

University of Guelph
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

FRHD*3200 Practicum I: Child
COURSE OUTLINE – Winter 2018

Course Instructor: Kimberly Squires, MEd, RECE, OCT

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Lab: Section 01 – Monday & Wednesday, 8:30 am-1:20 pm, CCLC

Section 02 – Tuesday & Thursday, 8:30 am -1:20 pm, CCLC

Seminar: Both sections – 11:30 am – 1:20 pm, MCKN 315

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 emergent programming and interventions that enhance children's development by supporting their individual needs, interests, and developmental abilities through program modifications and activities that 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 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, with small group activities typically being made up on another day and area set ups typically being completed immediately upon return to practicum. 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 weekly in the classrooms at the CCLC fully participating in the program. On a daily basis, students plan, set up, and supervise the children's activities in all areas of the classroom. Each person will work cooperatively within a team to ensure the smooth running of the program. Supervising and interacting with children on the playground is expected, so appropriate clothing is necessary.
- B. Tutorial with Course Instructor – Monday OR Tuesday, 12:30-1:20pm:** Following the children's program, the students and the course instructor 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 procedures learning activity (online), and nine weekly program plans. The policies and procedures learning activity must be completed by the end of week 2. Weekly program plans are due by 6:00pm on Sundays.
- **Assignments:** Forty percent of the final mark is based upon evaluation of written assignments. 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 ¹ :
Practicum achievement	#1, 2, 3, 4, 5, 8	N/A (ongoing)	100	50%	Kim & LT
Policies & planning:				10%	
Policies & Procedures Learning Activity	#8	January 19		(5%)	Online
Weekly Program Planning (9 plans)	#5	Weeks 2 – 10		(5%)	LT
Assignments (100 marks in total):				40%	
Reflective Practice Journal	#7	January 26	10		Kim
Small Group Activity Evaluation	#5, 7	February 9	25 (*15)		Kim
*Optional Resubmission	#5, 7	March 9	(*10)		Kim
Contextual Observation of a Focal Child	#6	March 23	25		Kim
Narrative Assignment:	#1, 7				
Story-telling session		March 23	5		Kim
Written version of story		March 23	5		Kim
Paper		March 30	10		Kim
Area Planning Learning Stories:					
Learning Story #1	#5, 7	February 16	10		LT
Learning Story #2	#5, 7	March 16	10		LT
Total:				100%	

¹LT = Lead Teacher

**You may choose to revise and resubmit your Small Group Activity Evaluation based on feedback from the first grading with the first submission worth 15% and the second worth 10% (of the 25%): if you are satisfied with the grade you receive on the first submission, you may choose to submit only one plan worth 25%.*

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 and Practicum Lead Teachers monitor student progress continuously, giving written and verbal feedback throughout the term. At midterm, students meet* with the Course 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 by all instructors.

****Midterm evaluations take place during week 7 – the Course Instructor schedules 30 minute meetings with each student. Prepare 2-3 personal goals for the 2nd 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 & Child Self-Regulation, 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 unlimited time 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. Due the end of Week 2.

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. Due the end of Week 3.

Small Group Activity Evaluations: During the semester students will hand in one Small Group Activity Evaluation (including both the Plan & Evaluation components). Due the end of Week 5 (optional resubmission end of Week 8). 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. Due the end of Week 10.

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 Week 10,
2. Written version of story – due online end of Week 10, and
3. Paper – due online end of Week 11.

Learning Stories and Area Planning Summative Assignment: During the semester, students will create learning stories to document learning from two area set ups. Due at the end of Weeks 6 and 9.

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.

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 classroom assignments and orient students to the course, outlining responsibilities and assignments.
2. Provide feedback and guidance to students and Practicum Lead RECEs as needed.
3. Act as a liaison between and resource to students and Practicum Lead RECEs.
4. Plan tutorial and seminar presentations/discussions related to emerging issues and common themes.
5. Meet regularly with students through classroom observations, individual contact, and tutorials/seminars.
6. Provide timely grading and feedback of reflective practice, activity plans, focal child and narrative assignments.
7. Conduct ongoing observations of students throughout semester and provide timely feedback.
8. Complete midterm evaluations and comments; hold individual conferences with students to review.
9. Determine final grades for the course in consultation with Practicum Lead RECE's.

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 learning stories.
6. Communicate with the Course Instructor on a regular basis.
7. Provide feedback at midterm/final on students' progress to 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 weekly activities 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 Course Instructor at mid-term to discuss evaluation and plan for rest of semester.