

# PSYCHOLOGY-CHILD LIFE FIELDWORK NEWSLETTER

*Welcome back to a beautiful Fall 2018 semester! There is much to look forward to with new classes, professors, challenges, and opportunities in the Psychology-Child Life program and at Utica College!*



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## Welcome!

Who has some great stories to tell from their summer experiences!?!? I hope everyone! Myself and the other PCL faculty and staff are greatly looking forward to you being able to share and reflect on your summer adventures to us personally and throughout your classes. We hope that you were able to take the summer to “have some more experience under your belt” and diversify your work in order to create new and exciting proficiencies to add to your

The PCL staff is also very invested into being accessible and engaged in both your curriculum and also the life experiences that you are having that impact your learning. Therefore, please don't ever hesitate to contact us for anything big or small that you would like share with us. If we are not finding good times to meet, please let us know that also so we can be available to you! We are greatly looking forward to getting to know you all better throughout the next semester!



## PCL PROGRAM NEWS

### What are the Differences Between the PCL Fieldwork Courses anyways!?!



**Internship (PCL 475)**- This is a 12 credit course that is required to complete during your final semester if you are following the "old curriculum". The PCL 475 internship is a full-time commitment with a minimum 560 hours requirement over 14 weeks.

**Come connect over ice cream with PCL faculty, staff, and other PCL students!**

**Practicum (PCL 272L and 272)**- The practicum course is worth 2 credits and is also part of the "old curriculum". The required 100 fieldwork hours are completed in the summer (as PCL 272L) and then the class physically meets and assignments are due during the fall (PCL 272).

**Wednesday September 12<sup>th</sup> 12-1:30pm**

**Pioneer Pub**

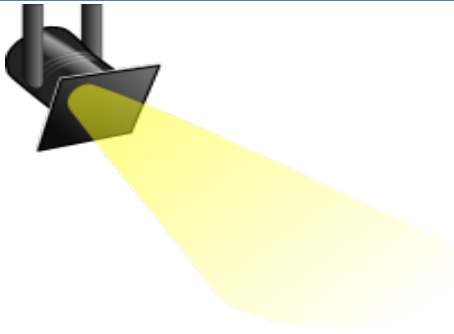
**Fieldwork (PCL 460)**- The fieldwork experience course is part of the "new curriculum", has a 150-hour requirement, and is 3 credits. Associated assignments, reflections, and journals are also due as part of the course requirements.

Please be on the lookout in your email for mandatory meetings to arrange Spring 2019 fieldwork placements!

*Please remember to schedule an individual advising meeting from October 15<sup>th</sup>-November 9<sup>th</sup>!*



**Group Pre-advising Sessions**  
**October 3<sup>rd</sup>- 1:30pm**  
**October 4<sup>th</sup>- 7:45am**  
**Location: TBA**



## LOCAL PROGRAM SPOTLIGHT

**School/Program:**  
Young Einsteins, LLC

**Location:** Sauquoit, NY

**About:** Reggio Inspired  
Foundation School for Young  
Children

**Age group:** 3-5 year olds

**Program Director:**  
Maria Lallier

**Potential fieldwork  
placement for:** PCL 272,  
PCL 460, PCL 475

**Contact Information:**

[maria@theintelligentchild.org](mailto:maria@theintelligentchild.org)

*Please see below for more information  
regarding Young Einsteins and the  
director, Maria.*

**School/Program:** The Owl  
and The Silver Moon-  
Rome Art and Community  
Center Preschool

**Location:** Rome, NY

**About:** A nonprofit multi-  
arts facility committed to  
fostering creativity,  
cultural awareness and a  
strong community  
connection.

**Age group:** 3-5 year olds

**Program Director:**  
Jean Lieber

**Potential fieldwork  
placement for:** PCL 272 and  
PCL 460

**Contact Information:**

[executivedirector@romeart.org](mailto:executivedirector@romeart.org)

## Interview with Maria Lallier, Founder/Educator of Young Einsteins, LLC

### **Q: How did you first become interested in early childhood education?**

**A:** I was 19 years old when I took my first job as an Assistant Preschool Teacher. It was my first time being with a group of children and I remember becoming utterly intrigued in witnessing them react to their experiences happening in the social setting. My co-workers referred to me as the “therapist” because I spent so much time talking to them about the conflicts they were involved in, I found their perspective fascinating. Looking back, I can only imagine how much I must have over talked to the child in attempt to explain what “I thought” was happening in the experiences that they owned! As I have grown in the field I have a very different understanding for the children experiencing these everyday scenarios. The first thing I came to appreciate is the normality involved in it. My role as educator is an observer who offers guidance, encouragement and compassion, trusting their abilities to move through the interactions in their own way.

