

**UNIVERSITY OF GUELPH**  
**Department of Family Relations and Applied Nutrition**

**FRHD\*3290/3250 PRACTICUM I**  
**COURSE OUTLINE**  
**Fall 2014**  
**MACK Room 228**  
**2:30-5:20**

**Course Instructor:** Jane Robson, [robson@uoguelph.ca](mailto:robson@uoguelph.ca)  
**Teaching Assistant:** Valerie Quinn, [vquinn@uoguelph.ca](mailto:vquinn@uoguelph.ca)

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**Course Description:** In this course students participate in a supervised practicum arranged in a local school, health or social service agency and corresponding seminar. Students will work under the supervision of a faculty member and an agency supervisor, have the opportunity to observe agency procedures and practices, and take part in serving clients with direction from agency staff. The course provides an important opportunity for students to integrate academic knowledge and practical experience and to develop and extend professional skills. Emphasis is placed on the student's development as a reflective learner through practicum experiences, developing and fulfilling learning and performance contracts, and constructive feedback.

**Course Objectives:** By the end of the semester students will:

1. Demonstrate skills in establishing and fulfilling learning and performance contracts in a professional setting.
2. Demonstrate an understanding of the role of the agency in the lives of the clients attending its programs, and its role in the broader range of community services and resources.
3. Plan, implement and evaluate intervention and/or support strategies as directed by the field supervisor to meet the needs of individuals and/or groups.
4. Demonstrate the ability to use information obtained from observations or recorded information about or from clients according to agency procedures.
5. Work effectively and respectfully with clients, students and/or volunteers, and convey an understanding of individual differences and needs.
6. Work effectively in a team with field supervisors and agency/organization staff that reflect best practices in the field.
7. Demonstrate skills in reflective practice focusing on the relationship between theoretical and applied knowledge and on personal interactions and self-knowledge.

**Student responsibilities:** During the placement and the seminars students will:

1. Develop, in collaboration with the field supervisor, a practicum plan consisting of hours of attendance, on-going responsibilities, weekly planning requirements, and any special projects to be undertaken.
2. Complete a placement orientation checklist and provide a brief presentation on the organization in the seminar group
3. Set personal goals and evaluate progress.
4. Attend practicum for 12 hours a week having regular interaction with the placement supervisor to monitor and amend activities as needed
5. Perform in a manner considered appropriate by the placement supervisor and follow organizational policies, procedures and regulations set by respective partnering agencies.

6. Plan, implement and evaluate activities for individuals and/or small groups
7. Attend seminars to discuss and reflect on issues of theory and practice related to placement activities
8. Complete course requirements including attendance at placement and seminars, field notes, reflective writing, activity plans, and evidence of goal achievement.
9. Meet with field supervisor at mid-term and end of term for a mid-semester and final evaluations.

### ***COURSE FORMAT***

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A. ***Direct experience at placement*** – 12 hours per week.

Each student is expected to participate fully in the activities of the program.

B. ***Seminar/Tutorial*** – Up to 3 hours per week

Students will spend time during seminar critically reflecting on their experiences as learners and as members of the school community. Time will be spent considering the topics which relate to practical work with individuals, groups and/or families, such as issues dealing with establishing and maintaining relationships, effective and respectful communication, program planning and implementation, observations and record keeping, time management, self-evaluation, and working as a member of a professional team. Students will discuss with the course instructor events/issues that have occurred in the placement over the course of the week. Discussing strategies for interventions and problem-solving around issues will be the focus of this time.

This semester Carly Ingram, an FRHD graduate student, will be visiting the class several times to lead short sessions on Mindfulness. These sessions are designed to complement the course goals of developing professional competence and reflective practice.

***Course Readings and Resources:***

- Course website: CourseLink
- Practicum Manual
- **Recommended texts:**

Skills for Human Services Practice: Working with Individuals, Groups, and Communities  
Authors: Agi O'Hara, Zita Weber and Kathy Levine.

***Evaluation:***

A. Field Placement – 50%

Based on performance of student responsibilities as well as on the midterm and final evaluations.

The course instructor will be visiting each student at his/her field placement site over the course of the semester. The purpose of these site visits is: (1) for the instructor to observe the student at work in the field placement and (2) to meet with the student and his/her field placement supervisor to discuss the students' experience and to assess his/her progress and goals. It is the students' responsibility to schedule this meeting. Further information on scheduling will be provided in seminar.

