

**UNIVERSITY OF GUELPH  
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION**

**FRHD\*4290- Practicum in Adult Development  
FRHD\*4170- Practicum in Child Youth and Family**

**COURSE OUTLINE - Spring 2014**

**Instructor:** Jennifer Pepper M.A. M.Sc., RMF T    [jpepper@uoguelph.ca](mailto:jpepper@uoguelph.ca)  
**Office Hours:** TBD  
**Office:** MINS 217

**SEMINAR:** Fridays 11:30am – 2:20pm

**Course Description**

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This course is intended to provide advanced undergraduate students with direct experience working primarily with adults, as well as children or youth within the context of a community setting. Students are expected to develop applied skills; to implement and evaluate an effective program; to assess personal interests and strengths in working adults; and to develop an appreciation of the role of the family in these settings.

**Course Objectives**

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On completion of this course 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 organization in the lives of the students/clients attending its programs.
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 the organization's procedures.
5. Work effectively and respectfully with clients 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.
7. Demonstrate skills in reflective practice focusing on the relationship between theoretical and applied knowledge and on personal interactions and self-knowledge.

**Required Texts:**

**Practicum Manual:** available on our CourseLink website – see the contents section

**Optional Text:**

***Skills for Human Services Practice: Working with Individuals, Groups, and Communities*** (available in the bookstore and on reserve at the Library)

Authors: Agi O'Hara, Zita Weber and Kathy Levine

Publisher: Oxford University Press

ISBN: 9780195430103

See the CourseLink website for a full description of all learning activities and assignments

## **COURSE FORMAT**

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### **A Field Placement**

Students are in the field for a total of 192 hours over a 6 to 8 week period. Schedules are arranged between the student and the practicum supervisor. Failure to spend 192 hours in the field could result in failure of the course.

### **B Course Website**

A course website supports student learning and provides a vehicle for the submission of assignments and the accomplishment of learning activities.

### **C Seminar: 3 hours per week on Fridays from 11:30 a.m. - 2:20 p.m.**

Students participate in weekly seminars. Students will spend time during seminar exploring and evaluating their experiences. Students will discuss events or issues that have occurred in the placement over the course of the week. The remaining time will be spent considering the topics which relate to practical work with children, youth and their families such as: systems issues, program planning, best practice implementation, observation, time management, self-evaluation as well as issues related to working as a member of a professional team.

Some weeks we will meet in large groups and other weeks in small groups. **Students are expected to be available for the entire seminar time, Fridays 11:30 to 2:20.** Any Absences must be cleared with the course instructor.

## **COURSE REQUIREMENTS**

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### **A. Practicum Evaluation – 50%**

- Field Visit – The course instructor will do one or more field visits arranged by the student at some point in the semester
- Midterm evaluation
- Final Evaluation

### **B. Learning Activities – 50%**

#### Administrative responsibilities – (5 points)

- Work/Education Agreement
- Practicum Orientation Checklist
- Student Profile and Practicum Plan
- Personal Goal Statements and Goal Review Assignment
- Other requirements as indicated in the Practicum Manual
- Submission of a draft of the Intellectual Autobiography
- Seminar Participation - (15 points)
  - Participation in both face to face and online discussions
  - Field Notes and Reflective writing (15 points)
- 2 critical reflections submitted online
- Culminating Assignment – (15 points)
  - Portfolio- hard copy or e-portfolio submitted to the course instructor

See the CourseLink website for a full description of all learning activities and assignments

**Personal Disclosure:** Learning is enhanced through 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 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.***

**Academic Integrity:** It is the student's responsibility to ensure that assignments & learning activities 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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person) in writing with name, address and email 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 no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course requirements representing less than 10% of the grade. If you are unable to complete a course requirement because of a religious holiday, you are expected to notify the course instructor when the assignment outline is distributed to enable alternate arrangements to be made.

**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.***