



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD\*3180 – Observation and Assessment

## COURSE OUTLINE – FALL 2022

### 1. CALENDAR DESCRIPTION

<b>Credit Weight:</b>	0.5 credits
<b>Course Hours:</b>	2-1 (24 lecture; 1 lab/seminar)
<b>Pre-Requisite(s):</b>	1 of FRHD*2040, FRHD*2300, or FRHD*2400
<b>Co-Requisites(s):</b>	None.
<b>Restriction(s):</b>	Restricted to students in BAsc.

### 2. COURSE DESCRIPTION

Direct observation is an important strategy for collecting information in the natural and social sciences, the latter including child and youth development and early childhood education. Observational methodologies have long been a cornerstone of basic research in child development research. Observation-based assessment is a critical skill in applied professions involving individual assessment, environmental assessment, program planning and evaluation. It is also the foundation of traditional, standardized assessment. Students who intend to work with children whether in schools, clinics, or treatment centres will all be expected to conduct systematic observations as part of their job requirements.

A theoretical background for planning, conducting, and evaluating observational assessments will be provided during lectures and as a part of course readings. The course emphasizes the study and assessment of social behaviour and social competencies of normal preschool age children using a variety of methods based on observation of spontaneous behaviour in naturalistic settings. The final portion of the course deals with observation-based standardized instruments such as developmental screening and assessment of home and school environments. The skills in this course are of importance to students in both research and applied streams in the program and can be used as an advantage in the employment market. Students who anticipate entering applied professions will wish to emphasize their observational skills as they apply to the assessment of young children's development. Namely:

- Experience with a variety of observational assessment techniques,
- Exposure to several developmental screening instruments, and
- Task analysis of children's behaviour and the development of assessment instruments.

Students who anticipate applying to graduate school will wish to emphasize their research experience. Namely:

- Mastery of specific methodologies and theoretical concepts,
- Field experience and laboratory work, and
- Experience with developing an observational coding system, conducting analysis, and report writing.

### 3. TIMETABLE

**Lecture:** Tuesday 7:00-8:50 p.m.      **Seminar:** Tuesday 9:00-9:50 p.m.  
**Location:** MCKN 115      **Location:** Sec 01 & 02: MCKN115  
**Final Exam:**

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Caitlyn Osborne  
**Email:** [osbornec@uoguelph.ca](mailto:osbornec@uoguelph.ca)  
**Telephone:** 519-824-4120 ext. (contact by email only)  
**Office:** Virtual  
**Office Hours:** By appointment

**Teaching Assistant:** Kim Barton (Section 01)  
**Email:** [barton@uoguelph.ca](mailto:barton@uoguelph.ca)  
**Office:** Virtual  
**Office Hours:** To be determined; check the courselink announcements page for updates.

**Teaching Assistant:** Michael Poydenko (Section 02)  
**Email:** [mpoydenk@uoguelph.ca](mailto:mpoydenk@uoguelph.ca)  
**Office:** Virtual  
**Office Hours:** To be determined; check the courselink announcements page for updates.

### 5. LEARNING RESOURCES

**Required Resource(s):**

Theodora Papatheodorou, T. & Luff, P.(2011) Child Observation for Learning and Research, NY: Routedledge Taylor and Francis Group.

**Recommended Resource(s):**

None.

### 6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Explain the types and uses of observational assessments;
2. Collect and interpret data from systematic observation and coding systems with respect to empirical research on and theories of normal development;
3. Demonstrate an understanding of the methodology of observational assessment by using an observational coding system;
4. Demonstrate the ability to write an APA Style scientific report;
5. Assess the reliability of coding systems, and

6. Describe three standardized observational systems including screening for developmental disorders, screening for conduct disorders, and assessing home and school environments.

