

**University of Guelph**  
**DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION**

**FRHD\*3200: Practicum – Child**  
**COURSE OUTLINE – Fall 2015**

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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 9:30-11:20am, MCKN 311

#### **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. 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.

## **LEARNING OUTCOMES**

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. At course completion, 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 programming and interventions that enhance children's development by supporting their individual needs, interests, and developmental abilities through program modifications and activities which 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 Day Nurseries Act/Child Care and Early Years 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 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. 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 – 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 On-Site Instructor – Monday OR Tuesday, 12:30-1:20pm:** Following the children's program, the students and on-site instructor in each section will meet to discuss emergent topics related to practicum including experiences with the children, challenges, and successes. Videotaping may be used to focus discussions.
- C. Tutorial with Practicum Lead Teacher – Wednesday OR Thursday, 12:30-1:20pm:** 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 with Course Instructor – Fridays, 9:30-11:20am:** Professional development topics and training 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.

## 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 EVALUATION

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 Practicum Calendar.

- **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 planning learning activity (online), and nine weekly program plans. The policies and planning learning activity must be completed by the end of week 2. Weekly program plans are due by midnight on Sundays.
- **Assignments:** Forty percent of the final mark is based upon evaluation of written assignments. All assignments will be submitted via the dropbox on CourseLink. All other assignments are due by midnight on Fridays. Detailed instructions for each assignment and marking rubrics are included on the course website.

Evaluation	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, OI & LT
<b>Policies &amp; planning:</b>				10%	
Policies & Procedures Learning Activity	#8	September 25		(5%)	Online
Weekly Program Planning (9 plans)	#5	Weeks 2 – 10		(5%)	LT
<b>Assignments (100 marks in total):</b>				40%	
Reflective Practice Journal	#7	October 2	10		CI
Small Group Activity Evaluations:	#5, 7				
<i>Small Group Activity Evaluation #1</i>		October 16	15		OI
<i>Small Group Activity Evaluation #2</i>		November 6	15		OI
Contextual Observation of a Focal Child	#6	November 13	25		OI
Narrative Assignment:	#1, 7				
<i>Story-telling session</i>		November 13/20	5		CI
<i>Written version of story</i>		November 13/20	5		CI
<i>Paper</i>		November 27	10		CI
Area Planning Portfolio	#5, 7	December 4	15		LT
<b>Total:</b>				100%	

<sup>1</sup>CI = Course Instructor; LT = Lead Teacher; OI = On-site Instructor

## DESCRIPTION OF COURSE EVALUATION COMPONENTS

Brief descriptions are provided below. Full details are provided in the assignment handouts.

**Evaluation of Practicum Achievement:** The Course Instructor, On-Site Instructors, and Practicum Lead Teachers monitor student progress continuously, giving written and verbal feedback throughout the term. At midterm, students meet\* with their On-Site 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 all instructors.

**\*Midterm evaluations take place during week 7 - On-Site Instructors schedule 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 & 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.

**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 Journal:** Students will produce a written journal entry engaging in the process of critical reflection to analyze their reactions to practicum, uncover new meanings, and consider implications for their own professional practice.

**Small Group Activity Evaluations:** During the semester students will hand in, for grading, a total of 2 Small Group Activity Evaluations (including both the Plan & Evaluation components). Following implementation, choose a small group activity and evaluate its implementation. *Both components must be submitted for grading – Plan and Evaluation components.*

**Contextual Observation of a Focal Child:** This assignment will be conducted in pairs. Partners will submit one report that is completed jointly with the exception of the self-reflection component (each will write their own). 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, an analysis of the observations, implications for practice, and self-reflection.

**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 Weeks 9 or 10,
2. Written version of story – due online end of week 9 or 10 in which your presentation occurs, and
3. Paper – due online end of Week 11.

**Area Planning Portfolio:** During the semester, students will create an area planning portfolio to document learning from three area set ups. A learning story will be created for each of the three selected area set ups along with a summative written reflective practice journal.

## **EVALUATION POLICIES**

### **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 at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

### **Turnitin Software:**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in.

In this course, your instructors will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration, or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. 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.

### **Academic Misconduct:**

Academic misconduct, such as plagiarism, is a serious offence at the University of Guelph. I will not tolerate academic misconduct and will follow the disciplinary guidelines set forth by the university should any violations occur. For offences, penalties, and procedures relating to academic misconduct, please consult the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

### **Academic Consideration:**

If you cannot meet a course requirement due to illness or compassionate reasons, please advise me as soon as possible prior to the due date. For further information on regulations and procedures for Academic Consideration, please refer to the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### **COURSE INSTRUCTOR RESPONSIBILITIES**

1. Arrange playroom assignments and orient students to the course, outlining responsibilities and assignments.
2. Provide feedback and guidance to students, Practicum Lead RECEs, and On-Site Instructors as needed.
3. Act as a liaison between and resource to students, Practicum Lead RECEs, and On-Site Instructors.
4. Plan seminar presentations and discussions related to emerging issues and common themes.
5. Meet formally with students through individual contact as needed and Friday seminars.
6. Provide timely grading and feedback of reflective practice and narrative assignments.
7. Conduct classroom observations of students a minimum of once per semester.
8. Oversee On-Site Instructors to ensure consistency of practice between practicum sections.
9. Determine final grades for the course in consultation with On-Site Instructors and Practicum Lead RECE's.

### **ON-SITE INSTRUCTOR RESPONSIBILITIES**

1. Provide feedback and guidance to students and Practicum Lead RECEs as needed.
2. Plan tutorial presentations and discussions related to emerging issues and common themes.
3. Meet regularly with students through classroom observations, class tutorials, and individual contact.
4. Provide timely grading and feedback of activity plans and focal child assignments.
5. Conduct ongoing observations of students throughout semester and provide timely feedback.
6. Complete midterm evaluations and comments; hold individual conferences with students to review.
7. Provide input to Course Instructor for final grades and complete final evaluations and comments.

### **PRACTICUM LEAD TEACHER RESPONSIBILITIES**

1. Support the students' orientation to the CCLC.
2. Provide daily supervision and outline specific tasks/activities for which the students are responsible.
3. Meet regularly with students to discuss progress and answer questions.
4. Provide timely grading and feedback on written activity/area plans and on implementation of the plans.
5. Provide timely grading and feedback on area planning portfolio.
6. Communicate with the Course Instructor and On-Site Instructors on a regular basis.
7. Provide feedback at midterm/final on students' progress to On-Site Instructors and Course Instructor.

### **STUDENT RESPONSIBILITIES**

1. Meet legislation requiring a criminal reference check be carried out for each person working with children and other agency requirements (i.e., immunization).
2. Communicate to Course Instructor any personal or health issues (including mental health) that will impact performance in placement (prior to or during course).
3. Read and understand course expectations and CCLC policies and procedures.
4. Attend program 8 hours a week and provide proper notification if absence is to occur.
5. Plan and implement two activities a week for children and modify activities as needed.
6. Complete and submit written assignments by due dates as laid out in this course outline.
7. Attend all tutorials and seminars to discuss and reflect on issues and upcoming responsibilities related to placement activities.
8. Perform in a professional manner and follow all policies/procedures/regulations set by the CCLC.
9. Interact with children, parents, peers, and staff on a regular basis.
10. Meet with On-Site Instructor at mid-term to discuss evaluation and plan for rest of semester.