Child Development Practice: Children and Families
Child Development 492
Spring 2016

Instructor: Valerie Singleton, M.A.
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E-mail: vsingleton@csuchico.edu
Course E-mail: To insure on time submission of assignments, students must use the appropriate tool within the Blackboard course environment for all class communication (assignments, updates, etc.).
Office Hours: Online Office Hours are the primary form of office time for this course – Tuesdays from 9-11am. I have in person office hours on Fridays from 11am-1:00pm & by appointment
Document Drop Off: Outside of office hours, all physical deliveries of materials can be made to Modoc 216

Course Description:
This class is a guided internship for majors in Child Development. The internship will provide students with opportunity to apply theory and research to practice with individuals, families, and/or community-based programs. Students select a community-based agency placement that matches their career interest in children from birth through 18 years of age and/or their families, and develop individually determined internship learning objectives. Students spend approximately eight hours a week in their internship placement for twelve weeks, for a minimum total of 95 internship hours for the semester. Students discuss their experiences electronically with peers and faculty. In addition, students work in groups as well as independently to create electronic presentations on current issues in order to communicate information related to Child Development to beyond the class environment.

Class Specifics:
Students will develop their competence in understanding programs that affect children and families in our community. Purpose of this engagement is to push students to critically analyze their role (along with the role of global citizens) in supporting this agency’s mission and why it is important to support this agency for the greater good in the community. Civic Engagement will help achieve this by bringing awareness to real world, community based needs from both a personal and global perspective.

NOTE:
This course will begin with an independent module focused on the development of the Individualized Learning Objectives for the internship and portfolio section of this course as well as student acquisition of individualized internship sites. All of this work will be completed independently and supplemented online through the course Blackboard site. Successful completion of the tasks during this three week module is necessary to ensure continuation in the course.

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**Student Internship Hours**
95 hours total or approximately 8 hours per week if student begins internship hours in week 4; individually determined and evenly distributed across the course of the semester.

This class is conducted within an electronic format. Thus, the assignments outside of the actual internship hours will be completed online. Students will need to have high speed internet access and Adobe Reader to complete class assignments. Course material will be housed within the Chico State Portal/Blackboard Learn. Adobe Reader can be downloaded from [www.adobe.com](http://www.adobe.com).

**Prerequisites**
BIOL 318 or 303; CHLD 392; senior standing; faculty permission.

**Required Texts**
- Other readings/videos as assigned by instructor

Note: Students with special needs/concerns are invited to meet with me early in the semester to discuss possible accommodations. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) may arrange reasonable accommodations with Accessibility Resource Center (ARC), 170 Student Services Building, V/TTY: 530-894-5959. Online at: [http://www.csuchico.edu/arc/](http://www.csuchico.edu/arc/).

**Class Structure**

Class time is in electronic format in order to create an asynchronous learning environment. This format will allow students to have more flexibility in maximizing time spent completing internship hours. Electronic group discussion assignments are focused on presenting and communicating information specific to assigned readings and individualized internship experiences. This format is designed to support students' self-directed learning and thinking. Additionally, students will have the opportunity to individually demonstrate and strengthen professional skills in their internship settings. Finally, students will provide various means by which they document their learning (competency) from the internship experience.

A course quiz **must** be passed with 100% accuracy before internship hours begin to count for the course.

**Course Objectives**
The student will be able to:
1. apply professional knowledge, skills and dispositions in settings serving children and youth.
2. explore aspects of the broad range of experiences and careers in the human services and education. For example, these could include, but not be limited to, programs that focus on educational intervention, child advocacy, child protective services, community outreach, educational support and family services.
3. demonstrate professional responsibility and integrity in a field-based work (internship site)
4. integrate professional ethics with shared professional values, program (internship) practices and policies.
5. create communication material (written and verbal) that effectively demonstrates the ability to translate and disseminate Child Development knowledge to others.
6. integrate the relationship between theory and practice as related to the student’s internship experience and learning.

Department of Child Development Mission Statement:
Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience.

Specifically, the program centers on learning the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement:
Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Relevance to the Student Learning Outcomes (SLO)
The Student Learning Outcomes (SLOs) for Child Development that upon graduation from the major students are expected to be knowledgeable in fall into the following five areas:

I. Foundations of Child Development
II. Child and Environmental Assessment and Study
III. Developmental Context
IV. Professionalism
V. Critical Thinking

The material covered in CHLD 492 has a primary emphasis on three of the Strategic Learning Outcomes for the major (in bold above). The relationship among the Strategic Learning Outcomes CHLD 492 course objectives, and CHLD 492 course assignments are outlined below.

