
PHED 4106 – Community Leadership Placement II

Professor: Carly Snell
Office: 201A, Robert J. Surtees Athletic Centre
Office Hours: By appointment
Phone: 474-3461 x 4896
Email: carlys@nipissingu.ca
Placement Portal: <https://clp.nipissingu.ca/>

Course Calendar Description

Community leadership placement is a non-paid work experience in an approved community setting that complements course work, previous experience, and future goals. Opportunities to develop strong communication, critical thinking and leadership skills, as well as establishing societal connections will be emphasized.

Prerequisite: PHED 3106
Antireq: None
Location: Regular in class meetings are not required during the SS semester.
Hours : Minimum 50-hour field experience
Credits: 3

Community Leadership Placement II Learning Outcomes

Students will;

- Gain concrete experience in providing physical and health education services to a community;
- Develop technical communication and administrative skills relevant to the field of physical and health education;
- Expand leadership skills and develop personal leadership style;
- Recognize the psycho-social implications of physical and health education to a community's health and wellness.

Textbook

A textbook is not required for this course, however readings will be assigned. Material covered will be available on Blackboard Learn. Students are expected to review the content covered in both the Student Guide and Host Guide to BPHE Community Leadership Placement. Both documents are found on the CLP website: clp.nipissingu.ca. Students are expected to log in to Blackboard Learn regularly to check for course updates, class notes, references, or assignments.

Evaluation of Student Performance

You may be assigned one of two standards as a result of your work in the placement seminar meetings and field experience:

“Satisfactory”: All requirements met as outlined in this syllabus. Any one requirement not completed to satisfaction as outlined may result in a ‘fail’ grade being earned.

“Unsatisfactory”: indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course.

A. PHED Placement Approval Process

All upper year placement students must obtain placement approval through the BPHE Placement Office prior to beginning any placement activities. The School of Physical and Health Education offers two choices for upper year placements. Students are free to choose either option, and should make note of the relevant deadlines.

OPTION 1

Assigned Placement - Deadline for application May 20th at 4pm

The Nipissing University BPHE program works with a *limited number* of local community partners with which students may request to be placed during the spring/summer semester. Students who are interested in reviewing local opportunities may connect directly with the CLP placement office to explore these opportunities. Students may be required to follow the application process unique to the desired placement opportunity, especially when clinical placements are requested. Entrance packages (see below) should be forwarded directly to the BPHE placement office.

Following the May 20th deadline, requests for assigned PHED placements will no longer be accepted however self initiated placements will continue to be approved until 4pm on June 3rd. Please note that some placements require a student to begin early in the semester and therefore these posts will be assigned on a first come, first served basis. Students are required to prepare a placement package containing the following documents in hard copy. The entrance package documents are required for the placement approval process.

Documents required for entrance package - CLP entrance package:

- Personal letter outlining placement goals and objectives (300-500 words, double spaced)
- Current Resume
- Schedule of availability through summer months
- Original Police check (considered valid only if issued within the past calendar year)*
- First Aid/CPR (photocopy accepted)

Once a satisfactory arrangement has been made with a local community partner, students are then required to complete the following documentation. Students should ensure the placement host has signed off on all documents.

[Signed Host Application](#)

[Signed Host/Student Contract](#)

[WEPA](#)

Proposed placement work schedule

***Police checks** (including vulnerable sector clearance) are valid for one calendar year from the date of issue. It is the student's responsibility to ensure that the PHED placement office is in possession of a valid, original issue police check at all times. When a student's police check is near the expiry date, a letter from the PHED placement office may be requested to process a new police check. Please keep in mind that some police checks take up to 8 weeks to process.

OPTION 2

Self Initiated Placement – Deadline June 3rd at 4pm

The PHED placement office accepts student initiated placement proposals, which are subject to approval by the department. Students must be able to ‘pitch’ their placement idea, demonstrating that their proposed placement meets the following guidelines:

- It is congruent with career goals.
- The scope of the placement role and associated responsibilities are appropriate for the level of study.
- Host advisor contact information is available.
- The host advisor is an acceptable mentor, available to the student.
- The host advisor is not immediately related to the student.
- The placement is an unpaid position.
- The placement must demonstrate that it is designed to provide benefit not only to the student, but to the community in fulfilling a true organizational need.

In order to submit a placement proposal for approval, students must submit an entrance package of documents. All documents must be fully filled out and signed by both the student and proposed host advisor. Entrance packages may be submitted via email. Please use the following email subject line: **PHED 4106 Entrance Package**.

Students will be notified by email when their placement has been approved. Please allow up to 10 business days for approval. If any documents are missing, the placement will not be approved. Students must not engage in any placement related activities until approval has been received from the PHED placement office.