### **Q: Why do you choose to follow the Reggio Emilia approach at Young Einsteins?**

**A:** Reggio Emilia holds a vision of children that has changed me as a teacher. I have been influenced to look at children in a much deeper way. When I was first learning about Reggio it was a restart for me, I began to rethink what I had been doing. This awareness created a huge shift, as I went from teaching what I thought should be taught to moving in the direction of the children’s interest. This philosophical approach goes beyond the bulletin board. Emphasis is put on the students’ thoughts, theories, questions and ideas. I can simplify it like this, Reggio allows the child’s passions to unfold giving the educator opportunity to continually be inspired.



**Q: What supplementary education do you think has benefited and/or impacted your work with children and families?**

**A:** I like to center myself around innovative methods and tools that support my teaching and the families. For instance, I use a digital platform, Storypark that allows me to easily translate the learning and documentation happening in the classroom to the parents. Photographs, videos, threads of their learning projects, child notes, classroom announcement, etc.. are easily kept in one space for parents to review, become involved in and keep track of.

I recently became certified in Claire Wardens, “Thinking and Talking Floorbooks.” Clarie Warden is from Scotland and she developed the method Floorbooks as a way to involve children more easily in the pedagogical documentation. I found Floorbooks to complement Reggio’s method and have made this apart of Young Einstiens.

I attend NAREA (North America Reggio Emilia Alliance) conferences as often as I can. NAERA offers attendees direct learning and mentoring from Italian Educators. The conferences also give me opportunity to network with experienced educators from N. America and Canada.

Being a part of NAERA, Storypark and Floorbooks surrounds me in a community of educators from all over the world where dialogue, exchange, inspiration and provocation about the Reggio Approach and Reggio practice support me in my teachings.



**Q: What do you think has been your greatest success throughout your career?**

**A:** I have been very fortunate in reaching many goals that I consider successes, it is tough for me to measure them. Creating my vision in opening a school was a great accomplishment. I also felt amazing success when I wrote the content and assisted in designing my website ([www.theintelligentchild.org](http://www.theintelligentchild.org)). However, being chosen as a TEDx Speaker and going through the process of writing and delivering my message felt pretty incredible.



**Q: What would you like to continue to improve upon in your practice?**

**A:** Growth and improvement is ongoing when working philosophically with children. I depend on the pedagogical documentation as the core foundation that leads the learning. Taking and collecting documentation through observations works as a tool for educators to learn more about the child(ren) and the functionality of the classroom. The pedagogical documentation is the analysis of the findings. Working with Utica College fieldwork students will add in gaining multiple perspectives in the data collected. UC students will assist in observing, analyzing, discussing and reflecting on the happenings in the room, I am grateful to have this opportunity with the college students.



## Visit the Dominican Republic!



You will travel to the Dominican Republic for 12 days in May hosted by the Rehabilitation Centers of Dominican Republic. While in the Dominican Republic you will have an opportunity to work in the rehabilitation center, a children's hospital, and at multiple orphanages. You will work with children from 0 - 21 years of age. This is an once-in-a-lifetime experience allowing you to conduct field work in a global setting, to learn about a new culture and to provide yourself with a better context of practice in your chosen profession and develop some Spanish language.

IPE 503x (2-credit): Applied Interprofessional Education and Practice:

This course includes topics such as IPE teamwork, collaboration and communication, healthcare systems, cultural awareness/ competence, health promotion teaching principles, and travel logistics. The course will be taught over one semester, and culminate in a 10 day experience touring, teaching and providing interdisciplinary health care services in a vulnerable community".

### Student requirements:

1. Be in **Good Academic Standing** with your program of study
2. Register and attend IPE 503
3. Approval from program faculty
4. Adhere to **Code of Conduct**: "be respectful at all times to self, others, college and community"

### Tentative Itinerary:

Day 1: Arrive in Santo Domingo, get settled into the hotel.

Day 2 - 5: Work in the clinics in Santo Domingo at the national Rehab Center, early intervention clinic, schools, children hospital and orphanages.

Day 6 - 7: Go to the beach

Day 8-11: Work in the clinics in Santo Domingo at the national Rehab Center, early intervention clinic, schools, children hospital and orphanages

Day 12: Leave for home.

Attendees will wear scrubs while in the clinics, hospital, and orphanages. Closed toes shoes and UC nametag are also required for these settings.

**Program Fee: estimated \$2,500 in addition to tuition**

**Deposit, application and passport will be due Jan 30, 2019**

The program fee includes:

Round-trip airfare from Syracuse

All lodging and required transportation on island

Meal stipend

All entrance fees to events

International Health insurance

MEDEX emergency evacuation and repatriation

Tourist VISA

\*\*\*Passports are required but are not included in the program fee\*\*\*

**For more information please contact DeAnna Bay, PCL Fieldwork Coordinator- [dlbay@utica.edu](mailto:dlbay@utica.edu)**