Contributions to the Child Development Major Cumulative Portfolio
In order for the Child Development Program, and more importantly, the student to assess whether or not they have met the Student Learning Outcomes, a final cumulative portfolio will be required from Child Development students. Within this cumulative portfolio, students will be asked to reflect upon
what they have learned and how they can apply learned material upon graduation. In order for students to reflect upon their own personal growth and development, they will be asked to compile a cumulative portfolio of their college/university work. Students must safeguard all assignments, particularly the assignments listed below which will be needed to compile the Child Development Major Cumulative Portfolio. See grid below for how course material could be used within the portfolio.

**Internship Placement Guidelines**

Internship placements are arranged by the student and approved by both the University professor and the internship supervisor.

Students should be considered volunteers by the internship agency and internship personnel should interview and screen each intern as they would any potential volunteer or employee.

A document explaining the internship expectations has been created for potential internship supervisors and is available to students on the Blackboard web site. Students are also encouraged to submit a resume to the potential internship supervisor.

Students may complete their hours across more than one internship site. In this case, individualized learning objectives will be completed separately for each site. Students must be under the supervision of a designated individual during the course of the internship.

Most internship hours should be completed at the internship agency or site. In some cases, the intern may be delivering services for the agency at off-site locations. If the student expects to spend more than 10% of the total internship hours off-site, this must be stated in the student’s final learning objectives (ILO Phase III) or the hours will not be counted. If the off-site hours relate directly to the internship, the student should have prior approval from the internship supervisor for doing so and include those hours on the time sheet signed off on by the internship supervisor. If a student uses off-site time to work independently on approved objectives, a separate time sheet should be created by the student for these hours only and signed off only by the student. Hours spent off-site to work independently on approved objectives cannot total more than 10% of the total internship without prior approval from the course instructor.

Paid internships are acceptable should the student be able to arrange one. If a student chooses to complete an internship at a site where he or she is currently employed or volunteering, he or she must demonstrate that his or her individually determined learning objectives do not overlap with either current job or volunteer responsibilities. However, it is important that learning objectives for this course be focused on new experiences or learning. This must be done in two ways:

1) The student’s job description must accompany Phase Two objectives.
2) The internship supervisor must provide a signed statement that the student’s internship does not overlap with student’s current job responsibilities or competencies previously demonstrated by the student as an employee.

**Notes:**

1. Any volunteer or internship experience with the Chico Unified School District must be arranged through CSU Chico’s CAVE program. This process changes each semester, takes several weeks, and closes approximately 6 weeks after the beginning of the semester. It is a good idea to get started on this process immediately at the beginning of the semester.

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2. CHLD 492 students do not have permission to drive their personal vehicles or company vehicles during internship hours. Please see faculty for more information if needed.
3. If an internship site requires, fingerprinting clearance or background check for interns or volunteers, a student may have to cover that expense.

**Injuries**

If a student is injured at an internship site, there are several options for medical care:
- Emergency Services
- Student Health Center 530.898.5241
- The student's private insurance arrangements

The student should inform both the internship supervisor and the faculty as soon as possible of the details regarding the incident. It is imperative that the student DOES NOT report incident as an employee, as this would be considered a Worker's Compensation claim. The faculty will refer the incident to Risk Management and some follow up paperwork may be required from the student.

**Internship Hours**

In order to complete the course successfully, students are required to spend a minimum of 95 hours at their selected internship site after learning objectives have been approved by the faculty member and the internship supervisor. These hours should be distributed across the semester.

It is important that your internship placement is best suited to your individual career goals; that being said, it will be useful for you to visit and explore your site before committing your semester to that site and will be allowed to count up to 6 hours of your internship hour requirement during this exploration/decision making process. Any hours after those initial six hours will not be counted without approved Individual Learning Objectives. If, after six hours at a site, you do not choose that placement, you will not be able to use those hours towards a new placement. Any hours accumulated at a new site investigated will be counted towards your total internship hours.

Subsequent (after the initial six hours) internship hours begin to count toward the 95 hour requirement only when
1. faculty member and the site supervisor have signed off on a student's individualized objectives,
2. a signed copy of the agreement with required attachments has been received by the faculty member
3. the student has successfully passed the syllabus quiz with 100% accuracy.

Students, who have not successfully met these requirements by the end of week 7 of the semester, will not be able to complete an internship and fulfill the course requirements. Likewise, students must complete the 95 hour minimum requirement by the end the semester (finals week) to successfully complete the course requirements.

