

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

**ERHD 3250/3290 Practicum in Youth/Adult Development**  
**COURSE OUTLINE – Winter 2015**

|                      |  |                      |                     |
|----------------------|--|----------------------|---------------------|
| <b>Instructor:</b>   | Kimberly Squires                         | <b>T.A.:</b>         | Matthew Ridley      |
| <b>Office:</b>       | MACS 335                                 | <b>Office:</b>       | --                  |
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| <b>Office hours:</b> | Mondays and Wednesdays<br>3:00 – 4:30 pm | <b>Office hours:</b> | By appointment      |

**Lecture/Seminar:** Friday; 11:30 am – 2:20 pm, MINS 037

### **CALENDAR DESCRIPTION**

Through seminar and supervised experience with youth, students will demonstrate the application of theory studied earlier in the program. This practicum course will also provide opportunities for working directly with youth in a community setting while examining the role of the professionals involved and the communication with youth and community members. Developing skills in programming planning, implementation, and evaluation is a primary objective.

### **OVERVIEW**

In this course, students participate in a supervised practicum arranged in a local school setting. Students will work under the supervision of a faculty member and a school supervisor, have the opportunity to work directly with young people while examining the role of the professional: teacher, special education resource teacher or child and youth counselor. 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 assignments, and constructive feedback.

### **LEARNING 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 school in the lives of children and youth.
3. Plan, implement and evaluate education/intervention and/or support strategies as directed by the field supervisor that match the developmental level of the individual and small groups of youth.
4. Demonstrate the ability to use information obtained from observations or recorded information about or from youth.
5. Demonstrate the ability to communicate effectively with individuals and small groups of children/youth that reflect an understanding of differing individual abilities and needs.
6. Demonstrate skills in reflective practice focusing on the relationship between theoretical and applied knowledge and on personal interactions and self-knowledge.

## **YOUR RESPONSIBILITIES**

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. Attend practicum for 12 hours a week having regular interaction with the placement supervisor to monitor and amend activities as needed.
3. Perform in a manner considered appropriate by the placement supervisor and follow school policies, procedures and regulations.
4. Plan, implement and evaluate activities for individual and/or small groups of youth.
5. Attend seminars to discuss and reflect on issues of theory and practice related to placement activities.
7. Complete course requirements including attendance at placement and seminars, field notes, reflective writing, and other assignments.
6. Meet with field supervisor at mid-term and end of term for mid-semester and final evaluations.

## **MY RESPONSIBILITIES**

- Clearly communicate course content, expectations and requirements.
- Be prepared for every class.
- Be available to communicate with students about course content, individual assignments, and the group assignment.
- Respond to emails within 24 hours between Monday and Friday.

## **COURSE STRUCTURE**

- A. *Direct Experience with Youth* – 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 youth, 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 events/issues that have occurred in the placement over the course of the week with the course instructor and their peers. Discussing strategies for interventions and problem-solving around issues will be the focus of this time. This component will be completed in an online format through CourseLink at times over the course of the semester. Specific dates to be announced.

## **COURSE READINGS AND RESOURCES**

- *CourseLink 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, further information on assignments, important notices (e.g. class cancellations), and links to further resources. Some of your assignments will be submitted through the dropbox function. Some 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.

- *Practicum Manual*  
This manual provides important information about the roles and expectations during your practicum. It can be found on the course's CourseLink website under "Content".
- *Recommended Text:*  
O'Hara, A., Weber, Z., & Levine, K. (2010). *Skills for human service practice: Working with individuals, groups, and communities*. (Canadian ed.). Don Mills, ON: Oxford University Press Canada.

### **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. Please consult the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> for offences, penalties, and procedures relating to academic misconduct.

### **ACADEMIC CONSIDERATION**

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>

### **CORRESPONDENCE**

- As per university regulations, all students are required to check their University of Guelph email account <mail.uoguelph.ca> on a regular basis. All email communication will occur through this account.
- The course instructor is available for inquiries outside of scheduled classes via email on weekdays only. I will respond to your email within 24 hours on weekdays. In general, I will not be checking email on weekends.
- Please do not leave your inquiries until the day before your assignments are due as you may not get a response in time.

