COLLEGE *of* SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4290/4340/4350 – Practicum II Adult Development/Practicum II Youth/Practicum III Child
COURSE OUTLINE – FALL 2020

1. CALENDAR DESCRIPTION

This course provides advanced undergraduate students with further direct experience working primarily with children aged 0-12 years within the context of a community or school setting. Students will continue to develop applied skills in leadership, communication, teamwork, and reflective practice; implement and evaluate effective programs/programming; assess personal interests and strengths in working with children; develop an appreciation of the role of the family in these settings; and examine the role of continuous professional learning for early childhood professionals.

This course enables students to extend their knowledge and professional skills in a second supervised placement in a health or social service agency. The practicum and seminar provides students with additional opportunities to integrate theoretical knowledge with practice experiences. Students are expected to assume additional responsibilities related to program design and implementation and in their supervised work with individuals and/or groups.

Disclaimer:
Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [hyperlink to the website] and circulated by email.

Illness:
The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.

Corona Virus Updates: https://news.uoguelph.ca/2019-novel-coronavirus-information

Credit Weight: 1.0 credits
Course Hours: 3-16 (36 lecture; 192 lab/seminar)
Pre-Requisite(s):   FRHD*4330

Co-Requisites(s): none
Restriction(s): Restricted to students in CYF and CYF:C major. Instructor consent required.

2. COURSE DESCRIPTION

In this course, students will not only work towards the stated objectives, but also evaluate their skills and interest in working with young children and their families. The course consists of:

A. **Field Placement (24 hours per week):**

Students are in the field for a total of 192 hours over an 8-week period. Schedules are arranged between the student and the practicum supervisor. Normally, failure to spend 192 hours in the field or being asked to leave placement early for unethical or unprofessional behaviour results in failure of the course. *For Fall 2020 only, these hours will be completed virtually through online learning activities, in addition to researching and putting together an experiential learning project related to a population of interest to the student. Students will be scheduled for a 40 minutes weekly meeting with their course instructor and/or teaching assistant for consultation and supervision of these hours. In addition, students will participate in a weekly peer check ins and activities. See Hours Log document for details.*

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 discuss events or issues that have occurred in the placement over the course of the week. The remaining time will be spent considering the topics which relate to practical work with children, youth, adults and their families such as: systems issues, program planning, best practice implementation, observation, time management, self-evaluation as well as issues related to working as a member of a professional team. Some weeks we will meet in large groups and other weeks in small groups. Students are expected to be available for the entire seminar time. *For Fall 2020 only, these seminars will be conducted online through Zoom. Links for these weekly classes will be posted to the course site.*

3. TIMETABLE

Lecture: Friday 8:30am-11:20am
Location: Online via Zoom (through CourseLink)
Final Exam: There is no final exam for this course

4. INSTRUCTIONAL SUPPORT

Course Instructor: Adam Davies
Email: adam.davies@uoguelph.ca
Telephone: 519-824-4120 ext. 52421

Office: MACS 326
Office Hours: By appointment

Teaching Assistant: Angela Underhill
Email: aunderhi@uoguelph.ca

Teaching Assistant: Joshua Schaefer
Email: jschaefer@uoguelph.ca

5. LEARNING RESOURCES

Required Resource(s):

College of Early Childhood Educators. (2017). *Code of ethics and standards of practice* (2nd ed.).
Retrieved from https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf

Practicum Manual: available on the course website in the 'Content' section.

Any required readings will be posted under 'Content' in the same folder as the week's slides.

Recommended Resource(s):

Other recommended resources 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. Independently observe children and/or families and design, implement, and evaluate activities that are appropriate to their needs and level of development.
3. Demonstrate professional behaviour by being punctual, completing all responsibilities including full attendance at field placement and seminars, showing initiative in the placement and working collaboratively with other professionals.
4. Conduct oneself in an ethical manner including respecting the confidentiality of children, their families, and involved agencies and staff in the field setting when discussing situations in seminar.
5. Demonstrate skills in reflective practice focusing on the relationship between theoretical and applied knowledge and on personal interactions and self-knowledge.
6. Self-direct learning through goal setting and an action plan based on self-assessment, assessment of the practicum supervisor and course instructor, and review of the College of Early Childhood Educator's Continuous Professional Learning framework.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Notes	Due Dates
1 **Sept 11**	Introduction to practicum & continuous professional learning		

