FIELD WORK IN PSYCHOLOGY: CHILD DEVELOPMENT

Psychology 830:388 • Spring 2021 Course Syllabus
Canvas Site: https://rutgers.instructure.com/courses/107173

Dr. Judith A. Hudson
Email: jhudson@psych.rutgers.edu
Office Hours (online): M 2-3 pm and by appointment

Jennifer Manuola, Director, Douglass Psychology Child Study Center
Email: jenne@psych.rutgers.edu
Phone: (848) 932-0262

COVID-19 PRECAUTIONS

The Child Development Center is operating in accordance with all required state regulations:

- Staff and children are screened for fever and COVID-19 symptoms prior to entry to the program facility each day.
- All staff are tested for Covid-19 every 2 weeks.
- Staff are required to wear cloth masks while working.
- Enhanced cleaning and sanitation practices are In place.
- Groupings of children do not exceed 10 children, and interactions between groups is limited.
- Staff are assigned to and remain with one group.
- Spacing of groups within the facility allows for 10 feet of separation between groups at all times.
- Outdoor play is scheduled in staggered shifts.
- Person to person contact (e.g., hugging, games involving touching or tagging) is discouraged.
- Sharing of supplies, food, toys and other items is strictly limited.

Field Work Hours

Fieldwork takes place in the Douglass-Psychology Child Study Center located in the lower level of the IFNH building on Cook/Douglass Campus.

Weekly fieldwork shifts are 8-12, Monday through Friday. Sign up on the course Canvas site. Click on the "People" link on the left menu, then click on the "Groups" tab at the top of the page. Click on the time slot you wish to work and sign up for that "group."

Fieldwork hours start the week of January 19.

Class Meeting

The class meets remotely Thursdays, 3:55-5:15pm. Information and links for attending class discussions will be posted on the course Canvas site.

What should you be able to know and do by the end of this course?

This course is about applying knowledge of child development to working with preschool children in an educational setting. You will learn about children by interacting with them on a weekly basis and integrating your experiences with information about child development presented in class lecture and discussion. At the end of the course, you will:

- Understand the developmental characteristics of young children from 2 to 5 years.
- Know how to Interact with children to promote their language, cognitive, social, and emotional development.
- Be able to plan and implement appropriate learning activities for young children.
- Assess a child's developmental status using standardized assessment materials.
- Teach a class on a given topic on child development.



What are the course requirements?

- Assist in a preschool classroom 4 hours each week.
- Complete weekly reading assignments
- Attend weekly class discussions.
- Respond to weekly quizzes/reflections on your fieldwork experience and contribute to online discussions.
- Create and implement an Activity Center plan.
- Complete a Developmental Assessment of a single child
- In groups of 2-4 students, prepare a presentation for the class about a topic related to preschool children's development

TECHNOLOGY REQUIREMENTS

You need a laptop with internet access, a camera and microphone to submit assignments and participate in class discussions.

Please visit the Rutgers Student Tech Guide page for resources available to all students: https://it.rutgers.edu/technology-guide/students/

If you do not have the appropriate technology for financial reasons, please email Dean of Students. deanofstudents@echo.rutgers.edu, for assistance. If you are facing other financial hardships please visit the Office of Financial Aid at https://financialaid.rutgers.edu/

Is class attendance required?

Remote class attendance is required so that you receive the information you need to be effective in the classroom. It fulfills our responsibility to provide training and supervision to all classroom staff.

Any Power Point slides that are presented will be available on Canvas for review.

How are final grades determined?

Performance in Field Work	
Attendance at field work	56 points
Effectiveness	54 points
Class Attendance and Assignments	
Class Attendance	26 points
Online quizzes	40 points
Online forum contributions	10 points
Activity Center	22 points
Child Assessment	20 points
Group Presentation	20 points
Total	248 points

How is fieldwork attendance graded?

Your hours will be recorded when you “clock” in and out of the Center at the beginning and end of each shift.

It is your responsibility to make sure that you are documenting your hours correctly. Accumulated hours will be posted at mid-term and the end of the semester. Any issues must be promptly resolved.

Fieldwork Effectiveness

Effectiveness is a judgment made by teachers and supervisory staff. You are expected to:

- Arrive promptly and ready to work.
- Maintain a safe environment: Be alert to potential danger, and respond quickly, calmly, and effectively.
- Fulfill routine responsibilities such as assisting in arrival and departure, meal preparation, setting up activity materials, cleaning up inside and out.
- Engage children by talking to children, playing with them, and initiating activities.
- Show enthusiasm and a positive attitude.
- Maintain a professional demeanor in all interactions with children, staff, and parents.

Comments to children should always be positive. Concerns about negative aspects of children's behavior can be discussed in private with the teacher or during class discussion.

Online quizzes and discussions

Weekly quizzes are posted weekly on Canvas and you have 2 weeks to complete them. In the quizzes, you will make connections between readings, class presentations and fieldwork experience to ensure that you have mastered knowledge of procedures, curriculum goals, and effective interaction.

You can earn up to 4 points for each quiz. Late submissions will receive partial credit.

Discussion questions are posted on Canvas several times during the semester. You will earn 2 points for each discussion contribution.

NO PRIOR EXPERIENCE, NO PROBLEM!

We assume that you have no prior experience working with young children. We will let you know exactly what is expected of you in the classroom. We will give you training in how to interact with children and how to handle sticky situations. You will become confident in talking to children, initiating activities, and resolving discipline issues.



