



School of Health,
Education and Human
Services

ELCC 114

Field Placement 1 Integration Seminar

Term: Fall 2021

Number of Credits: 1

Course Outline

INSTRUCTOR: Laurie Parker

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OFFICE HOURS: By appointment or on Zoom

CLASSROOM: A2603

TIME: 1:00-4:00 p.m.

DATES: Fridays Oct. 15-Dec 3

COURSE DESCRIPTION

The integration seminar provides students with an opportunity to discuss field placement experiences and further integrate class topics with the field experience. The seminar will provide opportunities to discuss issues and explore topics in the early learning and child care field. In conjunction with the field placement, students will have the opportunity to discuss and integrate practice observations with theoretical concepts.

COURSE REQUIREMENTS

Prerequisite(s) or Corequisite(s): ELCC 111, ELCC 112, ELCC 114

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- explain connections between early learning and child care theory and practice skills in the field placement and identify resources to support both promising theory and practice.
- recognize ethical practice and methods for approaching ethical dilemmas in early child learning and child care settings.
- identify, analyze and develop strategies to approach issues arising from field placement experiences.
- describe observations of culturally and developmentally and appropriate practices, learning through play and child guidance approaches in field placement experiences.
- identify areas of knowledge and skill in early learning and child care practice and identify goals for future learning.
- describe cultures, values and traditions represented in field placement experiences.

COURSE FORMAT

Weekly breakdown of instructional hours

During this 24-hour seminar (weekly classes of 3 hours each), participants will discuss and reflect on field placement experiences. Students' experiences in their respective field placements will provide a significant component of the material for discussion. The instructor will present additional material as appropriate, and will encourage connection to course readings. Emphasis will be placed on personal reflection on professional experiences and connecting theory to practice.

Delivery format

The weekly seminars are intended to be face-to-face sessions on campus unless the ELCC student is placed in a centre that is in a Yukon community. In that case the student will join the seminars online.

EVALUATION

Assessment	Percentage of Final Grade
Daily Documentation Discussion Forum	35%
Engagement in a Community of Practice	35%
Narrations of Thinking and Growth	30%
Total	100%

COURSE WITHDRAWAL INFORMATION

Refer to the Yukon University website for important dates: <https://www.yukonu.ca/admissions/important-dates>

TEXTBOOKS & LEARNING MATERIALS

- Government of British Columbia (2019). *Early Learning Framework of British Columbia*. PDF Retrieved from <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework> Paperback Copy Available in Yukon University Bookstore.
- Early Childhood Educators of British Columbia (2008). *ECEBC Code of Ethics*. PDF Retrieved from https://www.ecebc.ca/application/files/1515/8862/8235/ecebc_codeofethics_web.pdf
- Yukon Child Care Act <https://laws.yukon.ca/cms/images/LEGISLATION/acts/chca.pdf>
- Yukon Regulatory Guidelines for Child Care and Family Day Home Programs <https://yukon.ca/sites/yukon.ca/files/hss/hss-regulatory-guidelines-child-care-programs.pdf>

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

https://www.yukonu.ca/sites/default/files/policies/Academic%20Regulations_Effective%20July%201%2C%202021%20-%20Dec%2031%2C%202021.pdf

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

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Week 1 – Welcome – Where is your thinking now?
Week 2 – Observation as the Key to Practice
Week 3 – Image of the Child
Week 4 – Image of the Educator
Week 5 – Making Meaning
Week 6 – Observation as a Companion in Practice
Week 7 – Following Children's Interests through Observation
Week 8 – The Role of Curiosity – Where is your thinking now – What's Next?