

University of Guelph
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

FRHD 3200: Practicum – Child
COURSE OUTLINE – Winter 2014

	<u>Section 01 (Mon/Wed)</u>	<u>Section 02 (Tues/Thurs)</u>	<u>Graduate Teaching Assistant</u>
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Lab:	Section 01 – Monday & Wednesday, 8:30am-1:20pm, CCLC Section 02 – Tuesday & Thursday, 8:30am-1:20pm, CCLC		
Seminar:	Both sections – Friday 10:30am-12:20pm, CCLC Classroom		

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.

OVERVIEW

For many students, this course provides the first opportunity to work, under close supervision, directly with young children and their families. This course is designed to provide students with the opportunity to build a repertoire of transferable applied skills through direct contact with children, their families, and professionals in an early education and care environment. Students will 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.

LEARNING OBJECTIVES

This course is designed to expose students to various issues and program development strategies that lay the foundation for quality experiences for children. At course completion, successful students will be able to:

1. Examine the interplay between the physical, social, emotional, and cognitive developmental needs and interests of young children and the responsibility early care and education settings have to nurture and promote growth in all four domains.
2. Use observational data of individuals and groups of children as a basis to develop program plans and interventions.
3. Develop area specific and child-focused activity plans that enhance developmental needs and interests of children. Through the development of these plans, students will:

- a. Support children's individual needs, interests, and developmental abilities through program modifications and lesson/activities which represent different styles of learning.
 - b. Identify appropriate objectives for cognitive development in areas of early literacy, numeracy, science, social studies, and the arts.
 - c. Select appropriate and authentic experiences that support language and literacy development.
 - d. Explore how objectives for physical, social, emotional, and cognitive development can be met through a variety of curricular approaches in the program.
4. Demonstrate skills in implementing and evaluating planned interventions for individuals and groups of children.
 5. Consistently use 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.
 6. Model resilient thinking skills in interactions with adult and children and support children's development of resilient thinking.
 7. Develop a repertoire of strategies which can be used to effectively guide children's behaviour and facilitate problem solving.
 8. Demonstrate the ability to observe and record the behaviour of children and to use the information to plan intervention activities.
 9. Identify the role that home and family environments play in children's development and examine the interface between the early childhood education setting and family.
 10. Develop 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.
 11. Integrate theory and professional practice into daily interactions and communication with parents, teachers, instructors, children, and peers.
 12. Adhere to the standards of professional practice set forward by the Child Care and Learning Centre (CCLC) and by the profession as per the Day Nurseries Act, the Ontario Early Learning Framework, and other relevant legislative requirements.

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.

REQUIRED RESOURCES

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

ATTENDANCE

To be successful, regular attendance is crucial. Any absence must be discussed with their Course Instructor. A maximum of two missed days is allowable; however, students are required to implement any missed programming (e.g., small group activities, area set ups). 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.

COURSE STRUCTURE

It is recommended that students use the time in this course not only to work towards the stated objectives, but also to evaluate their skills and interest in working with young children and their families.

A. Direct Experience with Children – 8 hours per week:

Mondays/Wednesdays OR Tuesdays/Thursdays, 8:30am-12:30pm

Students will spend 8 hours per week in the playrooms at the CCLC fully participating in the program. On a daily basis, students plan, set up, and supervise the children's activities in the area to which they are assigned. Each person will work cooperatively within a team to ensure the smooth running of the program. Supervising on the playground is expected so appropriate clothing is necessary.

B. Tutorial with Course Instructor – 50 minutes per week:

Monday OR Tuesday, 12:30am-1:20pm

Following the children's program, the students and course instructor in each section will meet to introduce/review course assignments, discuss special topics related to practicum and analyze their experiences with the children. Videotaping may be used to focus discussions.

C. Tutorial with Practicum Lead Teacher – 50 minutes per week:

Wednesday OR Thursday, 12:30pm-1:20pm

Following the children's program, the students and Practicum Lead Teachers in each section will analyze their experiences with the children. Program planning and curricula will be discussed.

D. Seminar – 1 hour and 50 minutes per week:

Fridays, 10:30am-12:20pm (either in person at the CCLC or online learning activities)

Topics relating to practical work with children and families will be discussed such as program planning, implementing curricula, resiliency, observation, communication skills, and inclusion of children with special needs.

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.

COURSE EVALUATION

The course grade is comprised of two components: 70% practical and 30% written. A comprehensive list of all due dates is provided in the Practicum Calendar.