Documents required for entrance meeting - CLP entrance package:

Original Police check (considered valid only if issued within the past calendar year)*
First Aid/CPR (photocopy accepted)
Personal letter outlining placement goals and objective (300-500 words, double spaced)
[Signed Host Application](#)
[Signed Host/Student Contract](#)
[WEPA](#)
Proposed placement work schedule

***Police checks** (including vulnerable sector clearance) are valid for one calendar year from the date of issue. It is the student's responsibility to ensure that the PHED placement office is in possession of a valid, original issue police check at all times. When a student's police check is near the expiry date, a letter from the PHED placement office may be requested to process a new police check. Please keep in mind that some police checks take up to 8 weeks to process.

B. Assignments

Self Reflection Paper	Due: July 25 th with debrief documents
Logbooks	Due: July 25 th with debrief documents

Self-Reflection Paper

DUE: July 25th 2016 – submit via email

The self reflection paper is a chance to strengthen a personal statement reflecting your development in the field of physical and health education and, your professional philosophy moving forward. Think of the changes you have experienced between your first year in the program and now. Find below possible starting points for your paper. Don't feel limited by these, if you would like to explore another appropriately related area. *Papers are to be submitted double spaced, with a title page and a minimum of 1200 words.* Please note every individual will reflect to various lengths! Length is not as important as conveyance of your own personal experiences. This will vary based on your leanings, philosophy, and writing style.

Explain a situation where a placement opportunity either hindered or enhanced your ability to provide services.

Describe a client-based situation that you handled very well and reflect on your strengths.

Have your professional goals changed since your first year in the Physical and Health Education Program? If so what has influenced this?

Describe a physical and health education specialist as you understand it. How were your placement opportunities congruent or not with the overall message of physical and health educators.

Explain inclusion as you understand it. How have you within your placement opportunities dealt with inclusion. Has your concept of inclusion changed since your first year in the Physical and Health Education Program?

Community Placement Log Book & Timesheet

DUE: July 25th, 2016 – submit via email

An important tool in your community leadership placement is creating log entries. The Community Experience Logbook is a reflective journal detailing 50+ hours completed within assigned placement. Log entries should be completed after every placement experience – do not let too much time lapse or you will forget! Quality log entries provide an active medium for processing important experiences. Log entries allow you to react, discuss, and explore your

feelings, knowledge and community issues. They help you track your contribution to the community partner and can help stimulate novel thinking. Your log entries must show an application of knowledge. You must complete the logs as a professional in the field, not as a personal diary. Entries should discuss what you did (duties), your reaction to what you did (positive, improvements, troubles), how it relates to your field (theory or practice), and any other comments you may have. Be honest and write freely. Ensure you regularly update your journal adding comments to previous posts or elaborating with new wisdom. Remember, log entries are visible to only yourself, your host, and the placement officer. There is no minimum requirement per entry; however, keep in mind the more you address in the log entry the easier it is to consolidate your knowledge.

Here are some questions to help stimulate your reflective writing process:

- Describe the atmosphere of your service site
- What have you learned about a community or social issue?
- How does this experience challenge any of your stereotypes or assumptions?
- What are some possible solutions to the community issue you are addressing?
- What is the most challenging thing to happen to you thus far?
- How has this placement contributed to your growth as citizen?
- What have you learned about yourself?
- What do you think is the cause of the community issue you are addressing?
- Do you feel a part of your new community?
- What is the background of the people in your placement?
- What has surprised you the most/least about your placement?

Don't forget

- Dates & times of hours completed
- Running tally of hours to date
- Pictures, images, or diagrams as they support your entries (check with host organization policies!!)
- Be creative!

Reflective Paper and Logbook Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Mechanics of posting; Style, Language and Grammar	Poor sentence structure, inadequate organization, several grammar and/or spelling errors. No in-text citations or references to APA (6th ed.)	Complete sentences, comprehensible, organization could be improved to present a more coherent argument or statement, has grammar and/or spelling errors. Includes in-text citations no use of APA format.	Complete sentences, well organized, has few grammar and/or spelling errors Includes some in-text citations as references in APA (6th ed.) format.	Complete sentences, well organized, grammatically correct and free of spelling errors. Includes all appropriate in-text citations as references in APA (6th ed.) format.
Content of Postings	Message was unrelated to question; presents no ideas for discussion; failed to present information needed.	Revealed a restricted understanding of the topic limited to information that could be derived from prior posts; presented poorly developed ideas.	Revealed and adequate understanding of the topic; presented well developed ideas, and researched information, which added to discussion.	Revealed a solid understanding of the topic as evidenced by thoughtful responses and questions; presented well developed ideas, or new ideas.

C. PHED Placement Debrief Documents

Deadline: July 25th, 4pm

Just as there is a process for placement approval, there is a similar process to conclude the placement. A placement course learning outcomes will only be considered complete when the following have been addressed.

By providing a debrief package, students provide evidence of completion of all course requirements. Similar to the entrance package, the exit package contains the following documents in hardcopy. Placement debrief documents may be submitted electronically during the spring/summer semester.

Documents required for debrief - CLP debrief package.