Internship hours must be verified by internship supervisor's signature on a time sheet format. Time sheets will be submitted to the instructor both bi-weekly (check-in) and at the end of the semester. Note: Falsification of hours completed is a breach of ethical conduct and will be handled as outlined below. The instructor reserves the right to require more frequent hours completed reports as deemed necessary.
Notice Regarding Driving During Internship Hours

Students are discouraged from driving as part of their internship responsibilities for the following reasons:

- The general and professional liability policies that cover our students during their placements do not extend to the use of an auto.

- Students should be aware that their own auto liability insurance is primary in the event of an accident, even when they are transporting on behalf of the agency. The auto insurance for the agency would be excess, but there is a potential exposure to the University if the student and agency do not carry substantial auto liability limits.

Ethical Conduct and Professional Behavior

Students are expected to demonstrate ethical conduct at all times during the course of their internship as specified in the Code of Ethical Conduct developed by the National Association for the Education of Young Children. A copy of this code is available on the course web page. Any violation of ethical conduct will result in immediate termination of the internship and a referral of the student to the Office of Student Affairs.

Professional behavior and attitude are necessary when working with professionals, clients, and other members of the community. Students at internship sites must realize that they are part of their agency placement and are subject to agency policies. Placement duties and responsibilities are important. Students can be removed from an agency placement for failing to meet the professional expectations of the organization. Students must be prompt for all internship appointments and duties. Dress appropriately. Notify the agency if you will not be in or when you will be late for hours you have arranged.

Faculty-Student Communication

Communication between students and the faculty member is critical during the internship, especially during the initial weeks when students are developing individualized objectives. The instructor is available through Blackboard, email, phone, and office hours.

Overview of 492 Points

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Frequency/Points</th>
<th>Due Date/Format</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Assignments Quizzes/Surveys</td>
<td>4 @ varied</td>
<td>BY Week 1 (Friday) @ 11:59pm</td>
<td>35</td>
</tr>
<tr>
<td>Creation of Individualized Learning Objectives</td>
<td>3 @ 10 points each</td>
<td>BY Week 4, (Friday) 11:59pm</td>
<td>30</td>
</tr>
<tr>
<td>Creation of Phase B Learning Objectives</td>
<td>2 @ 5 points each</td>
<td>BY Week 7, (Friday) @ 11:59pm</td>
<td>20</td>
</tr>
<tr>
<td>Mid-point check: ILOs</td>
<td>1 @ 27 points</td>
<td>Week 10, (Friday) 11:59pm</td>
<td>27</td>
</tr>
<tr>
<td>Bi-weekly check: Timesheet with hours to date w/ signatures</td>
<td>5 @ 5 points each</td>
<td>Weeks 6, 8, 10, 12, 14 (Fridays) 11:59pm</td>
<td>C/NC (25)</td>
</tr>
<tr>
<td>Face to Face check: Portfolio</td>
<td>1 @ 18 points</td>
<td>Week 12 – during Face to Face Meeting</td>
<td>18</td>
</tr>
<tr>
<td>Final portfolio &amp; Timesheets</td>
<td>3 @ 42 points each</td>
<td>Finals Week, (Friday) 11:59pm (Bb)</td>
<td>138</td>
</tr>
<tr>
<td>Internship Discussion Journals</td>
<td>10 @ 8 points each</td>
<td>2x/Week (Tue 11:59pm; Fri 11:59pm)</td>
<td>80</td>
</tr>
</tbody>
</table>

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Assignments

The internship itself constitutes part, but not all, of the course learning expectations. Student learning will be evaluated through student created individualized learning objectives, the development of an internship portfolio, feedback from their immediate supervisor, weekly group journaling, and an individual bulletin board presentation of the internship experience.

Orientation Assignments / Syllabus Quiz / Course Evaluation Survey

There are two introductory assignments to get your creative juices flowing, located in the Week 1 Folder. There is also a required syllabus quiz, as well as a course evaluation. These items will be available in the appropriate weekly module, as well as in the Specific Assignments folder.

Creation of Individualized Learning Objectives: 50 points

Three phases of individualized objectives are written by students during the first weeks of the semester, which provide the structure for the course experience and guide the learning of each student’s internship. The final phase of the process (ILO #3) will result in an internship contract with student-created individualized internship objectives that will in turn be used to document the individual student’s internship experience by means of the Internship Portfolio. You will need to obtain the instructor’s signature first, then your internship supervisor’s signature, then you will sign it. Midway through the semester, you will develop a last objective (Phase B) based upon your experiences in your internship. See the Blackboard online site for details regarding specific assignment criteria.

