



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3200 Practicum - Child **COURSE OUTLINE – FALL 2020**

1. 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.

Credit Weight: 1.0 credits

Course Hours: 3-12 (36 lecture; 144 lab/seminar)

Pre-Requisite(s): FRHD*1020, FRHD*2040, NUTR*1010

Co-Requisites(s):

Restriction(s): Registration in the B.A.Sc. program (Child, Youth and Family or Child, Youth and Family Co-op majors). Instructor consent required.

2. COURSE DESCRIPTION

For many students, this course provides the first opportunity to work, under close supervision, and learn about young children and their families. Students will not only work towards stated objectives, but also evaluate their skills and interest in working with young children and their families. In this course, 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. Students will learn to integrate theory and professional practice as well as have the experience of building relationships with fellow peers and professionals in early learning and care 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. This course consists of:

A. Field Placement (12 hours per week):

Students complete a total of 144 hours over a 12-week period. Depending on their section, they are scheduled to complete these hours from 8:30 am to 2:20 pm on Monday and Wednesday or

Tuesday and Thursday. For Fall 2020, these hours will be completed virtually through a variety of online instructor-provided and self-directed learning activities. Students will be scheduled for a one-hour weekly meeting with a consistent group of their peers. The course instructor and teaching assistant will attend many of these meetings to provide consultation and supervision of these hours.

B. Seminar (3 hours per week on Fridays):

Students participate in weekly seminars. Students will spend time during seminar exploring and evaluating their experiences. Students will also participate in a variety of trainings and spend time considering topics which relate to practical work with children and their families: such as best practice implementation, observation, communicating and interacting with children, program planning, pedagogical documentation, time management, self-evaluation as well as issues related to working as a member of a professional team. For Fall 2020, these seminars will be conducted online through Zoom. Links for weekly classes will be posted to the course site.

3. TIMETABLE

Lab:	Both sections – Friday, 8:30 am - 11:20 am, Online via Zoom
Seminar:	Section 01 – Monday & Wednesday, 8:30 am - 2:20 pm, Online Section 02 – Tuesday & Thursday, 8:30 am - 2:20 pm, Online
Final Exam:	There is no final exam for this course.

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Kimberly Squires
Email:	ksquires@uoguelph.ca
Telephone:	519-824-4120 ext. 58147
Office:	CCLC Portable, Room 101
Office Hours:	By appointment.

Teaching Assistant: Kim Barton

Email: barton@uoguelph.ca

Office: To be determined.

Office Hours: By appointment.

5. LEARNING RESOURCES

Required Resource(s):

All required resources are available on the course website in the 'Content' section.

Recommended Resource(s):

All recommended resources are available on the course website in the 'Content' section.

6. LEARNING OUTCOMES

At the completion of the course, 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. Understand how to 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 and evaluate emergent programming and interventions that enhance children’s development by supporting their individual needs, interests, and developmental abilities.
6. Effectively create pedagogical documentation that is shared to bring visibility to children’s thinking and learning and encourage reflective dialogue.
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.

7. TEACHING AND LEARNING ACTIVITIES

See full semester calendar starting on page 8.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Documentation of Learning Portfolio	#1, 2, 3, 4, 5, 6, 8	October 11 (weeks 1-4) November 8 (weeks 5-8) December 6 (weeks 9-12)	50%
Personal Learning Plan	#7, 8	September 25	10%
Reflective Practice Journals:	#7		15%
Journal #1		October 2	(7.5%)
Journal #2		October 30	(7.5%)
Seminar & Community of Practice Participation	#1, 2, 3, 4, 6, 8	Self-Evaluation due December 4	10%
Narrative Assignment:	#1, 7		15%

Storytelling	November 20	(5%)
Paper	December 4	(10%)
		100%

Description of Course Evaluation Components

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

Documentation of Learning Portfolio: Students will be required to document their learning journey throughout the course by submitting a portfolio that includes their hours log, reflections on their learning experiences (both instructor-provided and self-directed learning activities) and connections with peers, and artifacts of their participation in the various learning activities. Portfolios will be submitted in three parts to give the opportunity for more feedback: part 1 will cover Weeks 1-4, part 2 will cover Weeks 5-8, and part 3 will cover Weeks 9-12.

Personal Learning Plan: Students will begin the semester by setting up a personal learning plan that lays out their own professional learning goals and self-directed learning activities in which they will engage over the course of the semester to accomplish their goals. Included in the plan will be: 3 professional learning goals (1 related to a professionalism skill, 1 related to a foundational early learning skill, and 1 related to an early learning pedagogy specialization topic) and details of how the required self-directed learning hours will be accomplished.

Reflective Practice Journals: Students will produce 2 written journal entries engaging in the process of critical reflection to analyze their reactions to practicum, uncover new meanings, assess their skill development, and consider implications for their own professional practice.

Seminar & Peer Participation: Students will be graded on their engagement and participation during weekly seminars and peer activities. Evaluation will be based on being an “active participant” in the course. This aspect of the course will be graded by the course instructor and teaching assistant; however, students will be asked to submit a self-evaluation of their participation during seminars and Community of Practice meetings that will inform this grade.

Narrative Assignment: Students will be required to reflect on and present a narrative of their learning experiences in practicum. This assignment consists of two components:

1. Story-telling session – preview given to peers during Friday seminar and full story uploaded to online OneDrive folder,
2. Paper – due online.