- [Completed host evaluation form](#): All students must request a written evaluation from their host advisor. Evaluation forms may be downloaded from the BPHE [Community Leadership Placement](#) portal. Students must achieve a minimum overall rating of 'Adequate' to achieve a pass in the PHED placement course.
- [Community experience logbooks](#) (see pages 5 - 7)
- [Copy of host acknowledgement](#) (see below)
- [Reflective paper](#)

Host Acknowledgement

A thank you letter to your host is not only a nice gesture, it is proper business etiquette. Prior to your last day of placement please take the time to thank your host (and host organization) for allowing you to complete your placement with them. An acceptable thank you letter includes; a letter, email or card. Be sure to share what you have learned, and how you plan to use this knowledge in your future career path. The thank you letter doesn't need to be lengthy, a few lines is usually enough. Although email is usually easiest, offering a handwritten card is a great touch that may set you apart from others. Include a copy of your letter, or a scanned attachment in CLP exit package.

Community Leadership Placement Checklist – Important Deadlines

As a satisfactory/fail course it is imperative that you complete all requirements as directed.

Requirement	Deadline	Check when complete
<i>Syllabus read in its entirety!</i>	<i>May 2nd</i>	✓
CLP Entrance Package Submitted	Option 1, May 20 Option 2, June 3	
Debrief Package Submitted	July 25 th	

Attendance & Professionalism

Punctual and **regular attendance during student placement is essential** for the successful completion of this course. Missing just one day of placement may negatively impact your evaluation. **If you know in advance that your absence is unavoidable, please contact your host directly! Take responsibility for your attendance!** Medical documentation may be required for extended absences.

The Bachelor of Physical & Health Education program is a professional preparation program. Upon graduation you will possess the skills, attitudes and knowledge to become a leader in the field, assisting others to live healthy active lives. It is expected that you will behave in a professional manner in all that you do while at Nipissing University. You are ambassadors and positive role models on and off campus. Make every effort to represent Nipissing University, the BPHE program, and most importantly, yourselves, in a way that demonstrates your readiness to become a professional.

Professionalism means:

- Communicating with peers, professors and staff in positive, respectful manner
- Taking responsibility for your actions and your academic work
- Refraining from the use of electronic communication devices during class (unrelated to course content)
- Respecting and considering the views and opinions of others
- Actively participating in all scheduled classes

Important Course Policies

1. This course outline contains all pertinent information with regard to expectations for and requirements of this course.
2. Placements may be selected or self initiated. If a placement is self initiated, students must first seek approval through the placement office.
3. Students are expected to arrive for placement meetings on time, students are expected to be prepared, and to conduct themselves professionally.
4. Course information, including this document, will be made available on the blackboard system under course code PHED 3106. **It is the student's responsibility** to review material prior to each class.
5. **Students must use their Nipissing e-mail address**, i.e., name@nipissingu.ca, when emailing the course instructor. E-mails received from other addresses, i.e., hotmail.com, @gmail.com, etc..., will not be read or responded to. All communications should be professional in tone and content.
6. Students submitting attached documents and assignments via blackboard or email are to use the following format when naming files: **Last name, First Name, Assignment Name: ie, BuellJenniferAssignment1.doc**
7. Students are responsible for keeping back-up copies of all written work and assignments for this class.

8. Late assignments submitted without explanation will not be accepted. Rationale for late submissions will be evaluated on a case by case basis.
Computer/email/blackboard/internet problems will not be considered as a reasonable excuse.
9. Written work which has been submitted for evaluation purposes will not be returned to students. However, students may make an appointment with the instructor to discuss the work presented, the comments made, and the grade assigned.
10. Any student who feels there are grounds for an appeal or petition (in all matters other than academic dishonesty) should immediately try to discuss the matter with the instructor. If the student is not satisfied with this informal session, the student must, as soon as possible and not later than 30 days after official notification of the final grade, discuss the matter with the Dean.
11. It is the student's responsibility to contact the Accessible Services Office to identify individual disability-related educational needs. A student registered with Accessible Services shall initiate a request for accommodations in a timely fashion. All accommodations are arranged through Accessible Learning, not by the course instructor. Please refer to the Accessible Learning site for more information-
<http://www.nipissingu.ca/departments/student-development-and-services/accessibility-services/Pages/default.aspx>
12. All of the components for evaluation must be completed in order to gain the credit associated with this course. Assignments have identified due dates. Work must be submitted on time. Extensions must be negotiated prior to the due date and will only be considered in cases of extenuating circumstance and at the discretion of the professor.
13. Students are expected to keep a copy of this course outline in their own records. The School of PHE is not obligated to provide a copy at a later date.

Academic Dishonesty:

The University takes a very serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. The complete policy on Academic Dishonesty is in the Policies section of the Calendar.

Please refer to the Nipissing University policy on **Academic Dishonesty** in the Course Calendar
<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Student-Appeals-and-Petitions.aspx#dishonesty>

For appeals unrelated to academic dishonesty, please refer to the **Grade Appeal** guidelines.