conflict resolution
6. Your relationship with power and control
7. Issues in the early childhood field
8. The ELCC professional's role in relationships with colleagues
9. The Canadian Child Care Federation Ethical Code of Conduct
10. Workplace and team diversity

11. Roles and responsibilities within teams
12. Team relationship skills

Please Note:

Date and time allotted to each topic is subject to change.

Performance Requirements

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

Accessibility Services (CC167) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

Skill Centre (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

Wellness Services (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

Student Life Department (CC210) is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.

Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.