## 7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<b>1</b> <b>Sept 13</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Observation</li> <li>• Observation and learning</li> <li>• Child observation – Historical Perspective</li> </ul> <p>Class activities: In class engagement #1</p>	<p><b>Readings:</b> Chapters 1 and 2</p> <p><b>Seminar:</b> Lab 1 Tutorial</p> <ul style="list-style-type: none"> <li>• Section 01: MCKN 115</li> <li>• Section 02: MCKN 115</li> </ul>	N/A
<b>2</b> <b>Sept 20</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• The problem of Perspective</li> <li>• Ethical implications of child observation</li> <li>• Finding the role of the observer</li> </ul> <p><b>Class activities:</b> In class engagement #2 Exercise 1</p>	<p><b>Readings:</b> Chapters 5 and 6 Narrative recordings pg. 34-36</p> <p><b>Seminar:</b> <i>No seminar this week</i></p>	<b>Due Sept 20<sup>th</sup> @ 6:59 p.m.:</b> Quiz 1
<b>3</b> <b>Sept 27</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Levels of Description</li> <li>• Participant and non-participant observation</li> <li>• Conducting and recording narrative observations</li> </ul> <p><b>Class activities:</b> Exercise 2 In class engagement #3</p>	<p><b>Readings:</b> Chapters 7 and 8</p> <p><b>Seminar:</b> Lab 1 Q &amp; A/ Lab 2 Tutorial</p> <ul style="list-style-type: none"> <li>• Section 01: MCKN 115</li> <li>• Section 02: MCKN 115</li> </ul>	<p><b>Due Sept 27<sup>th</sup> @ 6:59 p.m.:</b> Quiz 2</p> <p><b>Due Sept 30<sup>th</sup> @ 11:59 p.m.:</b> Lab 1</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<p><b>4</b> <b>Oct 4</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Sampling Behaviour and Time Sampling</li> <li>• Methods of observation</li> <li>• Planning for child observation</li> </ul> <p><b>Class activities:</b> In class engagement #4</p>	<p><b>Readings:</b> Chapters 3 and 4</p> <p><b>Seminar:</b> <i>No seminars this week</i></p>	<p><b>Due Oct 4<sup>th</sup> @ 6:59 p.m.:</b> Quiz 3</p>
<p><b>5</b> <b>Oct 11</b></p>	<p><b>Fall Study Break Day – NO CLASSES or SEMINARS SCHEDULED</b></p>	<p>N/A</p>	<p>N/A</p>
<p><b>6</b> <b>Oct 18</b></p>	<p><b>Using Observation and Assessment Tools</b></p> <p><b>Guest Speaker:</b> Kim Kreis, Occupational Therapist</p> <p><b>Class activities:</b> In class engagement #5</p>	<p><b>Readings:</b> N/A</p> <p><b>Seminar:</b> Observation/ Assessment Tool Presentations Self-directed</p>	
<p><b>7</b> <b>Oct 25</b></p>	<p><b>Using Observation and Assessment Tools</b></p> <p><b>Guest Speaker:</b> Cara Caudle-Wolf, Pedagogical Consultant</p> <p><b>Class activities:</b> In class engagement #6</p>	<p><b>Readings:</b> Chapter 9</p> <p><b>Seminar:</b> Observation/ Assessment Tool Presentations Self-directed</p>	<p><b>Due Oct 25<sup>th</sup> @ 6:59 p.m.:</b> Quiz 4</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<p><b>8 Nov 1</b></p>	<ul style="list-style-type: none"> <li>• Observation and the Reflective Process</li> <li>• Analysis of Observational Records</li> <li>• Interpretation of Child Observation</li> <li>• Creating a Coding System</li> <li>• Reliability</li> </ul> <p><b>Class activities:</b> In class engagement #7</p>	<p><b>Readings:</b> Chapters 10 and 11</p> <p><b>Seminar:</b> Observation/ Assessment Tool Presentations Self-directed</p>	<p><b>Due Nov 1<sup>st</sup> @ 6:59 p.m.:</b> Quiz 5</p>
<p><b>9 Nov 8</b></p>	<ul style="list-style-type: none"> <li>• Observation as a Research Tool</li> <li>• Writing on Child Observations</li> <li>• Environmental Assessment</li> </ul> <p><b>Guest Speaker:</b> Library Services</p> <p><b>Class activities:</b> In class engagement #8</p>	<p><b>Readings:</b> Chapters 12 and 13</p> <p><b>Seminar:</b> Lab 3 Tutorial &amp; Lab 3 Observations</p> <ul style="list-style-type: none"> <li>• Section 01: MCKN 115</li> <li>• Section 02: MCKN 115</li> </ul>	<p><b>Due Nov 8<sup>th</sup> @ 6:59 p.m.:</b> Quiz 6</p>
<p><b>10 Nov 15</b></p>	<ul style="list-style-type: none"> <li>• Developmental Screening</li> <li>• Observation in Childcare and Education</li> </ul> <p><b>Class activities:</b> In class engagement #9</p>	<p><b>Readings:</b> Chapter 14</p> <p><b>Seminar:</b> <i>No seminar this week</i></p>	<p><b>Due Nov 15<sup>th</sup> @ 6:59 p.m.:</b> Quiz 7</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<b>11</b> <b>Nov 22</b>	<ul style="list-style-type: none"> <li>Screening for Behavioural Disorders</li> <li>The Power of Observation</li> </ul> <p><b>Class activities:</b> In class engagement #10</p>	<p><b>Readings:</b> Chapter 15</p> <p><b>Seminar:</b> <i>No seminars this week</i></p>	<b>Due Nov 22<sup>nd</sup> @ 6:59 p.m.:</b> Quiz 8
<b>12</b> <b>Nov 29/ Dec 1</b>	<ul style="list-style-type: none"> <li>Methods of Indirect Observation</li> </ul> <p><b>Class activities:</b> In class engagement #11 (Nov 29)</p> <p><b>Guest Speaker:</b> CSTU (formerly CYF) Panelists (Dec 1)</p> <p>In class engagement #12 (Dec 1<sup>st</sup>)</p>	<p><b>Readings:</b> N/A</p> <p><b>Seminar:</b> Lab 3 Q and A (Dec 1<sup>st</sup>)</p> <ul style="list-style-type: none"> <li>Section 01: MCKN 115</li> <li>Section 02: MCKN 115</li> </ul>	<b>Due Dec 2<sup>nd</sup> @ 11:59 p.m.:</b> Lab 3 Overall in class engagement