What are the requirements for the Child Assessment?

Additional information for all assignments is available on the Canvas site.

- Using the Creative Curriculum developmental assessment checklist, you will assess the developmental level of an individual child in areas of social/emotional, physical, language, and cognitive development.
- Write a developmental summary based on the assessment and submit your summary online to Canvas. You can submit your checklist forms online with your summary or submit a hard copy to me in class.

What is involved in the Group Presentation?

This is your opportunity, along with other students, to teach the class on a given topic: Peer Relations, Self Concept, Community & Culture, Preschool Science, Gender Concepts, and Drawing, Art & Creativity.

Your will research the topic and prepare a 30-min Power Point presentation for the class. Presentations cover: 1) Developmental characteristics; 2) How children learn and develop; 3) Data or information gathered from observations and/or interactions with children; 4) Activities, materials, and interactions that support development in this area.

You are encouraged to be creative in your presentations, incorporating video, photographs, artwork, discussion, and exercises to promote class engagement and learning.

One group member will submit the Power Point slides to Canvas by 7pm the day before your presentation. Each group member will submit a Group Evaluation Form evaluating the contributions of all group members, including yourself.



PLANNING AND IMPLEMENTING AN ACTIVITY CENTER

You have the opportunity to plan and implement a learning activity for the children in the classroom where you work.

You will be assigned a date and topic and you will prepare a written activity plan, following the guidelines presented in class.

Activity plan drafts will be discussed in class and you will get feedback from the classroom teacher regarding your activity plan.

Submit your final plan on Canvas. If you have materials to submit, bring them to class or give them to Jennifer Manuola. She will review plans and return them with comments to Canvas. Your plan must be approved before you can present your activity.

Are there any special forms needed to enroll in the course?

Fingerprinting. You will need to get fingerprinted. You may schedule your appointment at the fingerprinting site of your choice. Please select the soonest available appointment. Instructions for scheduling an appointment can be found on the course Canvas site.

DocuSign Packet. Complete and Submit a **Fieldwork Application Packet** via DocuSign. The packet includes an application form, a reference form, and a waiver,

Protection of Minors (POM) Training. On or after January 25, you will receive an email with the link to the online POM training. The course covers information about recognizing and reporting signs of abuse. There are quizzes throughout. You must complete the POM training by Feb. 15.

How to contact the Instructors

For questions regarding the course structure, class meetings, quizzes and online assignments (excluding the Activity Center Assignment), contact Judith Hudson, jhudson@psych.rutgers.edu

For questions about fieldwork hours, effectiveness, and the Activity Center Assignment, contact Jennifer Manuola, jenne@psych.rutgers.edu

SCHEDULE OF CLASS TOPICS AND READINGS

Date	Topic	Readings (on Canvas site)
1/21	Introduction to Class	
1/28	Policies and Procedures Orientation	Student Aide Manual
2/4	Developmentally Appropriate Practice	Developmentally Appropriate Practice in Early Childhood Programs Creative Curriculum: Organizing Children's Learning Brain Science and Guided Play
2/11	Discipline	Beyond Discipline to Guidance Eight Guidance Principles
2/18	Talking to Young Children	Communication Milestones in Child Development Promoting Language Development The Importance of Discussing 50-cent Words
2/25	Activity Planning	Creative Curriculum Learning Objectives Reading Aloud with Children
3/4	Activity Plan Feedback (submit draft prior to class)	
3/11	Preschool Mathematics	More than Counting
3/25	Pre-Literacy Skills	Essentials of Early Literacy instruction
4/1	Discussion with Teachers: Personalities & Individual Differences	The Shy Child Guiding Young Children's Anger
4/8, 4/15, 4/22	Group Presentations	
4/29	Final Class	

You will continue with your assigned fieldwork schedule through the last day of classes, May 2.



Other Important Information

Adapting to Remote Instruction
Learning remotely presents new challenges. For assistance with learning how to address these challenges, please consult the resources available here**:** **https://rlc.rutgers.edu/remote_instruction**

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

Online assignments and Canvas
- Weekly readings, PowerPoint files, handouts and online quizzes are posted on Canvas.
- Assignments must be submitted via the Assignment page on Canvas as a Word or PowerPoint document (not a Google doc).
- If you do not follow instructions and have to re-submit an assignment after the due date, it will be considered as a late submission and points will be deducted.

Topics and assignments may be subject to change
Complications frequently occur and changes in topic dates or assignment due dates may be necessary. Please check Canvas for announcements or changes in the course schedule.

Center Closings
If the Center is closed or class is cancelled, an announcement will be posted Canvas and email alerts will be sent to all student

Academic Integrity
I will enforce the University's regulations on academic integrity. Be aware of the regulations and potential consequences: Academic Integrity at Rutgers

If things go horribly wrong in this course, other courses, or your life, Rutgers has resources to help. The faculty and staff want you to thrive and to succeed academically and socially. Ask for help as soon as you realize there is a problem. Contact your Dean of Students and/or contact student-wellness services.

- **Counseling, ADAP & Psychiatric Services (CAPS)** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/. A University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
- **Violence Prevention & Victim Assistance (VPVA)** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / http://www.vpva.rutgers.edu/. Provides confidential crisis intervention counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
- **Scarlet Listeners** (732) 247-5555 / http://www.scarletlisteners.com/. Free, confidential peer counseling and referral hotline, providing a comforting and supportive safe space.