

**DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION  
UNIVERSITY OF GUELPH  
FRHD\*4170: CHILD, YOUTH AND FAMILY  
FRHD\*4290: PRACTICUM – ADULT DEVELOPMENT  
Winter 2014**

Welcome to the seminar and practicum course in Adult Development and Child, Youth and Family. This course provides you with an exciting opportunity to apply and integrate your theoretical knowledge with practical experience. In this course, you will further develop and consolidate your understanding of your professional sense of self. The class is facilitated as a functioning social service agency. The department acts as the Board of Directors, the instructor and T.A. are the Managers/Facilitators and the students are the program teams carrying out the business of the organization. Team members are expected to support and challenge one another in their learning of the reading materials and their application to the field. Students develop goals to develop their professional self during their placement experience and attend progress review meetings twice per semester, midterm and end of semester. It is anticipated that through the readings and class discussions students will gain understanding and strengthen their perspective of the teamwork experience and their role and contribution to a working team environment. Participants will also learn the meaning and practice of self-care and the workplace as you move forward in meeting the challenges of clinical practice. We look forward to supporting you and your colleagues in this process!

Rachel Mahrer, MSW, RSW      Office hours: by appointment  
**Instructor**  
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Jane Robson Ph.D. student      Office hours: by appointment  
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**SEMINAR: Fridays**      11:30AM – 2:20PM: MACK Room #116

### **COURSE OUTLINE**

This course is intended to provide advanced undergraduate students with direct experience working with adults, 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 with children, youth and 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 that.
7. Demonstrate skills in reflective practice focusing on the relationship between theoretical and applied knowledge and on personal interactions and self-knowledge.

**Practicum Manual: available online on CourseLink under "Content"**

**Text:** *Skills for Human Service 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

## **COURSE FORMAT**

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- A Field Placement**  
Students are in the field for a total of 16 hours each week for 12 weeks. Schedules are arranged between the student and the practicum supervisor.
- 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.- 2:20p.m.**

Students participate in weekly seminars. Students will spend time during seminar planning 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.

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**COURSE REQUIREMENTS**

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**A. Practicum Evaluation – 50%**

- ◆ Midterm – meet separately with Field Supervisor and Course Instructor or T.A.
- ◆ Final – meet separately with Field Supervisor and Course Instructor

**B. Learning Activities – 50%**

- ◆ Administrative responsibilities-10 points
  - Work/Education Agreement-1 point
  - Practicum Orientation Checklist-1 point
  - Student Profile and Practicum Plan (Complete survey on Courselink or complete hard copy) 1 point
  - Hand the above three on time: 2 points
  - Personal Goal Statements-2.5 points
  - Goal Review Assignment- 2.5 points
- ◆ Seminar Participation - 10 points
  - Participation in both face to face and online discussions
  - Group presentation on field activities
- ◆ Field Notes and Reflective writing-15 points
  - 3 critical reflections submitted online-5 points each
- ◆ Culminating Assignment – 15 points
  - Portfolio- hard copy or e-portfolio submitted to the course instructor

**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 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, 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.

**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/>