- **Practical component:** Seventy percent of the final mark is based upon achievement of course objectives within the children's learning environment. **A passing mark in the practical part of the course is required for a pass in the overall course.** From a mastery learning perspective, students will be graded on their skill acquisition at the end of the term.
- **Written component:** Thirty percent of the final mark is based upon evaluation of written assignments. All assignments will be submitted via the dropbox on CourseLink. Assignments are due by midnight on Fridays. Detailed instructions for each assignment and marking rubrics are included on the course website.
- *In addition, all students are required to complete the accessibility online course provided by the University of Guelph (available on CourseLink). Certificates of completion must be submitted to the Course Instructor (email or hard copy) by the last class day or your final grades will not be released.

Assignment	Due Date	Marks	% of Final
Practical component:			70%
Policies & Procedures Learning Activity (online)	January 17	5	
Submission of Weekly Documentation	See Practicum Calendar	5	
Evaluation of Practical Component	N/A (ongoing)	60	
Written component:			30%
Activity Plan & Evaluation #1	February 7	15	
Reflective Practice Journal #1 – Room Observation	February 14	10	
Area Plan & Evaluation	March 7	10	
Contextual Observation of a Focal Child	March 14	20	
Activity Plan & Evaluation #2	March 21	15	
Reflective Practice Journal #2 – Critical Reflection	March 28	10	
Summary of Practicum Experience	April 4	20	
Total:			100%

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 know you are going to be handing an assignment in late, you must contact your course instructor and teaching assistant to inform them when you will be submitting your assignment.

DETAILS OF PRACTICAL COMPONENT

CCLC Policies & Procedures Learning Activity (5 marks; due by end of Week 2):

Students will complete a learning activity on CourseLink to learn the CCLC policies and procedures. This activity consists of three components – CCLC Protocols, Communication & Behaviour Management, 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 30 minutes 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.

Submission of Weekly Documentation (5 marks):

Each student will submit a total of 9 plans (Part A), consisting of a combination of Small Group Activity Plans and Area Plans. Students will be assigned to either Group A or Group B at the beginning of the semester and will submit plans in alternating weeks. Due to the uneven number of planning weeks, the total number of small group activity plans and area plans varies depending on the group you are assigned: Group A will submit and implement a total of 5 activity plans and 4 area plans; Group B will submit and implement 4 activity plans and 5 area plans. Evaluation of this component will be for submitting complete plans on time.

Plans are submitted prior to implementation to ensure a comprehensive, safe, and developmentally appropriate program for the children as well as allow students the opportunity to develop their programming skills. The Practicum Lead Teachers will review the plans and provide feedback to give students the opportunity to modify their plans prior to implementation. Plans are submitted to the dropbox on CourseLink by Sunday at 11:59pm of the week *prior to* implementation. Resource time will be provided during Friday seminars to prepare for the following week.

Evaluation of Practical Component (60 marks):

The Course Instructors and the Practicum Lead Teachers will monitor student progress continuously throughout the semester giving written and verbal feedback throughout the term. At midterm, students will meet with their Course Instructor to discuss progress and receive a Student Evaluation (available on CourseLink) completed collaboratively by the Course Instructors and Practicum Lead Teacher(s) representing progress to midterm. Following the midterm evaluation, continued progress and effort are required to earn the same or better score at the end of the course. Students are expected to receive a lower evaluation at midterm than at the final evaluation.

***Midterm Evaluations will take place during week 7. Each Course Instructor will schedule 30 minute meetings with each student. To prepare for this meeting, students are asked to come up with two or three personal goals for the second half of the semester. These goals and steps to take over the remainder of the semester to address them will be discussed during the meeting.**

DETAILS OF WRITTEN COMPONENT

Activity Plan & Evaluation (15 marks each for a total of 30 marks; due end of Week 5 & 10):

During the semester you are required to hand in, for grading, a total of 2 full Small Group Activity Plans (Parts A & B). Part A of the plans will already be completed and reviewed by the Practicum Lead Teacher. Following implementation, you will choose a small group activity for which you will complete Part B, which is an evaluation of the implementation. Both Part A and B must be submitted for grading.

Reflective Practice Journal #1 – Classroom Observation (10 marks; due end of Week 6):

Students will complete an observation of a peer's classroom in order to conduct a 15-20 minute observation during a period of free play. The student will produce a written journal entry engaging in the process of critical reflection to analyze their own reactions to the situation and uncover new meaning, and consider implications for their own professional practice.

Area Plan & Evaluation (10 marks; due end of Week 8):

During the semester you are required to hand in, for grading, a total of 1 full Area Plan (Parts A & B). Part A of the plan will already be completed and reviewed by the Practicum Lead Teacher. Following implementation, you will choose one area plan for which you will complete Part B, which is an evaluation of the implementation. Both Part A and B must be submitted for grading.

