



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE – Winter 2013**

CD1145 Practicum II – 5(0-2-32) 272 Hours 8 Weeks

**INSTRUCTOR:** Rebecca Evarts                      **PHONE:** 780) 539-2715  
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**OFFICE HOURS:** By appointment

**PREREQUISITE(S)/COREQUISITE:** CD1045, CD1020, CD1100, CD1350, CD1370 AND CD2070.

**REQUIRED TEXT/RESOURCE MATERIALS:** Grande Prairie Regional College Department of Human Services: CD1145 Practicum Guide Course Package  
Developmentally Appropriate Practice

**CALENDAR DESCRIPTION:** This is normally an eight week practicum in an early childhood setting. Students will have the opportunity to apply theory to practice in their work with young children. Students will attend weekly seminars throughout the practicum weeks.

**CREDIT/CONTACT HOURS:** CD1145 consists of 32 hours of practicum time and 2 hours of seminar each week

**DELIVERY MODE(S):** This practicum course consists of practical experiences with children in community programs such as child care centers, preschools, family day home, kindergartens, and special placement.

The practicum seminar provides a forum for student to integrate theory with practice and to reflect and explore issues related to the field of early childhood education, their studies and their practicum experiences. **Students are required to actively participate in discussions.**

**OBJECTIVES:** On completion of this course the student will be able to:

1. increasing skills in developing a positive rapport with the children in the program.
2. increasing skill in interacting with children in a nurturing supportive manner.
3. skills in effectively guiding children's behaviour.
4. the ability to interact with individual and small groups of children with a growing awareness of how to facilitate, extend, and enrich children's play in a variety of play areas.
5. the ability to effectively plan, implement and evaluate experiences based on the developmental needs and interests of the children.
6. the ability to plan, implement, and evaluate learning centres.
7. beginning skills in planning and carrying out group times based on the developmental needs and interests of the children.
8. an awareness of the nutritional, health and safety needs of young children.
9. the ability to communicate effectively and work collaboratively with other adults.
10. professional behaviour.

**TRANSFERABILITY:**

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

Grande Prairie Regional College uses the **ALPHA** grading system. This system is described in the table below.

**GRADING CRITERIA:** This is a credit/no credit course. Successful completion of the practicum requires that all planned learning experiences as described in the course package are completed, attendance and active participation at all seminars and all evaluations are satisfactory

**EVALUATIONS:** Exams are not given in practicum courses.

**STUDENT RESPONSIBILITIES:** The college expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to page 47 of the GPRC College Calendar regarding rights and responsibilities.

If for any reason students are unavailable to participate in the practicum on any given day, both the practicum supervisor and the Grande Prairie Regional College supervisor must be notified in advance. Students will be required to make up missed practicum hours. Appointments (e.g. dental, medical) must be booked outside of practicum hours.

Failure to comply with the above will result in unexcused absences. Three unexcused absences may result in course failure.

**INTEGRATION SEMINAR IS MANDATORY.** Absence from seminar will result in failure of this course.

Extenuating circumstances may be considered on an individual basis.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

\*\*Note: all Academic and Administrative policies are available on the same page.

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

Week	Topic	Required Activity
April 1-4	Establishing Rapport Clarify expectations	
April 8-May 24	Plan and implement learning experiences for children	Plan and set up two learning centers. Submit written plans, observations and evaluations of learning centers.
		Plan and carry out a minimum of three group times.
		Plan and prepare a minimum of two nutritional snacks with the children.

Specific requirements for the above activities are included in the course package and will be discussed in seminar.

**COURSE SCHEDULE/TENTATIVE TIMELINE:** This may change, but all changes will be discussed in class

Date	Topic	Reading-text	Assignments
Sept.10	Introduction, course outline, ect.		
Sept. 12	Why Study Child Development?		
Sept. 17	Theories of Child Development	Chapter 1 p. 2-14	
Sept.19	Themes in Child-Development Research	Chapter 1 p. 17-20	
Sept. 24	Themes in Child-Development Research	Chapter 1 p. 17-20	
Sept. 26	Heredity	Chapter 3 p. 49-60	

Oct. 1	Genetic Disorders	Chapter 3 p.61-65	
Oct.3	Genetic Disorders-continued	Chapter 3 p.61-65	Assignment 1 DUE
Oct. 10	Nature VS. Nurture	Chapter 3 p.65-70	
Oct.15	Prenatal Development Conception –Birth	Chapter 4 p.74-80	
Oct.17	Prenatal Development Influences (Teratogens)	Chapter 4 p.80-93	
Oct. 22	Prenatal Development Influences (Teratogens)	Chapter 4 p. 80-93	
Oct. 24	Quiz		
Oct. 29	Physical Development Healthy Growth & Nervous System	Chapter 5 p.111-124	
Oct. 31	Physical Development Healthy Growth & Nervous System	Chapter 5 p. 111-124	
Nov.5	Physical Development Healthy Growth & Nervous System	Chapter 5 p.125-144	
Nov. 7	Physical Development: Motor and Sensory	Chapter 5 p. 125-144	
Nov. 14	Continue with Chapter 5 or start chapter 6		Assignment 2 Due
Nov. 19	Piaget’s Theory & Information Processing	Chapter 6 p. 150-166	
Nov. 21	Language	Chapter 6 p.167-174	
Nov. 26	Language	Chapter 6 p. 167-174	
Nov 28	Social & Emotional Development	Chapter 7 p. 179-208	
Dec. 3	Social & Emotional Development	Chapter 7 p.179-208	Assignment 3 DUE
Dec. 5	Social & Emotional Development	Chapter 7 p.179-208	
Dec. 10	Strategies to promote physical, cognitive and psychosocial development		
Dec. 12	Final Quiz		Final Quiz

