

Child Development 292-01

Spring 2002

Dr. Melissa Groves

Modoc 105

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Office Hours: Mondays 9:30 to 11:30; Thursdays 1:15 to 3:15; and by appointment

Meeting Time: Scheduled Class: Monday, 3:00 p.m.-4:50 p.m. Internship Hours: 6 hours per week, individually determined.

Note: This class is in an electronic format so most class meetings and assignments outside of the actual internship hours will be done online. See WebCT to register at online.csuchico.edu

Prerequisites:

Bio 118 or 103; CD 050, CD 051, CD 152, CD 153, CD 192; HCSV 260 or NFSC 025; Psy 202; senior standing; faculty permission

Required Texts:

Corey, M. S. & Corey, G. (1998). Becoming a helper, (3rd Ed.). Pacific Grove, CA: Brooks/Cole Publishing.

Dass, R. & Gorman, P. (1999). How can I help?: Stories and reflections on service. New York: Random House.

Note: Students with special needs/concerns are invited to meet with Dr. Groves early in the semester to discuss possible accommodations.

Class Structure

This class is a guided internship for majors in Child Development. Based on individually determined internship learning objectives, 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. Students spend approximately six hours a week in their internship placement for twelve weeks.

Class time is in an electronic format in order to create an asynchronous learning environment. This format will allow students to work at times that are most productive for them and provide an opportunity for students to have more immediate feedback from peers and faculty to their internship questions and issues. With the class time made available, students will have the opportunity to learn previously unaddressed skills in computer technology, including creating and utilizing information on the World Wide Web, thus increasing the quality of learning in this course.

Electronic assignments will be focused on discussing placement experiences, presenting and discussing information specific to assigned reading, and sharing of individualized internship experiences. This format is designed to prepare students for a world of work in which flexibility, creative thinking, and an ability to use new technologies are paramount.

Course Objectives

1) To broaden the focus of the Child Development major beyond the typically developing preschool aged child to include infants, elementary school children and adolescents as well as work with children and families from diverse socioeconomic and ethnic backgrounds.

2) To broaden the focus of the Child Development major beyond the preschool/child care setting to include a range of experiences in the human services area, such as opportunities to work with programs focused and children with special needs, child advocacy, child protective services, and industry supported family services.

Relevance to the Student Outcomes Assessment Plan (SOAP)

The Student Outcome Assessment Plan (SOAP) for the department of Child Development details that upon graduation from the major students are expected to be knowledgeable in the following six Strategic Learning Priority areas:

- I. Child Development Foundations
- II. Child Assessment and Study
- III. Programs for Children and Families
- IV. Professional Qualities
- V. Critical Thinking, and
- VI. Developmental Contexts for Children

The material covered in CD 292 has a primary emphasis on four of the Strategic Learning Priorities for the major (underlined above).

The relationship among the Strategic Learning Priorities, CD 292 course objectives, and CD 292 course assignments are outlined below.

Course Objectives, Assignments and SOAP matrix

Strategic Learning Priorities
Assignment

Course
Course Objective

I. Child Development Foundations	-Internship Portfolio -Presentation of Topical Areas	To broaden the focus to infancy through adolescence To broaden the focus to include a range of human service agencies
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II. Child Assessment and Study	-Internship Portfolio -Presentation of Topical Areas	To broaden the focus to infancy through adolescence To broaden the focus to include a range of human service agencies
III. Programs for Children and Families	-Internship Portfolio -Presentation of Topical Areas	To broaden the focus to infancy through adolescence To broaden the focus to include a range of human service agencies
IV. Professional Qualities	-Individualized Learning Objectives -Small Internship Groups -Group Participation	To broaden the focus to infancy through adolescence To broaden the focus to include a range of human service agencies

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 Strategic Learning Objectives, 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.

The contribution to the Child Development Major Cumulative Portfolio from this class is:

CD 292 Assignment:
Internship Portfolio with a passing grade

Strategic Learning Priority Area
I. Child Development Foundations
II. Child Assessment and Study
III. Programs for Children and Families
IV. Professional Qualities

Internship Placement

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. Students must be under the supervision of a designated individual during the course of the internship. No more than 10% of the total internship hours may be completed away from the internship site.

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 or skills and information that is already part of the student's competencies. 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.

Internship Hours

Students are required to spend 72 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. Internship hours begin when **both** Dr. Groves and the site supervisor have signed off on a student's individualized objectives. No more than 10% of the student's internship hours may be completed away from the internship site without the prior approval of Dr. Groves. Hours must be verified by site supervisor's signature on a time sheet format. Note: Falsification of hours completed will lead to is a breach of ethical conduct and will be handled as outlined below.

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. 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. Report promptly for all internship appointments and duties. Do not miss any hours. Notify the agency if you will not be in or when you will be late.

Faculty-Student Communication

Communication between students and Dr. Groves is critical during the internship, particularly during the initial weeks when individualized objectives are being developed by students.

Assessment

Student progress will be evaluated through student created individualized learning objectives, electronic presentation of topical areas within small internship groups, the development and electronic presentation of internship portfolios, and weekly small internship group participation.

Individualized Learning Objectives: 10 points

Three phases of individualized objectives are written by students during the first weeks of the semester that provide the structure for the course experience and guide the learning of each student's internship. See handout for details regarding this assignment.

