

## Quality Parenting, Quality Teaching: Encouraging Mutual Respect

COURSE OUTLINE  
Ilene Val-Essen, Ph.D.

### COURSE PURPOSE:

This course is designed for professionals in education and mental health, including parent educators. Participants learn to create a classroom or family environment that encourages mutual respect. Effective attitudes and communication, planning, and problem-solving skills are taught.

### EXPECTED OUTCOMES

Participants will become proficient in understanding the principles, skills and attitudes that comprise the *Quality Parenting<sup>SM</sup>* program.

- A. Participants will learn the crucial importance of attitudes and how to adopt attitudes that reflect and encourage mutual respect.
- B. They will learn to recognize and encourage the innate desire of children and teens to express their best selves — to develop their highest potentials.
- C. They will learn why parents and teachers sometimes become angry or passive, “lose it” and feel out of control.
- D. They will learn a Three-Step Process that can help them become calm and remain centered more often.
- E. They will learn communication, planning and problem-solving skills that encourage children to be responsible, cooperative and independent.

### COURSE CONTENT

- A. Participants will be introduced to the theoretical underpinnings of the Quality Parenting program.
- B. Participants will gain increased awareness of stages of child development and recognize seven types of intelligence. They will learn how to apply this information to improve their relationships with their children and/or students.
- C. They will learn to recognize aggressive and nonassertive attitudes and communication styles that lead to ineffective relationships.
- D. They will learn the attitudes that help create a family or classroom environment which models and encourages mutual respect.
- E. They will learn techniques and exercises that can help them to remain centered and shift toward more effective attitudes.
- F. They will learn communication skills — assertion, reflection and conscious listening — and techniques for problem solving.
- H. They will learn planning skills: anticipating and preventing problems and preparing children/students for new and difficult situations.

### METHODS OF TEACHING COURSE

- A. Lecture
- B. Class discussion
- C. Exercises (oral and written)
- D. Problem-solving
- E. Role-playing and peer feedback
- F. Reading
- G. Between-session assignments
- H. Drawings
- I. Visualization

### METHODS FOR EVALUATING OUTCOMES

- A. Class attendance
- B. Oral participation
- C. Skill practice
- D. Journal/E-mail and Learning Analysis paper

### COURSE REQUIREMENTS

- A. Attendance at all class meetings or, if unavoidably absent, responsibility for making up class work.
- B. Completion of all reading, email, and writing assignments.

### REQUIRED READINGS

VAL-ESSEN, Ilene. Parent's Guide for the Basic Class. Culver City, CA: Quality Parenting Press, 1996

**Day 1 (6/5/07):** Introductions to the course, students and instructor, the concepts of attitudes, developmental stages, psychosynthesis theory and different types of intelligence. Discussion of the syllabus and student assignments.

**1. Overview and Introduction to the Course Content**

- Goals for the Course; Value and Rationale of each
- Course Content and Design
- *Quality Parenting<sup>SM</sup>* Principles
- Recognizing Attitudes of Equality/Inequality
- Child Development Stages
- Skills: Giving Permission/Giving Praise
- Psychosynthesis Theory of the Self
- Seven Types of Intelligence
- Skills: Praise Intelligence/Be Smart

**2. Assignments:**

**(a). Reading: *Bring Out The Best*, Introduction plus chapters 1-2.**

**(b). Writing**

Keep a personal **journal**. This is intended to help you integrate your classroom experience and reading.

**3. Gripes and Appreciations**

**Day 2 (6/6/07):** Recognizing ineffective behavior under stress, learning to relax and become centered, and expressing the attitudes and skills of the centered self. (Steps One, Two and Three of the Three-Step Process.)

**1. Overview of Class Content:**

- Review Day One
- Learn Step One: Recognize the Lower Self  
Attempts to Cope: Roles We Play  
Attitudes of Inequality
- Learn Step Two: Cross the Bridge to the Centered Self  
Relaxation Exercise  
“Bridge” Exercise
- *Quality Parenting<sup>SM</sup>*, *Quality Teaching<sup>SM</sup>* Visualization
- Learn Step Three: Expressing the Centered Self  
Skills: Assertion, Reflection, and Conscious Listening

**2. Assignments:**

**(a). Reading: *Bring Out The Best*, chapters 3-8.**

**(b). Writing: Continue Journal.**

**3. Gripes and Appreciations**

**Day 3 (6/7/07):** Applying assertion in new situations, refining listening skills, and introducing planning skills.

**1. Overview of Class Content:**

- Review Day Two
- Assertive Skills
- Listening Errors

**2. Assignments:**

**(a). Reading: *Bring Out The Best*, chapters 9-13.**

**(b). Writing: Continue to write in your journal.**

**3. Gripes and Appreciations**

**Day 4 (6/8/07):** Integrating what you have learned.

**1. Overview of Class Content:**

- Review Day Three

- Planning Skills: Changing the Environment/Being Prepared
- Appreciation Exercise

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