### **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 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

|  |     |            |
|--|-----|------------|
| <b>Field Placement</b>   |     | <b>50%</b> |
| <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Mid-term Evaluation from Field Placement Supervisor</b> – due in class on Friday, February 27<sup>th</sup></li> <li>• <b>Final Evaluation from Field Placement Supervisor</b> – due during Final Individual Meeting with Instructor</li> </ul> |     |            |
| <b>Learning Activities</b>   |     | <b>50%</b> |
| <p><i>Administrative Requirements, including:</i></p> <ul style="list-style-type: none"> <li>• Student Declaration of Understanding</li> <li>• Student Profile and Practicum Plan</li> <li>• Practicum Orientation Checklist</li> <li>• Personal Goal Statement</li> <li>• Evaluation Meetings with the Instructor</li> </ul>  | 5%  |            |
| <i>Participation in Seminar</i>  | 8%  |            |
| <i>Participation in Online Discussions</i>   | 7%  |            |
| <p><i>Field Notes &amp; Reflective Writing</i></p> <ul style="list-style-type: none"> <li>• <b>Reflective Assignment #1</b> – due end of Week 5 on Sunday, February 8<sup>th</sup> at 11:59 pm (7.5%)</li> <li>• <b>Reflective Assignment #2</b> – due end of Week 9 on Sunday, March 15<sup>th</sup> at 11:59 pm (7.5%)</li> </ul>  | 15% |            |
| <i>"The Story of My Practicum Experience" Assignment</i>   | 15% |            |

### MEETING COURSE REQUIREMENTS

If 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.

*Meeting Deadlines:* It is the student's responsibility to meet all deadlines. Extensions may be granted for exceptional reasons deemed acceptable by the instructor 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.*

**FRHD\*3250 W15 COURSE SCHEDULE**

| Date                                    | Activity   | Forms/ Assignments Due   |
|---|--|--|
| <b>Week 1</b><br>Jan. 9                 | Large Class Meeting<br>(11:30 am – 1:00 pm)                | <ul style="list-style-type: none"> <li>• Student Declaration of Understanding</li> </ul>   |
| <b>Week 2</b><br>Jan. 16                | Large Class Meeting  | <ul style="list-style-type: none"> <li>• Student Profile and Practicum Plan (due in class)</li> </ul>  |
| <b>Week 3</b><br>Jan. 23                | Small Seminars   | <ul style="list-style-type: none"> <li>• Practicum Orientation Checklist (due in class)</li> <li>• Draft of Personal Goal Statement for discussion and to be reviewed by Field Supervisor</li> </ul>   |
| <b>Week 4</b><br>Jan. 30                | Online Seminars  | <ul style="list-style-type: none"> <li>• Personal Goal Statement (electronic copy due in CourseLink Dropbox by Sunday, February 1<sup>st</sup> at 11:59 pm.</li> <li>• Online Participation due by Sunday, February 1<sup>st</sup> at 11:59 pm.</li> <li>• Ensure Field Supervisor has a copy of the Mid-term Evaluation which is due Week 7.</li> </ul> |
| <b>Week 5</b><br>Feb. 6                 | Small Seminars   | <ul style="list-style-type: none"> <li>• <b>Reflection Assignment #1: Due in CourseLink Dropbox by Sunday, February 8<sup>th</sup> at 11:59 pm.</b></li> </ul>   |
| <b>Week 6</b><br>Feb. 13                | Online Seminars  | <ul style="list-style-type: none"> <li>• Online Participation due by Sunday, February 15<sup>th</sup> at 11:59 pm.</li> </ul>  |
| <b>Week of Feb 16-20: Winter Break!</b> |  |  |
| <b>Week 7</b><br>Feb. 27                | Large Class Meeting  | <ul style="list-style-type: none"> <li>• <b>Mid-term Evaluation (due in class)</b></li> </ul>  |
| <b>Week 8</b><br>Mar. 6                 | Online Seminars  | <ul style="list-style-type: none"> <li>• Online Participation due by Sunday, March 8<sup>th</sup> at 11:59 pm.</li> </ul>  |
| <b>Week 9</b><br>Mar. 13                | Online Seminars  | <ul style="list-style-type: none"> <li>• <b>Reflection Assignment #2: Due in CourseLink Dropbox by Sunday, March 15<sup>th</sup> at 11:59 pm.</b></li> <li>• Online Participation due by Sunday, March 15<sup>th</sup> at 11:59 pm.</li> </ul>   |
| <b>Week 10</b><br>Mar. 20               | Large Class Meeting  | <ul style="list-style-type: none"> <li>• "The Story of My Practicum Experience" Presentations</li> </ul>   |
| <b>Week 11</b><br>Mar. 27               | Large Class Meeting  | <ul style="list-style-type: none"> <li>• "The Story of My Practicum Experience" Presentations</li> <li>• <b>Reflection Paper of Final Narrative Assignment: Due in CourseLink Dropbox by Sunday, March 29<sup>th</sup> at 11:59 pm.</b></li> </ul>   |
| <b>Week 12</b>                          | <b>NO CLASS</b><br>Final Individual Meetings with Kimberly | Sign-up sheet will be available for meetings. Final evaluations are due to be handed in during these final meetings.   |

**Note:** This is a tentative schedule and is subject to change.