Field Work in Psychology - Day Care
Psych 830:396:02
Syllabus for Spring Semester 2007
Class Web Page: rutgersonline.net

Instructor:
Dr. Judith Hudson
e-mail: jhudson@rci.rutgers.edu

Class meeting:
Tuesdays, 2:15-3:35, Davison 122, Douglass Campus

Field work:
4 hours per week, by arrangement at Douglass-Psychology Child Study Center

Readings:
Douglass-Psychology Child Study Center Aide Manual – available from DCSC for $2.00
Articles for weekly reading assignments are available on the class eCompanion web site.

Evaluation:
Final grades for the term will be based on the following criteria:

I. Performance in Field Work (55%)
   Attendance at field work assignment 28 points
   Effectiveness during assignment 27 points

II. Class Assignments (45%)
   Online review/practice assignments 16 points
   Assignment 1: Classroom Observation 5 points
   Assignment 2: Activity Center 10 points
   Assignment 3: ECERS Evaluation 8 points
   Assignment 4: Individual Child Assessment 6 points
   Total 100 points

Attendance at field work assignment
In the first class meeting you will sign up for your weekly fieldwork hours. Your are required to attend 4 hours a week for 14 weeks for a total of 56 hours, even if you enter the course late. Field work hours begin the first week of classes.

You are responsible for your time card. Use the card to punch in when you arrive and when you leave each week. Cards will be collected 3-4 times throughout the semester.

YOU MUST CALL THE CENTER IN ADVANCE if you cannot come due to illness or an emergency so that alternative staffing arrangements can be made. Otherwise, your absence will not be excused. If you cannot to call yourself, ask someone to call for you. You must provide documentation of medical necessity in order to make up missed hours. Excused absences can be made up during the Final Exam Period.

5 POINTS WILL BE SUBTRACTED FROM THE FINAL POINT TOTAL IF A STUDENT FAILS TO SHOW UP FOR A LAB AND THE CENTER HAS NOT BEEN INFORMED IN ADVANCE. THESE POINTS CANNOT BE MADE UP.

Center Phone: (732) 932-8881

Effectiveness in field work assignment
Effectiveness is a judgement made by teachers and supervisory staff based on how well you supervise and interact with the children. You are expected to:
• arrive promptly and ready to work
• maintain a safe environment, be alert to potentially dangerous situations and respond quickly, calmly, and effectively
• fulfill routine responsibilities such as assisting in the arrival and departure of the children, meal preparation, setting up materials for class activities, cleaning up inside and out
• engage the children in appropriate activities by contributing to the lessons, talking to children, playing with them, and initiating activities and games
• show enthusiasm and a positive attitude
• maintain a professional demeanor in all interactions with children, staff, and parents.

The most important reason for loss of points is failure to focus on and engage the children. Avoid or minimize talk with other fieldworkers during your assignment.

Comments to children and parents should be positive. Questions or observations about negative aspects of children's behavior should be discussed IN PRIVATE with the teacher or during class.

Specific criteria for evaluation are listed on the "Effectiveness Rating" form.
Class Assignments

- **Online review/practice assignments (on class eCompanion web site).** Provide written responses to questions posted as “quizzes” on eCompanion web site. Questions will cover topics that are discussed each week in the readings and in lecture/discussion. *Do not take notes while you are at the childcare center.* Your responsibility is to the children while on the job, even during naptime.

- **Classroom Observation (submit online by Feb. 5).** Observe your classroom from an observation window outside the classroom for at least 30 minutes. You can observe at any time between 8:30 and 12:30 and between 3:00 and 5:30 when you are NOT assigned to the classroom. Take notes of what you observe. Submit a written report (approx. 1000-1200 words) that (a) summarizes the activities that occurred during your observation; (b) assessed the child-child interaction; (c) assesses the teacher-child interaction; and (d) discusses what you learned by observing the classroom “from the outside.”

- **Activity Center (submit online by March 5).** Each student will prepare and present one activity center to the children in your classroom. You will sign up for the date of the activity in class on Feb. 20. Topics should be consistent with the theme of the week. The classroom teacher must clear deviations ahead of time. Drafts will be discussed in class on Feb. 27.

  You must submit a completed plan online by March 5. If you have materials to submit with your plan, bring them to class on March 6. Jennifer Manuola will review plans and return them with comments to the eCompanion dropbox by March 19. Do not present your activity until your plan has been approved.

  Curriculum guides and source books for preschool activities are available in the Psychology trailer next to Davison Hall. There are also curriculum links on the class web page. More information on activity planning will be provided in class.

  Half of the grade (5 points) is based on the written plan and the other half (5 points) is based on the presentation. The classroom teacher evaluates your presentation.

- **ECERS Evaluation (submit online by April 9; submit rating sheets in class on April 10).** After completing the Early Childhood Environmental Rating Scale, Revised Edition (ECER-R) to evaluate the Child Study Center, and comparing and discussing your ratings with other students in the class, you will write a written evaluation based on your ratings. More information is available on the eCompanion web site.

- **Individual Child Assessment (submit online by April 23; submit observation forms in class on April 24).** Using a developmental milestones checklist you will assess the developmental level of an individual child in areas of physical, motor, language, cognitive, social and emotional development. You will write a developmental report based on the assessment. More information is available on the eCompanion web site.

- **Extra Credit: Threaded discussions.** Discussion topics will be posted on the eCompanion web site throughout the semester. To encourage participation, one half point of extra credit will be given for every appropriate contribution.

Class Attendance

Class attendance is required. Do NOT ask anyone to sign for you on the attendance roster. Forgery of a signature is considered cheating and is so treated within University regulations.

2 points will be deducted from students’ final point count for every unexcused, missed class.

Forgery of a signature will result in an automatic 10 point deduction and possible disciplinary action.

Confidentiality

Please maintain strict confidentiality regarding the children under your supervision. Information about the children should never be discussed outside the Center.

Class Schedule

Check the eCompanion web site for information on class topics, reading assignments, written assignments, and online discussions.

***Friday, January 19 at 7:30am and Wednesday, January 24th at 6:15pm ***

***CLASSROOM ORIENTATION – ALL STUDENTS MUST ATTEND ONE SESSION***

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<td>Introduction to Class</td>
<td>Policies and Procedures Orientation</td>
<td>Developmentally Appropriate Practice</td>
<td>Discipline</td>
<td>Language Development</td>
<td>Activity Planning</td>
<td>Activity Plan Feedback</td>
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<td>March 6</td>
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Cognitive Development | Personalities and Individual Differences | Early Childhood Environment Rating Scale: Reliability | Reading and Pre-Literacy Skills | Social and Emotional Development | Art, Creativity and Drawing | Course Evaluation and Discussion

Students will continue with their assigned field work schedule through the last day of classes.