Week	Topics	Notes	Due Dates
2 **Sept 18**	Experiential learning project & research skills		
3 **Sept 25**	Critical reflection and practitioner reflexivity		**DUE Sept. 25:** Personal learning plan
4 **Oct 2**	Professional advisories and practice guidelines + Library Tutorial on Research Skills		**DUE Oct. 2:** Critical reflection journal #1
5 **Oct 9**	Dual relationships (+ College of ECE applications)		
6 **Oct 16**	Social justice, critical pedagogy, and equity		**DUE Oct. 16:** Self-directed learning journal entries (weeks 1-6) **DUE Oct. 16:** Rough draft of Critical Literature Review
7 **Oct 23**	Inclusion + Disability		
8 **Oct 30**	Conflict Resolution		**DUE Oct. 30:** Critical reflection journal #2
9 **Nov 6**	Mental health		
10 **Nov 13**	Documenting Learning		**DUE Nov. 13:** Experiential learning project (ELP)
11 **Nov 20**	Student Choice		**DUE Nov. 20:** ELP Presentation; Self-evaluation of participation
12 **Nov 27**	Student choice #2		**DUE Nov. 27:** Assessment portfolio & Self-directed learning journal entries (weeks 7-12)

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
Personal Learning Plan	#3, 6	Sept. 25	10%
Critical Reflection Journal #1	#4, 5	Oct. 2	10%
Critical Reflection Journal #2	#4, 5	Oct. 30	10%
Experiential Learning Project	#2, 3, 4, 6	Final draft due Nov. 13 (rough draft due Oct. 16)	20%
ELP Presentation	#1, 3, 4, 6	Nov. 20	5%
Self-Directed Learning Journal	#2, 6	Oct. 16 (weeks 1-6) Nov. 27 (weeks 7-12)	20%
Assessment Portfolio	#3, 4, 6	Nov. 27	15%
Seminar & Peer Participation	#1, 3, 4	Weekly	10%
		Total:	100%

The following information provides an overview of the assessment details for this course. Detailed instructions for each assignment and marking rubrics are included on the course website.

- **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, proposed components of the experiential learning project, and details of how the required self-directed learning hours will be accomplished.
- **Critical Reflection Journals:**
  - Students will write two critical reflection journals exploring how theory/knowledge intersects with their experiences in order to further develop their reflective practice skills.
- **Experiential Learning Project:**
  - Students will be provided with flexible options for their experiential learning project. This is a group assignment in groups of 3-4 students. The project will include a required critical literature review and students will select a minimum of two other components from the available options (e.g., case studies, interviews with professionals, self-awareness tools and exercises, essays/reports, provision of programming/lessons for population of interest, etc.).
  - **ELP Presentation** – Students will present their project findings to their peers during the knowledge sharing event in the final seminar.
- **Self-Directed Learning Journal:**
  - Students will be required to document their self-directed learning activities and demonstrate their learning through submission of a self-directed learning journal following the midpoint (entries for weeks 1-6) and end of the semester (entries for weeks 7-12). Included in this journal

will be reflections and learning related to online learning activities, as well as experiences related to the experiential learning project and peer check ins and activities.

- **Assessment Portfolio:**
  - o Students will evaluate their learning in an assessment portfolio at the end of the semester, examining the extent to which they accomplished their professional learning goals, summarizing the self-directed learning activities that they accomplished during the semester, and reflecting on their learning.
- **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; however, students will be asked to submit a self-evaluation of their participation and of their peers' participation during the peer activities that will inform this grade.

9. COURSE STATEMENTS

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.

Practicum Absences:

Students must email both their practicum supervisor and their course instructor regarding any absences from their practicum. Ideally, this email should be sent in advance of absence, or on the day of absence. Students are expected to complete their full 192 hours in their practicum placements. Missing hours may result in course failure. Further details are provided in the practicum manual.

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 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.