

APPLIED ARTS DIVISION
School of Health, Education & Human Services
Early Childhood Development Program
Fall 2010



COURSE OUTLINE

EC 115
UNDERSTANDING SELF ESTEEM

30 HOURS
CREDIT COURSE

YUKON COLLEGE
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This course outline has been adapted from Grant MacEwan Community College's "Understanding Self Esteem" course. Copyright permission has been received in 1991.

Revision by: Marjorie Hayes Rogers, Reg.N; MScN; BScN; M.Divinity; Chaplain Level 11, August 2007

Revision by: Marjorie Logue B.A., B. Ed., July 2010

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Students are urged to save this course outline for future reference. When enrolling in courses at other institutions, copies of your course outlines may be required to determine credit for courses already taken.

EC 115 - UNDERSTANDING SELF ESTEEM

INSTRUCTOR: Marjorie Logue
OFFICE HOURS: By Appointment
OFFICE LOCATION:
TELEPHONE/E-MAIL: 867-456-4424/marjorielogue@yahoo.ca
FAX:

**COURSE OFFERING
DAYS & TIMES:** Monday 6:00 to 9:00

COURSE DESCRIPTION:

This 30-hour course is designed to foster a theoretical and experiential understanding of self-esteem. Aspects of interpersonal communication as they relate to self-esteem will be introduced.

ADDITIONAL COURSE DESCRIPTION:

Students will explore their own self-awareness, and the child development worker's role in fostering self-esteem in children and adults.

LEARNING OUTCOMES:

1. To demonstrate an understanding of the development of self-concept and self-esteem.
2. To demonstrate an understanding of the student's own sense of esteem and how this affects interaction in situations and with others.
3. To discuss the role of each of the following in fostering self-esteem: family, school, peers, individuals and environment.
4. To develop increased comfort by positively responding to children's various emotions.

5. To develop an understanding of the approaches to discipline which foster healthy self-esteem.
6. To evidence increased expansion of personal awareness and sensitivity to others.

DELIVERY FORMAT:

Classes will include a variety of teaching/learning strategies. These include large and small group discussions, in class projects, role-plays, observations, readings, and students' individual projects and assignments as video conferencing allows.

COURSE REQUIREMENTS:

Attendance and Participation

Much of the learning in this course is experiential. Students learn from one another, as well as from the instructor and course materials. Therefore, attendance and appropriate participation are essential.

Assignments

Each assignment is designed to help students synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping your instructor to design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important. If you are unable to hand in any assignment on the due date, please discuss this with your instructor to agree on a new date. Please note also that it will be possible for students to re-write assignments if additional improvement is required.

Readings

Participation in class discussions depends on students being knowledgeable about the readings assigned for each class.

Evaluation

Individual feedback will be given on each assignment. All students are encouraged to contact the instructor if feeling uncertain about the progress through the course. Marking criteria will be discussed further at the beginning of the course.

Questions or Concerns:

Please do contact the instructor if you have any questions or concerns about the class, the class requirements or other issues.

All written assignments are required to follow American Psychological Association (APA) (6th Edition) format.

STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS:

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

REQUIRED TEXTBOOKS:

Briggs, D.C. (1970) Your Child's Self-Esteem. New York: Doubleday & Company, Inc.

RECOMMENDED READING:

Battle, J. Ph.D. (1982) Enhancing Self-Esteem and Achievement. Seattle: Special Child Publications.

Borba, Dr. Michelle. (1989) Esteem Builders: Curriculum for Improving Student Achievement, Behavior and School Climate. Rolling Hill Estates, CA. Jalmar Press.

Brandon, Nathaniel. (1994) Six Pillars of Self-Esteem. New York. Bantam.

Buzan, Tony. (1993) The Mindmap Book. London. BBC Worldwide Publishing.

Clarke, J.I. (1978) Self-Esteem: A Family Affair. Minneapolis: Winston Press.

Goleman, Daniel. (1995) Emotional Intelligence: Why it Can Matter More Than IQ. New York. Bantam Books.

Kabat-Zinn, Jon, (1994) Wherever You Go, There You Are: Mindfulness Meditations in Everyday Life. New York: Hyperion,

Kabat-Zinn, Jon PhD. (1990) Full Catastrophe Living: Using the Wisdom of your Body and Mind to Face Stress, Pain, and Illness. New York. Bantam-Doubleday Dell Publishing Group

Minden, H.A., Dr. (1982) Two Hugs For Survival. Toronto: McClelland-Stewart.

Powell, John, S.J. (1969) Why Am I Afraid To Tell You Who I Am? Illinois: Argus Communications.

Satir, V. (1972) Peoplemaking. California: Science & Behavior Books, Inc.

Whitehouse, Elaine, and Warwick Putney (1996), A Volcano in my Tummy. Gabriola Island New Society Publishers