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Lab 1: Designing Operational Definitions Assignment	1, 2, 4	Sept 30 <sup>th</sup>	10%
Lab 2: Observation/ Assessment Tool Presentation	1, 5	Weeks 6, 7, 8	25%
Lab 3: Play Observation Scale Assignment	2, 4, 5	Dec 2 <sup>nd</sup>	35%
Online Quizzes	1, 6	Weekly (see course schedule)	20% (each worth 2.5%)
In Class Engagement		Weekly & Dec 2 <sup>nd</sup>	10%
<b>Total:</b>			<b>100%</b>

## 9. COURSE STATEMENTS

### **Land Acknowledgement:**

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

### **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.

### **Late Assignments:**

*All deadlines have a grace period of 48 hours.* This means that there will not be docked marks if you submit before the extra 48 hours period expires. Please, do not treat the grace period as the deadline, because it is not. The deadline is a hard deadline and the grace period is in place to account for potential difficulties and life events that can occur at the time of the hard deadline.

*Emails asking for late submission during the grace period are not needed* and will not be answered: just submit within the grace period. CourseLink will say that it is late, but if it is within 48 hours of the deadline is within the grace period and it is not late.

*No extensions over the grace period will be given.* You can submit the assignment after the grace period has expired; however, your mark will be docked 10% per day including weekends 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. This policy is in place to guarantee fairness for all students.

### **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.](#)

### **Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, 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.

## **10. UNIVERSITY STATEMENTS**

### **E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

### **Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

### **Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.



Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **Academic misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

### **Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

**COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.