CD 292 Internship Portfolio: 40 points

The culminating product of each student's internship is the CD 292 portfolio, in both hard and electronic format, created by the student as a reflection of his or her learning during the course of the internship. The portfolio is based on the four student-created and faculty and supervisor approved individualized internship objectives. Each objective requires thorough documentation to be considered fulfilled and is worth 10 points. Two of the 10 points will be credited at the time of the portfolio check mid-way through the course. 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 signed by the internship supervisor must be included in the internship portfolio for the student to receive credit for the internship.

Small Internship Group Participation: 30 points

Due to the electronic format of this class, group participation is a critical component. Students will be required to make **twice weekly** electronic contact with their small internship group. Initially, these discussions will focus on the guiding questions from the assigned readings. The guiding questions for this contact are listed on the WebCT site. Later in the semester, students will discuss their weekly internship experiences, including the presentation of at least one situation that arose during the week for which they would like to receive input from the group. The instructor will review all entries and due dates for posting entries will be listed on the course WebCT site. To receive credit for the weekly posting, students must post their journal contacts by start of class time for the week. The small internship groups are also utilized for planning and developing an electronic presentation of a topical area. A maximum of two points per session will be assigned for participation in small internship group discussion. Additional points will be assigned for the overall quality and level of the student's participation in the group.

Presentation of Topical Areas: 10 points

In the assigned small internship groups, students will be responsible for electronic presentations based on the assigned class readings and topics. Presentations should be

designed to present information on child development to an audience with little or no child development background in situations such as parent meetings or in-service trainings. Presentations will be graded based on preparedness, creativity, and effectiveness of communicating accurate and useful information.

Presentation of Internship: 10 points

In the latter half of the semester, students will be expected to give an electronic presentation on their internship, focusing on the highlights of their experience as it relates to their expectations based on their child development coursework and their future career goals. Presentations will be graded based on preparedness, creativity, and effectiveness of communicating their learning experiences to child development professionals.

Total 100 points

Grading will be determined by the following point scale. Points will be deducted for poor quality written work (typos, legibility, grammar, style errors).

100-93 = A
79-77 = C+

92-90 = A-
76-73 = C

89-87 = B+
72-70 = C-

86-83 = B
69-67 = D+

82-80 = B-
66-63 = D

62 or
below = F

Course Outline

1/28 -- Week One

Course Overview

Circulate Contact Roster

Log on to WebCT and register for the course: online.csuchico.edu

Be sure to read the announcement at the bottom of the course web page and follow instructions given there. There is a tutorial there also for persons unfamiliar with WebCT. Additionally, WebCT training tapes are available in the library at the reserve desk.

2/4 -- Week Two

CLASS MEETING—Butte 327

Phase One Individualized Learning Objectives Due
Group Web Topic Assignments determined
Reading and Electronic Journaling (2x weekly): Corey & Corey, Chap. 1

2/11 -- Week Three

Individualized Meetings with Instructor (**sign up on 2/4**)
Phase Two Individualized Learning Objectives due
Reading and Electronic Journaling (2x weekly): Corey & Corey, Chaps. 2 & 4

2/18 -- Week Four

CLASS MEETING—Place TBA
WebCT Training Session (Beginning Web Page Elements and Design):
Phase Three Individualized Learning Objectives due
Begin Internship hours this week (all signatures must be acquired before beginning this experience)
Reading and Electronic Journaling (2x weekly): Dass & Gorman, Chap. 1

2/25 -- Week Five

Reading and Electronic Journaling (2x weekly): Dass & Gorman, Chap. 2

3/4 -- Week Six

CLASS MEETING—Place TBA
Review Content and Elements of Group Web Page; Bring draft/outline of page
Reading and Electronic Journaling (2x weekly): Corey & Corey, Chap. 3

3/11 -- Week Seven

DUE: Group Web Pages are to posted no later than midnight on 3/13
Reading and Electronic Journaling (2x weekly): Dass & Gorman, Chap. 3

3/18 -- Week Eight

DUE: Send Melissa an email via WebCT re: progress on your internship portfolio
Reading and Electronic Journaling (2x weekly): Dass & Gorman, Chap. 4

3/24 -- No Class Assignment or Internship Spring Break

4/1 -- No Class Assignment Due –Cesar Chavez Day

4/8 -- Week Nine

Reading and Electronic Journaling (2x weekly): Corey & Corey, Chaps 5 & 6

4/15 -- Week Ten

CLASS MEETING—Place TBA
Review content for Internship Web Page; Check in regarding Internship Objectives
Reading and Electronic Journaling (2x weekly): Dass & Gorman, Chap. 4

4/22 -- Week Eleven

DUE: Post WebCT Internship Web page no later than midnight Wednesday, 4/24
Reading and Electronic Journaling (2x weekly): Dass & Gorman, Chap. 5

4/29 -- Week Twelve

Reading and Electronic Journaling (2x weekly): Dass & Gorman, Chap. 6

5/6 -- Week Thirteen

Reading and Electronic Journaling (2x weekly): Dass & Gorman, Chap. 7; Corey & Corey, Chap. 12

5/13 -- Week Fourteen

DUE: Internship Portfolios

Completed and in Melissa's office by 5 p.m., Wednesday 5/15

Reading and Electronic Journaling (2x weekly): Dass & Gorman, Chap. 8
Complete Internship hours at field placement site

5/20 Final Exam—Week Fifteen

Pick up Portfolios and complete course evaluation