Contextual Observation of a Focal Child (20 marks; due end of Week 9):

This assignment will be conducted in pairs and consists of three parts: 1) observation of focal child during free play in the classroom, 2) observation of focal child during visit to child's home, and 3) preparing a written report that includes the observation records, an analysis of the observations, implications for practice, and self-reflection. Partners will submit one report that is completed jointly with the exception of the in-class observation and the self-reflection component (each will write their own).

Reflective Practice Journal #2 – Critical reflection on online learning activities

(10 marks; discussion open from Week 2 – 10; due end of Week 11):

Students will write a summary of their use of the online learning activities (resources, online seminars, videos), and their discussion forum groups; they can also include in-person discussions during or outside of practicum and/or lessons learned from in-class seminars. The students will then produce a written journal entry engaging in the process of critical reflection about the online learning activities and considering the value of collaboration, peer mentoring, and discussion to enhance professional practice.

Summary of Practicum Experience (20 marks; due end of Week 12):

Students will be required to reflect on and respond to 3 questions about their learning over the course of the semester. This assignment will be no more than 6 double-spaced (or 3 single-spaced) pages. The three questions are as follows:

1. What specific successes did you experience in your placement at the CCLC?
2. What insights did you have into the children, the role of the parents, the role of teachers, the role of the early learning environment, and/or programming for diverse groups of young children (in terms of developmental abilities, special needs, etc.)?
3. What themes came up for you over the course of your placement and why were these themes important for you?

TUTORIAL & SEMINAR SCHEDULE

Week	Tutorials (Monday/Tuesday)	Friday Seminars
1 Jan 6-10	Planning with Practicum Lead Teachers	In class seminar: Orientation Day #3
2 Jan 12-17	Discussion of online components & expectations – online learning activities & discussion forum	Online seminar: CCLC Policies & Procedures (complete by today)
3 Jan 19-24	Reflective Journal #1 & #2	Online seminar: Small group activities & Area set ups
4 Jan 27-31	Focal Child Assignment	In class seminar: Guest speaker – Laura Kilborn, Inclusion
5 Feb 3-7	High Scope / Behaviour Management	Online seminar: Inclusion
6 Feb 10-14	Story telling session #1	Online seminar: Working with Families
Feb 17-21	WINTER BREAK – No classes!	
7 Feb 24-28	Midterm Meetings No tutorial	Midterm Meetings No seminar
8 Mar 3-7	Resiliency	In class seminar: Resiliency
9 Mar 10-14	TBA	In class seminar: TBA
10 Mar 17-24	Summary of Practicum Experience Assignment	Online seminar: Accessibility course
11 Mar 24-28	Story telling session #2	No seminar
12 Mar 31- Apr 4	No tutorial	Mandatory in class seminar: Clean-up day, course evaluation & lunch!

Note: This is a tentative schedule. The schedule for the 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.

COURSE INSTRUCTOR RESPONSIBILITIES

1. Arrange playroom assignments.
2. Orient students and Practicum Lead RECE to the course, clearly outlining responsibilities and assignments.
3. Be aware of Practicum Lead RECEs' assigned tasks for students.
4. Provide feedback and guidance to students and Practicum Lead RECEs as needed.
5. Act as a liaison between and resource to students and Practicum Lead RECEs when necessary.
6. Plan seminar presentations and discussions related to emerging issues and common themes.
7. Meet formally with students on a regular basis through classroom observations, class tutorials, individual contact, and Friday seminars.
8. Read students' written assignments and provide feedback over the course of the semester.
9. Conduct classroom observations of students and provide timely feedback following observation.
10. Hold conferences with students on a one-to-one basis at midterm.
11. Supervise Graduate Teaching Assistant, orient to grading expectations, and oversee assignment grading.
12. Determine final grades for the course in consultation with the Practicum Lead RECE's.

PRACTICUM LEAD TEACHER RESPONSIBILITIES

The Practicum Lead RECEs provide on-site supervision for the students and are vital to the success of the Practicum and the subsequent learning for the students. The Practicum Lead RECEs provide an environment that supports student learning and, in collaboration with the Course Instructors, provide feedback to the student to enhance development. Practicum Lead RECEs are responsible to:

1. Support the students' orientation to the CCLC.
2. Outline specific tasks/activities for which the students will be responsible on a weekly basis.
3. Meet regularly with students to discuss progress and answer questions.
4. Provide feedback on written activity/area plans and on implementation of the plans.
5. Communicate with the Course Instructors and Practicum Assistant on a regular basis.
6. Provide feedback at midterm and final on students' progress to the Course Instructors.

