COURSE OUTLINE

COURSE TITLE: FINAL FIELDWORK SEGMENT

CODE NO.: ED 133

SEMESTER: TWO

PROGRAM: EARLY CHILDHOOD ASSISTANT

AUTHOR: BEV BROWNING

DATE: April 2000

PREVIOUS OUTLINE DATED: April '99

APPROVED:

DEAN

DATE

TOTAL CREDITS: TWO

PREREQUISITE(S): ED 110

LENGTH OF COURSE: 4 WEEKS

TOTAL CREDIT HOURS: 35 hrs

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For additional information, please contact
School of Health, Human Sciences and Teacher Education
(705) 759-2554, Ext. 533
I. **COURSE DESCRIPTION:** This course will help the ECA student in the consolidation of skills in the competency areas outlined in the ECA "Final Progress Review Form". Focus will be on effective participation & involvement in the day nursery setting. Students will be scheduled 3 days a week in a community day care centre during the month of May. Over the course of the 36-week program, students will have accumulated a minimum of 400 hours of practical experience.

II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. **Communicate Effectively With Children, Co-Workers, And Parents.**
   - **Potential Elements of the Performance:**
     - Use supportive verbal and written communication as well as appropriate body language.
     - Use appropriate speech/writing
     - Engage in verbal interactions with children and adults
     - Act on child feedback and help child understand feelings.
     - Function effectively as a team member.

2. **Provide An Interesting Learning Environment.**
   - **Potential Elements of the Performance:**
     - Participate with warmth and enthusiasm
     - Respond promptly to children's verbal and non-verbal expressions of need
     - Provide children with methods of finding solutions
     - Motivate children to seek answers

3. **Maintain A Healthy, Safe Environment.**
   - **Potential Elements of the Performance:**
     - Carry out housekeeping duties efficiently
     - Change, dress and wash children and encourage independence
     - Recognize hazardous situations or equipment and take appropriate actions
     - Arrange and maintain safe & sanitary environment and equipment
     - Monitor and assist children in matters of hygiene and eating habits

4. **Guide Learning During Play.**
   - **Potential Elements of the Performance:**
     - Participate with enthusiasm throughout daily interactions
     - Present challenging, interesting materials, appropriate to developmental stage
     - Implement program activities which meet the needs of a special needs population
Final Fieldwork Segment

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5. **Guide Behaviour.**

Potential elements of the Performance:
- Reinforce and model positive behaviours
- Help children develop friendships
- Maintain and follow through on stated limits
- Support children's self-assertion
- Act effectively on aggressive behaviour
- Help child understand and deal with consequences of behaviour
- Foresee and prevent potential problems

### III. TOPICS:

1. Refer to ECA Progress Review: Final Fieldwork Segment

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

None required

### V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students in postsecondary courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Grade Point</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Consistently Satisfactory Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Consistently Unsatisfactory Performance</td>
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</tr>
<tr>
<td>X</td>
<td>A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <em>Policies &amp; Procedures Manual - Deferred Grades and Make-up</em>).</td>
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<tr>
<td>R</td>
<td>Repeat</td>
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<tr>
<td>NR</td>
<td>Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.</td>
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### VI. SPECIAL NOTES:
**Special Needs:**
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office, Room E1204, Extension 493, 717, or 491 so that support services can be arranged for you.

**Retention of course outlines:**
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

**Disclaimer for meeting the needs of learners:**
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

**VII. PRIOR LEARNING ASSESSMENT:**
Not available at this time