



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Department of Community, Family & Child Studies**

**ELC 143**  
**Practicum 1**  
**Winter 2018**

## COURSE OUTLINE

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Students will integrate and demonstrate the skills, knowledge, attitudes and theory at an introductory level, gained through the program. Students will develop caring and culturally appropriate relationships and practices with children, family, colleagues and community, and will begin to demonstrate the roles and responsibilities of the early childhood professional.

⚡ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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### 1. Instructor Information

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| <b>(a) Instructor(s)</b>             | Jessica Hrechka Fee / Anastasia Butcher                |
| <b>(b) Office hours</b>              | By appointment   |
| <b>(c) Location</b>                  | Wilna Thomas 218                                       |
| <b>(d) Phone</b>                     | 250-370-3216/ 250-370-3315                             |
| <b>(e) E-mail</b>                    | hrechkaj@camosun.ca / butchera@camosun.ca              |
| <b>(f) Class times and locations</b> | Practicum Seminars – Wednesday 10:30-12:20<br>Paul 111 |

### 2. Intended Learning Outcomes

Upon successful completion of this course a student will be able to:

- a) use beginning level critical thinking skills in the ongoing, dynamic creation and reflection of early learning and care practices.
- b) support young children's well-being and holistic learning at a beginning level within the context of family, culture, and community.
- c) begin to establish, maintain, evaluate and adapt inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies.
- d) use respectful, professional and culturally sensitive interpersonal communication skills in all aspects of work as an early learning and care professional.
- e) demonstrate basic knowledge of indigenous ways of knowing and being and the impact of residential schools and on-going colonization that enable supportive early learning experiences for aboriginal children, families and community at a beginning level.
- f) develop caring relationships with young children, families, and colleagues as a foundation for early learning and care practice.
- g) demonstrate professional responsibility and accountability as an early childhood educator by adhering to the Early Childhood Code of Ethics (principles of fairness, equity and diversity).

### 3. Required Materials

- ELC 143 Practicum 1 Guide
- Camera
- Small note book
- Binder
- Outdoor gear-boots, rain pants, hat and gloves
- Early Learning Framework & Theory to Practice

### 4. Course Content and Schedule

#### **PRACTICUM DAYS**

Students will attend practicum for a minimum 12 weeks (168 hours total, 14 hours per week). Students are responsible for developing a schedule with their mentor to complete the hours and informing their instructors of this plan. \*Students at practicum settings closing for two weeks of Spring break must inform their instructors and arrange individual plans for making up missed hours.

#### **ATTENDANCE**

*Students are required to attend all practicum sessions in the field and all classroom seminars unless they have a legitimate medical reason.*

**Practicum:** Students must notify *both* the Mentor and Instructor prior to any absences. If you are suddenly too sick to attend practicum, *both* the centre and your instructor must be contacted that morning. All missed hours will need to be made up, students must connect with the College instructor within one week of absences to make a plan for make-up hours. If you require exceptions to this, it is important to discuss this prior with your instructors. Missing more than 4 practicum days due will result in a no credit. In case of a serious illness, a student will be able to apply for a medical withdraw.

**Seminar Class:** Students are requested to notify their seminar instructor of any absences. If a seminar is missed students are required to complete a "missed seminar" assignment and hand it in **within four calendar days of the missed class.**

### 5. Basis of Student Assessment (Weighting)

#### **ASSIGNMENTS & EVALUATION**

Students will be evaluated primarily on the basis of their performance in the practicum setting. Evaluation will be based on performance, not potential, the mentor in the field will be aware that this is a process with consistent competency as the final goal. Students will receive help and suggestions and be encouraged to consider their own performance, both in discussions with the field placement mentor and in weekly Practicum seminars. The Camosun College instructors will schedule visits to the facility and be available for discussions. Working well in your placement setting is the most important indicator of suitability for this field.

**All** assignments must be completed, including the learning guide before a grade will be assigned. All practicum outcomes must be demonstrated at a C+ level or higher, and each assignment must be completed by the due date at a C+ level or higher to be considered "complete". Assignments may be sent back if they are not a C+ level or better.

Assignments are expected on the due date. Extensions must be negotiated with your instructor prior to due dates. Opportunity to rewrite assignments supports articulation of ELC knowledge, skills and attitudes. Late assignments submitted in the last week of term will not have the opportunity for rewrites.

The Camosun instructor makes the final decision whether a student has been successful with their practicum expedience. Final grading is either a "COM" for Completed or "NC" for Not Completed.

**DUE DATES FOR PRACTICUM ASSIGNMENTS**

<b>Assignment</b>	<b>Due Date</b>
Physician's letter, First Aid & CRC requirements, Introductory Poster, Letter of Intention-bring to practicum	January 15(first day)
Signed Acknowledgement Forms	January 24
Weekly Reflections to be shared in seminar	Ongoing(each seminar)
Practicum Setting Overview	January 24
Narrative of Practice Portfolio(collection of your elements of learning and growth to demonstrate how you are meeting the learning outcomes)	4 times: instructor's first visit, midpoint, instructor's second visit, final
<b>Midterm</b> Narrative of Practice Portfolio Goals setting sheet/ Reflective practice assignment	Meet with mentor : week of Feb 12-16 Due Feb 21
<b>Final</b> Narrative of Practice Portfolio Final Evaluation Summary	April 6

**6. Grading System** <http://www.camosun.bc.ca/policies/policies.php>
 Standard Grading System (GPA)

 Competency Based Grading System
**Competency Based Grading System (Non GPA)**

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

<b>Grade</b>	<b>Description</b>
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

**7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course****LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

**STUDENT CONDUCT POLICY**

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>