STUDENT RESPONSIBILITIES

1. Meet legislation requiring that a criminal reference check be carried out for each person working with children and any other agency requirement (i.e., immunization).
2. At any time prior to or during the course, communicate to their Course Instructor any personal or health issues (including mental health) that will impact performance in placement.
3. Read and understand course expectations and CCLC policies and procedures (through CourseLink learning activity and CCLC Policy Manual).
4. Attend program 8 hours a week and notify Practicum RECE and the CCLC if absence is to occur.
5. Plan and implement two activities a week for individuals or small groups of children and amend activities as needed.
6. Complete and submit written assignments by due dates as laid out in this course outline.
7. Attend seminars and tutorials with their Course Instructor to discuss and reflect on issues of theory and practice related to placement activities.
8. Attend weekly tutorials with Practicum RECEs to discuss upcoming responsibilities.
9. Perform in a professional manner and follow all policies/procedures/regulations set by the CCLC.
10. Interact with children, parents, peers, and staff on a regular basis.
11. Meet with their Course Instructor at mid-term to discuss evaluation and plan for rest of semester.

STUDENT EVALUATION

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.

Grading Standards for FRHD*3200:

90 – 100% (A+) Outstanding

- Exceeds what one would expect of a student at this level in quantity and quality (shows leadership in working with peers, identifies strengths of children/youth and appropriate goal areas using observation and discussions with team members; implements creative activities to address the focus, able to be authentic and sets professional boundaries)
- Consistently demonstrates a high degree of initiative and responsibility; goes beyond the expected tasks for course requirements showing original thought or action
- Consistently demonstrates in programming a superior ability to link theory to practice and a consistent ability to identify complexities in the social context to understand children/youth
- Consistently open to feedback about professional growth; consistently evaluates actions to improve professional practices
- Strives to extend the practicum experience and challenge development (seeking responsibilities at every opportunity, asking questions to increase knowledge/understanding, taking risks in approaching parents/professionals)

80 – 89% (A- to A) Excellent

- Demonstrates a high degree of skill in working with children/youth, identifies through observation appropriate strengths and goal areas and implements creative activities to address the focus, able to be authentic and set professional boundaries
- Consistently demonstrates a high degree of independence and responsibility; goes beyond the expected tasks for course requirements
- Consistently demonstrates a superior ability to link theory to practice and a consistent ability to identify complexities in the social context to understand children/youth
- Consistently open to, and may solicit, feedback about professional growth; consistently evaluates actions to improve professional practices; focuses on skill development
- Strives to extend the practicum experience and challenge development (seeking responsibilities at every opportunity, asking questions to increase knowledge/understanding, taking risks in approaching parents/professionals)

70 – 79% (B- to B+) Good

- Works effectively with children/youth and consistently demonstrates efforts to understand their unique strengths and needs and strategically addresses child/youth development in all domains using a wide range of strategies
- Takes on extra responsibility when directed and can complete course requirements independently; professional in interactions

- Consistently demonstrates the ability to evaluate the development of children/youth. An awareness of differing points of view and contextual factors is consistently demonstrated.
- Usually open to feedback about professional growth and asks for specific support to achieve growth; usually evaluates actions to improve professional practices, aware of professional strengths and growth areas
- Has the potential to become a skilled professional but needs additional experience or confidence

60 – 69% (C- to C+) Acceptable

- Demonstrates an adequate degree of competency (effective communication/interactions with children/youth, a limited range of strategies, usually considers individual differences)
- Requires direction or support to complete course expectations
- Inconsistently demonstrates the ability to evaluate the development of children/youth. An awareness of differing points of view and contextual factors is inconsistently demonstrated.
- Accepts feedback; able to reflect on personal and professional responses to improve practice with direction
- Acceptable progress but limited independence shown during the semester; inconsistent in demonstrating professionalism

50 – 59% (D- to D+) Minimally Acceptable

- Demonstrates inconsistent ability to interact effectively with children/youth (limited range of strategies applied with little consideration for individual differences, avoids some tasks or children/youth)
- Needs a great deal of support/supervision to complete course requirements
- Infrequently demonstrates the ability to evaluate the development of children/youth. An awareness of differing points of view and contextual factors is infrequently demonstrated.
- Sometimes open to feedback on professional development; inconsistent reflection on personal and professional responses to improve practice even with direction
- Some progress made throughout the semester; usually reacts personally instead of being able to put the best interests of children/youth first; room for significant improvement

0 – 49% (F) Fail – Failure to meet Minimum Standards

- Demonstrates little progress in improving professional practices despite regular feedback and direction/support; infrequently reflects critically on the perspectives of others, causes and solutions; willingness to reflect on personal/professional development is guarded.
- OR constant need of support/direction
- OR unable to act to ensure a minimum level of safety, care or education
- OR course expectations incomplete
- OR acted in an unethical manner

Grading standards based on University of Guelph Grading Guidelines available from
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>