



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

### FRHD\*3200 Practicum - Child

#### COURSE OUTLINE – FALL 2018

#### 1. CALENDAR DESCRIPTION

This practicum provides students with a seminar and supervised experience with children and is designed to demonstrate the application of theory studied earlier in the program. It will also provide opportunities for working directly with young people while examining such topics as the role of the teacher, teacher-child interaction, and program implementation.

**Credit Weight:** 1.0 credits

**Course Hours:** 2-10 (24 lecture; 120 lab/seminar)

**Pre-Requisite(s):** FRHD\*1020, FRHD\*2040, NUTR\*1010

**Co-Requisites(s):**

**Restriction(s):** Registration in the B.A.Sc. program (Child, Youth and Family or Child, Youth and Family Co-op majors). Instructor consent required.

#### 2. COURSE DESCRIPTION

For many students, this course provides the first opportunity to work, under close supervision, directly with young children and their families. Students will examine the interplay between the physical, emotional, language, creative, and cognitive developmental needs and interests of young children and the responsibility early childhood education and care settings have to nurture and promote growth in all domains. This course is specifically designed to provide students with the opportunity to build a repertoire of transferable applied skills through direct contact with children, their families, and professionals. Students will learn to integrate theory and professional practice as well as have the experience of building relationships with individuals, groups of children and with fellow peers and professionals in the programs. This process may provide challenges, but also assist in developing a sense of confidence and competence in working within an early education and care environment. Through completion of this course, students will have the opportunity to evaluate their personal skills in working with young children and their families as well as their personal strengths in program planning and working as a member of a team. This course is designed to expose students to various issues and program development strategies that lay the foundation for quality experiences for children by focusing on three areas of development: individual skills, program planning and implementation, and professional practice in early education and care settings.

### **3. TIMETABLE**

<b>Lab:</b>	Both sections – 9:30 am - 11:20 pm, MCKN 306
<b>Seminar:</b>	Section 01 – Monday & Wednesday, 8:30 am - 1:20 pm, CCLC Section 02 – Tuesday & Thursday, 8:30 am - 1:20 pm, CCLC
<b>Final Exam:</b>	There is no final exam for this course.

### **4. INSTRUCTIONAL SUPPORT**

<b>Course Instructor:</b>	Kimberly Squires
<b>Email:</b>	ksquires@uoguelph.ca
<b>Telephone:</b>	519-824-4120 ext. 58147
<b>Office:</b>	CCLC Portable, Room 101
<b>Office Hours:</b>	By appointment.

### **5. LEARNING RESOURCES**

#### **Required Resource(s):**

All required resources are available on the course website in the 'Content' section.

#### **Recommended Resource(s):**

All recommended resources are available on the course website in the 'Content' section.

### **6. LEARNING OUTCOMES**

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

- 1.** Demonstrate a variety of verbal and non-verbal communication skills to build effective relationships, encourage positive rapport, and model appropriate social skills with children and adults.
- 2.** Effectively guide children's behaviour and facilitate problem solving through development of a repertoire of individual and team-based strategies.
- 3.** Model and support development of resilient thinking skills in interactions with adults and children.
- 4.** Record and use observations of children's behaviour to plan effective programming and intervention activities.
- 5.** Design, implement, and evaluate emergent programming and interventions that enhance children's development by supporting their individual needs, interests, and developmental abilities through program modifications and activities that represent different styles of learning.
- 6.** Examine the role that home and family environments play in children's development and the interface between the early education and care setting and family.
- 7.** Display skills in self-evaluation and reflective practice in order to recognize how personal and professional background impacts beliefs/approaches regarding child development and daily interactions with children and adults.

8. Follow the standards of professional practice set forward by the Child Care and Learning Centre and by the profession as per the Child Care and Early Years Act, the Ontario Early Learning Framework, and other relevant legislative requirements.

### **Skill Development in Practicum**

Acquisition of the following skills will be stressed in both the practical and written components of the course:

1. **Observations and theory:** Making observations of the children's behaviours; linking what is observed to theories of child development; making decisions about suitable program activities or intervention strategies based upon theory and observations.
2. **Interactions with children:** Listening to and talking with children in appropriate ways; expanding upon their interests to facilitate exploration of new ideas; setting limits to encourage self-discipline and control; creating safe learning environments in which the children may discover, explore and make decisions.
3. **Developmental programming:** Setting goals, planning, implementing and evaluating activities for individuals and for groups of children; creating, selecting and using appropriate resources. Written plans and learning stories will be considered when evaluating this.
4. **Working in a professional environment:** Working as an effective team member, cooperating with and supporting co-workers, supervisors, and parents in planning programs for children; adhering to policies and procedures, respecting privacy and confidentiality.
5. **Self-evaluation:** Assessing one's own skills, interests and abilities for working effectively with children and families within a team-oriented, service delivery system.

## **7. TEACHING AND LEARNING ACTIVITIES**

See full semester calendar on page 9.

## **8. ASSESSMENT DETAILS**

The course grade is comprised of three components: 50% practicum achievement, 10% policies and planning, and 40% assignments. A comprehensive list of all due dates is provided in the full semester calendar on page 9.

- **Practicum achievement:** Fifty percent of the final mark is based upon achievement of course objectives within the children's learning environment. From a mastery learning perspective, students will be graded on their skill acquisition at the end of the term. **\*Note:** *A passing mark in the practical part of the course is required for a pass in the overall course.*
- **Policies & planning:** Ten percent of the final mark is based upon evaluation of the CCLC policies and procedures learning activity (online), and nine weekly program plans. The policies and procedures learning activity must be completed by the end of week 2. Weekly program plans are due by 6:00pm on Sundays.
- **Assignments:** Forty percent of the final mark is based upon evaluation of written assignments. Assignments are due by midnight on Fridays. Detailed instructions for each assignment and marking rubrics are included on the course website.

Assessment	LOs Addressed	Due Date	Marks	% of Final	Graded by <sup>1</sup> :
<b>Practicum Achievement</b>	#1, 2, 3, 4, 5, 8	N/A (ongoing)	100	50%	CI & LT
<b>Policies &amp; Planning:</b>				10%	
Policies & Procedures Learning Activity	#8	September 14		(5%)	Online
Weekly Program Planning (9 plans)	#5	Weeks 2 – 10		(5%)	LT
<b>Assignments (100 marks in total):</b>				40%	
Reflective Practice Journals:	#7				
<i>Journal #1</i>		September 28	10		CI
<i>Journal #2</i>		October 26	10		CI
Small Group Activity Evaluation	#5, 7	October 12	25 (*15)		CI
<i>*Optional Resubmission</i>	#5, 7	November 2	(*10)		CI
Area Planning Learning Story	#5, 7	October 19	10		LT
Contextual Observation of a Focal Child	#6	November 16	25		CI
Narrative Assignment:	#1, 7				
<i>Story-telling Session</i>		November 9/16	5		CI
<i>Written Version of Story</i>		November 9/16	5		CI
<i>Paper</i>		November 23	10		CI
<b>Total:</b>				<b>100%</b>	

<sup>1</sup>CI = Course Instructor; LT = Lead Teacher

*\*You may choose to revise and resubmit your Small Group Activity Evaluation based on feedback from the first grading with the first submission worth 15% and the second worth 10% (of the 25%): if you are satisfied with the grade you receive on the first submission, you may choose to submit only one plan worth 25%.*

## Description of Course Evaluation Components

*Brief descriptions are provided below. Full details are provided in the assignment handouts available on CourseLink.*

**Evaluation of Practicum Achievement:** The Course Instructor and Practicum Lead Teachers monitor student progress continuously, giving written and verbal feedback throughout the term. At midterm, students meet\* with the Course Instructor to receive their Student Evaluation Form (available on CourseLink) representing progress to date. Following the midterm evaluation, continued progress and effort are required to earn the same or better evaluation at the end of the course. Students typically receive a lower midterm evaluation than final. Evaluations are completed collaboratively by the Course Instructor and Practicum Lead Teachers.

***\*Midterm evaluations take place during week 7 – the Course Instructor schedules 30-minute meetings with each student. Prepare 2-3 personal goals for the 2<sup>nd</sup> half of the semester to be discussed during the meeting.***

**CCLC Policies & Procedures Learning Activity:** Students will complete a learning activity on CourseLink to learn the CCLC policies and procedures. This activity consists of three components – CCLC Protocols, Communication & Child Self-Regulation, and Curriculum & Planning. Three to four informational documents are included in each component and you will be required to read through each. Once completed, you will be able to access an online quiz testing you on the material for that component. The quizzes have 22, 15, and 15 questions respectively. You will have unlimited time to complete each quiz. These are mastery quizzes – this means that you will be allowed

up to 5 attempts for each quiz and you must earn a minimum of 85% on each quiz; overall highest attempt grades below 85% will receive a 0 for this component of the course. Due the end of Week 1.

**Weekly Program Planning:** Each student will submit a total of 9 plans, consisting of a combination of Small Group Activity Plans and Area Plans. Plans will be submitted during weeks 2 through 10 (for implementation during weeks 3 through 11). The Practicum Lead Teachers will grade the plans and provide feedback to give students the opportunity to modify their plans prior to implementation.

**Reflective Practice Journals:** Students will produce 2 written journal entries engaging in the process of critical reflection to analyze their reactions to practicum, uncover new meanings, assess their skill development, and consider implications for their own professional practice. Due at the end of Weeks 3 and 7.

**Small Group Activity Evaluations:** During the semester, students will hand in one Small Group Activity Evaluation (including both the Plan & Evaluation components). Due the end of Week 5 (optional resubmission end of Week 8). Following implementation, choose a small group activity and evaluate its implementation. *Both components must be submitted for grading – Plan and Evaluation components.*

**Area Planning Learning Story:** During the semester, students will create a learning story to document learning from one area set up. Due at the end of Week 6.

**Contextual Observation of a Focal Child:** This assignment will be conducted in pairs. Partners will submit one report that is completed jointly. To complete this assignment, focal children will be observed in the classroom and at home, a developmental screening will be conducted using ASQ-3, and a written report will be prepared that includes the observation records and an analysis of the findings and next steps. Due the end of Week 10.

**Narrative Assignment:** Students will be required to reflect on and present a narrative of their learning experiences in practicum. This assignment consists of three components:

1. Story-telling session – presented during Friday seminar in Week 9/10,
2. Written version of story – due online end of Week 9/10, and
3. Paper – due online end of Week 11.

## 9. COURSE STATEMENTS

### **Attendance:**

To be successful, regular attendance is crucial. Any absence must be discussed with your Course Instructor. A maximum of two missed days is allowable under documented grounds for compassionate consideration (e.g., illness). Students are required to implement any missed programming (e.g., small group activities, area set ups); scheduling of missed programming is at the discretion of the Practicum Lead Teacher, with small group activities typically being made up on another day and area set ups typically being completed immediately upon return to practicum. For absences beyond two days, all missed hours must be made up, typically after the last week of classes and scheduled in consultation with Practicum Lead Teachers.

A variety of trainings will be provided during seminars with the Course Instructor. Due to the practical nature of this learning experience, these trainings are essential for your successful completion of the course. Your attendance is expected at each of these seminars as it will be important for you to make use of this information within your practicum.

**Personal Disclosure:**

Learning is enhanced by exploring the interface between personal/professional experience and academic study (theory and research). Students are encouraged to explore this interface and should only reveal as little or as much information as they are comfortable sharing with faculty, and fellow students. The evaluation of student performance is not dependent upon student disclosure of private personal information. In order to create a safe learning environment, students are required to show tolerance for the viewpoints of others. Any abuse, attacks, acts of ridicule, profane language, harassment, etc., online or in the classroom, will not be tolerated.

**Course Website:**

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

**Late Assignments:**

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

**Receipt of Grades:**

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

**Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## **10.UNIVERSITY STATEMENTS**

### **E-mail Communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **When You Cannot meet a course requirement:**

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

### **Drop date:**

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

### **Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **Academic misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students