9. COURSE STATEMENTS

Attendance:

To be successful, regular attendance is crucial. Students are expected to complete their full 144 hours in their practicum placements. Students must be available for the entire semester and are not permitted to take vacation or time off during the practicum semester. Furthermore, students are not permitted to take time off of practicum due to coursework demands in other classes. Absence for compassionate reasons are to be discussed with their course instructor prior to the absence. Students are to notify their course instructor of any absences or time missed in their placement. Students are

expected to make up any time missed due to illness, PD days, or other interruptions of hours. A maximum of one missed day is allowable under documented grounds for compassionate consideration (e.g., illness). Students are required to implement any missed programming typically being completed immediately upon return to practicum; scheduling of missed programming is at the discretion of the practicum supervisor. For absences beyond one day, all missed hours must be made up, typically after the last week of classes and scheduled in consultation with the practicum supervisor and the course instructor. Please note, missing more than 12 hours in the semester can result in course failure. Missing 7 to 12 hours will affect the grade assigned for the practicum, as the student will not have met course expectations.

Students participate in seminar for up to 3 hours a week for 12 weeks. A variety of trainings will be provided during seminars with the course instructor. Due to the practical nature of this learning experience, these trainings are essential for your successful completion of the course. Your attendance is expected at each of these seminars as it will be important for you to make use of this information within your practicum.

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 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:

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.](#)

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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: 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 detailed 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.

Week (Sun. to Sat.)	Weekly Topic	Mon/Tues	Wed/Thurs	Friday (Virtually through Zoom)	Due Dates for the week (unless otherwise noted, submit to CourseLink Dropbox)
Sept. 10-12				Introduction to FRHD*3200 (8:30 – 11:20) ➤ Course Overview and Expectations ➤ Learning Goals	
<i>Week 1</i> Sept. 13-19	Pedagogical Approaches	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Our View of Children & Pedagogical Approach ➤ Early Learning in Ontario ➤ The Impact of the COVID-19 Pandemic on Young Children	
<i>Week 2</i> Sept. 20-26	Program Planning and Documentation	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Program Planning & Documenting Children's Learning ➤ Creating Daily Documentation at the CCLC ➤ Guest Speaker – Samantha Ross	Friday Sept. 25 by 11:59pm: Personal Learning Plan
<i>Week 3</i> Sept. 27 - Oct. 3	Interacting with Children	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Communicating and Interacting with Children ➤ Using Questioning to Support Children's Learning ➤ Guest Speakers – Tanya Doran and Lori O'Toole	Friday Oct. 2 by 11:59pm: Reflective Journal #1
<i>Week 4</i> Oct. 4-10	Connecting with Families	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	No Friday Seminar!	
<i>Week 5</i> Oct. 11-17	Pedagogical Inspirations	<i>Thanksgiving & Fall Study Break Day</i>	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Expanding Our Pedagogical Inspirations ➤ Inspirations from Denmark – Valerie Trew ➤ Inspirations from Reggio Emilia, Italy	Sunday Oct. 11 by 11:59pm: Documentation of Learning Portfolio (Weeks 1-4)
<i>Week 6</i> Oct. 18-24	Creating Inclusive Learning Environments	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Creating Inclusive Learning Environments ➤ Inclusion Support Services – Sonia Santos	

Note: This is a tentative schedule. The schedule for the Friday seminar topics may change due to various unknown factors. Any changes will be communicated during practicum and an announcement will be posted on the CourseLink site.

Week (Sun. to Sat.)	Weekly Topic	Mon/Tues	Wed/Thurs	Friday (Virtually through Zoom)	Due Dates for the week (unless otherwise noted, submit to CourseLink Dropbox)
<i>Week 7</i> Oct. 25-31	Behaviour Guidance	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Guiding and Managing Children's Behaviour ➤ HighScope Problem Solving Approach	Friday Oct. 30 by 11:59pm: Reflective Journal #2
<i>Week 8</i> Nov. 1-7	Supporting Resiliency	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Deepening Our Relationships with Children ➤ Guest Speaker – Joy Leschiutta	
<i>Week 9</i> Nov. 8-14	Nature-Based Learning	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Nature-Based Learning ➤ Guest Speaker – Starlene Ruttan	Sunday Nov. 8 by 11:59pm: Documentation of Learning Portfolio (Weeks 5-8)
<i>Week 10</i> Nov. 15-21	Anti-Bias Education	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Reflecting on Your Learning ➤ Storytelling Session (be prepared to share a "preview" of your story!)	Friday Nov. 2 by 8:30am: Narrative Assignment Storytelling (submit story to OneDrive)
<i>Week 11</i> Nov. 22-28	Student Choice (will be decided in Seminar)	Instructor-Provided Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Course Closing	
<i>Week 12</i> Nov. 29 - Dec. 6	Looking to the Future	Self-Directed Learning Activities (6 hours)	Self-Directed Learning Activities (4.5 hours) Community of Practice Meeting (1:00-2:00)	Classes done – No Friday seminar!	Friday Dec. 4 by 11:59pm: Narrative Assignment Paper Friday Dec. 4 by 11:59pm: Participation Self-Evaluation Sunday Dec. 6 by 11:59pm: Documentation of Learning Portfolio (Weeks 9-12)

Note: This is a tentative schedule. The schedule for the Friday seminar topics may change due to various unknown factors. Any changes will be communicated during practicum and an announcement will be posted on the CourseLink site.