B. Learning Activities – 50%

- i) Administrative Requirements –3%
  - a. Student profile
  - b. Personal goal statement

- c. Work/Education Placement Agreement
- d. Practicum Orientation Checklist
- e. Evaluation meetings with the instructor
- ii) Participation in small group discussions in class - 10%
- iii) Participation in online discussions (7 %)
- iv) Field notes & reflective writing – 15% (5 % per Reflection assignment)
- v) Narrative assignment – 15%

***Proposed Class Schedule (Please note this is subject to change!):***

<b>Date</b>	<b>Activity</b>	<b>Forms/Assignments Due</b>
September 5th	Large Class Meeting and breakout in small seminars	<ul style="list-style-type: none"> <li>• Work/Education Agreement</li> </ul>
September 12th	Small Seminars (Carly Ingram)	<ul style="list-style-type: none"> <li>• Student Profile and Practicum Plan</li> <li>• <b>Reflection Assignment #1: Due in Dropbox by Sunday September 14th at 11:59 pm</b></li> </ul>
September 19th	Small Seminars (Carly Ingram)	<ul style="list-style-type: none"> <li>• Practicum Orientation checklist (due in class)</li> <li>• Personal Goal statement (due in class)</li> <li>• Midterm meeting should be scheduled by September 19<sup>th</sup>!</li> </ul>
September 26th	Small Seminars (Carly Ingram)	
October 3rd	Small Seminars (Carly Ingram)	<ul style="list-style-type: none"> <li>• <b>Reflection Assignment #2: Due in Dropbox by Sunday October 5th at 11:59 pm</b></li> </ul>
October 10th	Online Seminars	<ul style="list-style-type: none"> <li>• Online seminar week (please post &amp; respond between October 6<sup>th</sup> and October 10<sup>th</sup>)</li> <li>• Discussion topics TBA</li> </ul>
October 17th	Small Seminars	<ul style="list-style-type: none"> <li>• <b>Mid-term Evaluations from Field Placement Supervisors due</b></li> </ul>
October 24th	Large Group Seminar (Carly Ingram)	
October 31st	Online Seminars	<ul style="list-style-type: none"> <li>• Online seminar week (please post &amp; respond between October 27<sup>th</sup> and October 31<sup>st</sup>)</li> </ul>
November 7th	Small Seminars (Carly Ingram)	<ul style="list-style-type: none"> <li>• <b>Reflection Assignment #3: Due in Dropbox by Sunday November 9<sup>th</sup> at 11:59 pm</b></li> </ul>
November 14 <sup>th</sup>	Small Seminars	<ul style="list-style-type: none"> <li>• Narrative Presentations</li> </ul>
November 21st	Small Seminars	<ul style="list-style-type: none"> <li>• Narrative Presentations</li> </ul> <p><b>Written Components of Narrative Assignment Due in Dropbox by Friday November 28 at 11:59 pm</b></p> <p><b>Final evaluations due</b></p>

### **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. **Please note that the instructor will respond to emails within 24 on weekdays.**

### **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 s/he is comfortable sharing with faculty, and fellow students. *The evaluation of student performance is not dependant 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.*

**Academic Integrity:** It is the student's responsibility to ensure that assignments are completed according to the instructions provided by the Instructor. Failure to do so may result in the assignment being rejected or docked marks. Students are also responsible to ensure that they meet University standards for Academic Integrity. Please refer to the following web site on Academic Integrity.

<http://www.academicintegrity.uoguelph.ca/>

### **WHEN YOU CANNOT MEET COURSE REQUIREMENTS:**

When you find yourself unable to meet a course requirement due to illness or compassionate reasons, please advise the course instructor **in writing**, with name and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor will request it of you. Such documentation will rarely be required of course components representing 10% of the course grade.

**Meeting Deadlines:** It is the student's responsibility to meet all deadlines. Extensions may be granted for exceptional reasons deemed acceptable by the professor if requested and granted **at least one calendar day** before the due date. A deduction of 3 % of the total mark for the assignment for late submission on the due date, and 1% for each additional day, including weekends, will be applied.

*Extension requests will not be granted beyond one week, except in compelling circumstances. Assignments without an authorized extension will not be accepted more than seven days after the due date*