Note: All revisions of objectives must be completed and approved by Week 12.

Mid-Point Check In Individualized Learning Objectives: 27 points

Student progress over the course of the semester will be monitored. There will be an electronic internship check-in point mid-way through the semester (Week 10). Students will email to the faculty detailed progress on each of their learning objectives and a time line for finishing all required components of each objective. Also in week 10, students will submit a copy of his/her timesheet signed by the supervisor which shows hours completed to date. A schedule for remaining internship hours will also be provided. This timesheet can be turned in electronically as an attachment.

Mid-Point Check In Portfolio: 18 points

During Week 12, students will bring his/her ELECTRONIC internship portfolio to Modoc 102 (my office) with required documentation as detailed within the assignment guidelines provided on the course Blackboard site. This can be in the form of bringing your laptop/tablet to view OR you can bring your progress on a flash drive and view on my computer. We will be signing up for timeslots to accomplish this task - see assignment on the course Blackboard for more information.

Public Service Announcement: 50 points

Students will develop Public Service Announcements to reflect the work of their internship site in our community and how to engage the community in supporting their work. Points will be distributed among multiple progressive assignments, cumulating in a final, polished PSA that connects your internship work with your community agency’s importance in the community/state/world. Lecture

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and support will be distributed through our “virtual class time” each week. In addition, materials will be posted on Blackboard. You are encouraged to work in a group with others placed at the same internship site, with no more than three people per group. Students may opt to work alone or with another similarly placed classmate. More details will be given in the specific assignment. Groups must be approved by Professor Singleton during the proposal phase.

**CHLD 492 Internship Final Portfolio: 138 points**
The culminating product of each student’s internship is the CHLD 492 internship portfolio created by the student as documentation of his or her learning during the course of the internship. The portfolio is based on the individualized internship objectives. Each objective requires documentation as per signed Individualized Learning Objectives Phase III (ILO #3) to be considered fulfilled. Additional details regarding the specific assignment criteria can be found in Blackboard course site.

- An internship supervisor evaluation will be submitted with your final internship portfolio. The template for this will be provided by your instructor to your internship supervisor.
- Students are strongly encouraged to include a letter of reference from their site supervisor at their internship site in their portfolio.
- A time sheet documenting hours with a session-by-session format and total hours, signed and dated by the internship supervisor must be included in the internship portfolio for the student to receive credit for the internship.
- Each objective is worth 42 points each; 126 points total for the portfolio, plus an additional 12 points for original timesheets.
- This needs to be in ELECTRONIC format (Google Drive or Dropbox) with the accessible link submitted on Bb – if this poses an undue hardship, please see me ASAP so we can discuss a plan for you.

**Group Participation/Discussion Journals: 80 points**
Due to the electronic format of this class, group participation is a critical component. The instructor will determine group membership. Students will be required to make twice weekly electronic contact with their small internship group weeks 5 through 14. Initially, these discussions will focus on the guiding questions from the assigned readings. The guiding questions are available on the course Blackboard webpage. Later in the semester, students will discuss their weekly internship experiences, including the presentation of situations that arose during the week for which they would like to receive input from the group. To be counted and graded, students must respond to the weekly prompt by Tuesday at 11:59pm and respond to a group member’s entry by Friday at 11:59pm each week of journaling.

A maximum of 8 points per week (5 points for initial posting, 3 points for response) will be assigned for participation in group discussion. Overall quality and level of each student’s participation in the group discussion and group activities are considered in the grading of the discussion postings.

**Bulletin Board/Electronic Presentation of Internship: 15 points**
Each student will present their internship experience on the Child Development bulletin board in the Modoc building. This assignment has been created for two purposes; for students to display their learning at their internship to their colleagues and the public, and to provide internship placement ideas for future CHLD 492 students. The bulletin board presentation should provide information to students regarding agencies in the community serving children and families and the learning and volunteer opportunities that are available at this site. Students will also create an electronic version of their bulletin board using similar information and Picasa software. More details provided within the
As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for assistance from others. All assignments, quizzes, exams and writing are expected to be individually produced unless otherwise noted in the assignment. Judicial Affairs. The consequences for academic dishonesty are severe.

- When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Notice Regarding Academic Honesty as it relates to written work, from the Student Judicial Affairs Website
- All written work is to be individually produced unless otherwise noted in the assignment.
- Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
- When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Notice Regarding Syllabus Wording regarding Academic Honesty as it relates to all student work
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Title IX: Confidentiality and Mandatory Reporting
As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for

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Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix).