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## Course Outline

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**Instructor: Philippa Burt**

**Email: [Philippa.burt@yukonu.ca](mailto:Philippa.burt@yukonu.ca)**

**Office Hours: Available on Request**

**Classroom: A2103**

**Dates: 10<sup>th</sup> January to 11<sup>th</sup> April 2022**

**Time: 6:30pm-9:30pm**

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### COURSE DESCRIPTION

This course provides techniques and theories to foster the development of self-esteem, self control and social skills in young children. Students will learn to guide young children in order to develop a healthy and positive self-concept in the child. Emphasis is on developing human potential by helping children become self-responsible, competent, independent and cooperative.

### COURSE REQUIREMENTS

Prerequisite(s): None

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

### LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Identify the major developmental theories as they relate to child guidance
- List variety of developmentally appropriate approaches for guiding young children's behaviours
- Explain the development of self-concept and characteristics of self-esteem
- Demonstrate practical, effective and flexible guidance strategies in fostering a positive and realistic self-concept and self-esteem in children
- Demonstrate strategies and techniques that promote problem-solving and foster the development of self-control, self-discipline, self-motivation and responsibility in children
- Know the diversity issues in the context of First Nation and other Canadian cultures related to child guidance, including family, gender and ability

## **COURSE FORMAT**

### **Delivery format**

This course will be delivered in the classroom setting and/or via web- conferencing by the instructor. The presentation of information will be delivered primarily by the instructor and occasionally by guest speakers. Each lesson will include a variety of teaching/learning strategies. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

### **EVALUATION**

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submissions of assignments, etc.) ALL assignment must also be submitted punctually. 5% will be deducted for each calendar day that an assignment is late. 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 the instructor design class activities and lectures to best suit the group of students; therefore, handing in assignments on the due dates is very important. Therefore, handing in assignments on the due dates is very important.

### **COURSE WITHDRAWAL INFORMATION**

Refer to the Yukon University website for important dates..

### **TEXTBOOKS & LEARNING MATERIALS**

Epstein, A (2009) Me, You, Us: Social-emotional Learning in Preschool, Highscope Press

### **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

### **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations

(available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## **TOPIC OUTLINE**

- Attachment
- Self Competence, Self Identity and Self esteem
- Emotions and Regulation
- Direct Guidance
- Indirect Guidance
- Developing Learning Communities
- Democratic Learning Spaces