need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

**Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

FRHD\*3200 – F18 PRACTICUM CALENDAR

Week (Sun-Sat)	Mon/Tues	Wed/Thurs	Friday (MCKN 306, unless otherwise noted)	Due Dates for the week (unless otherwise noted, submit to CourseLink Dropbox)
Sept. 2-8			No Friday Seminar! <b>Review policies and procedures</b>	
<i>Week 1</i> Sept. 9-15	Orientation Day #1 (8:30-12:30) Tutorial with LT (12:30-1:20)	Orientation Day #2 (8:30-12:30) Tutorial with LT (12:30-1:15)	Orientation Day #3 (9:30-11:20)	<b>Friday Sept. 14 by 11:59pm:</b> Policies and Procedures Learning Activity (online)
<i>Week 2</i> Sept. 16-22	In program (8:30-12:30) Tutorial with Kim (12:30-1:20)	In program (8:30-12:30) Tutorial with LT (12:30-1:15)	Supporting Children’s Self-Regulation & Problem Solving	<b>Sunday Sept. 16 by 6:00pm:</b> Small group/area plan (for week of Sept. 23)
<i>Week 3</i> Sept. 23-29	In program (8:30-12:30) Tutorial with Kim (12:30-1:20)	In program (8:30-12:30) Tutorial with LT (12:30-1:15)	Inclusion Support Services – Laura Kilborn and Cheryl Cruickshank	<b>Sunday Sept. 23 by 6:00pm:</b> Small group/area plan (for week of Sept. 30) <b>Friday Sept. 28 by 11:59pm:</b> Reflective Practice Journal #1
<i>Week 4</i> Sept. 30 – Oct. 6	In program (8:30-12:30) Tutorial with Kim (12:30-1:20)	In program (8:30-12:30) Tutorial with LT (12:30-1:15)	No Friday seminar!	<b>Sunday Sept. 30 by 6:00pm:</b> Small group/area plan (for week of Oct. 7)
<i>Week 5</i> Oct. 7-13	<i>Thanksgiving &amp; Fall Study Break Day</i>	In program (8:30-12:30) Tutorial with LT (12:30-1:15)	ASQ-3 Training – Laura Kilborn	<b>Sunday Oct. 7 by 6:00pm:</b> Small group/area plan (for week of Oct. 14) <b>Friday Oct. 12 by 11:59pm:</b> Small Group Activity Evaluation
<i>Week 6</i> Oct. 14-20	In program (8:30-1:20)	In program (8:30-12:30) Tutorial with LT (12:30-1:15)	Supporting Resiliency – Joy Leschiutta	<b>Sunday Oct. 14 by 6:00pm:</b> Small group/area plan (for week of Oct. 21) <b>Friday Oct. 19 by 11:59pm:</b> Area Planning Learning Story
<i>Week 7</i> Oct. 21-27	In program (8:30-1:20) <i>*Midterm evals (8:30-1:20)</i>	In program (8:30-12:30) Tutorial with LT (12:30-1:15) <i>*Midterm evals (8:30-12:30)</i>	No Friday seminar! <i>*Midterm evals (CCLC; 9:30-11:00)</i>	<b>Sunday Oct. 21 by 6:00pm:</b> Small group/area plan (for week of Oct. 28) <b>Friday Oct. 26 by 11:59pm:</b> Reflective Practice Journal #2 <b>Midterm evaluation:</b> You will be scheduled for a 30 min. meeting with Kim this week; bring personal goals for 2 <sup>nd</sup> half of the semester to this meeting.
<i>Week 8</i> Oct. 28-Nov. 3	In program (8:30-1:20)	In program (8:30-12:30) Tutorial with LT (12:30-1:15)	Midterm wrap up and story-telling session description and set up	<b>Sunday Oct. 28 by 6:00pm:</b> Small group/area plan (for week of Nov. 4) <b>Friday Nov. 2 by 11:59pm:</b> Optional resubmission of Small Group Activity Evaluation
<i>Week 9</i> Nov. 4-10	In program (8:30-1:20)	In program (8:30-12:30) Tutorial with LT (12:30-1:15)	Story-telling session #1 (submit written version by 11:59pm)	<b>Sunday Nov. 4 by 6:00pm:</b> Small group/area plan (for week of Nov. 11)
<i>Week 10</i> Nov. 11-17	In program (8:30-1:20)	In program (8:30-12:30) Tutorial with LT (12:30-1:15)	Story-telling session #2 (submit written version by 11:59pm)	<b>Sunday Nov. 11 by 6:00pm:</b> Small group/area plan (for week of Nov. 18) <b>Friday Nov. 16 by 11:59pm:</b> Contextual Observation of a Focal Child
<i>Week 11</i> Nov. 18-24	In program (8:30-1:20)	In program (8:30-12:30) Tutorial with LT (12:30-1:15)	Mandatory seminar @ CCLC: Clean-up day & treats!	<b>Friday Nov. 23 by 11:59pm:</b> Narrative Assignment Paper
<i>Week 12</i> Nov. 25-Dec. 1	In program (8:30-1:20)	In program (8:30-1:20)	Classes done – No Friday seminar!	

**Note:** This is a tentative schedule. The schedule for the Friday seminar topics may change due to various unknown factors. Any changes will be communicated during practicum and an announcement will be posted on the CourseLink site.