
PHED 3106 – Community Leadership Placement I

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Welcome

Welcome to the Bachelor of Physical and Health Education Community Leadership Placement (CLP) program. The following syllabus outlines required CLP documentation, assignments and associated due dates. In the weeks ahead, please ensure the CLP office has received all documentation to ensure you have met the eligibility requirements for the CLP program. Late submission of this documentation will hinder your opportunity to complete your placement. We highly suggest you begin the processes now in order to avoid any administrative obstacles. In some cases the Vulnerable Sector Police Check can take several weeks to be completed, thus we advise it be ordered immediately. Details on how to procure these documents are on the accompanying pages.

Course Calendar Description

Students participate in a fifty-hour, non-paid work experience in an approved community setting which complements course work, previous experience, and future goals. Students develop strong communication skills, critical thinking skills, leadership skills, and societal connections. This course is graded as SATISFACTORY or FAIL

Prerequisite: Third or Fourth year standing in the BPHE program
Antireq: None
Location: H105, refer to WebAdvisor for up to date information.
Hours : Minimum 50-hour field experience
Credits: 3

Community Leadership Placement I 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 weekly readings will be assigned. All resources will be made available electronically via Blackboard Learn. Students are responsible for all required readings. Recommended readings should be considered supplemental as they will increase depth of understanding relating to weekly topics.

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.

Class Schedule

Students will attend a seminar meeting during the regularly scheduled time for PHED 3106 during first week of classes in both the FA and WI semester.

Mandatory Fall Class: Friday September 9th, 5:30pm to 6:20pm, H105

Mandatory Winter Class: Fri. Jan. 13th, 5:30pm to 6:20pm, H105

*Schedule subject to change. Check WebAdvisor for up to date info.

Access to Information

Community Leadership Placement Website

The Community Leadership Placement program relies on a website to host important, frequently accessed information. Using the website, students may access important forms, and information required for placement documentation. The website may be accessed at clp.nipissingu.ca

Blackboard Learn

Blackboard Learn is the blended learning environment in which students are expected to participate on a weekly basis. If a student is not able to access Blackboard Learn, they are advised to contact University Technology Services helpdesk.

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All students in the BPHE program are required to complete a 50 hour **experiential learning project**. The experiential learning projects that students participate in during their first placement will be assigned based on several criteria including student requests and the availability of hosts. Please take a moment to review the next steps and important deadlines for CLP document submission. A missed deadline may have an impact on your ability to remain registered in the course.

Placements are assigned by sector:

Allied Health/Clinical
Physical and Health Education
Health Promotion
Sports Marketing/Sport Event Management
Coaching/Training
Fitness and Wellness

Placement sectors are explained on the **Placement Selection Form** in the appendices of this document. Students must use the *Placement Selection Form* to indicate their top three preferred sectors. Placement preferences must be submitted **in hardcopy** to the Placement Office. All placement requests must be received in the Placement Office in CPHE-201A prior to 4pm, Tuesday, September 13th. If a student does not submit a placement request form, a placement will be assigned to them.

The Placement Office is responsible for arranging placements and does not accept requests for specific placements outside of the pre listed sectors, i.e. a particular school, office, team, etc. Placement students must not undertake negotiations for a placement on their own behalf. Placements are not transferable; students are not permitted to 'exchange' placements with student colleagues.

Important: Although we make every effort to assign student candidates to their first choice of sector, it is not always possible. Often, several applicants apply to the same sector. In these situations, positions will be awarded using a lottery system.

The PHED Placement Office is unable to approve individual requests for placement changes based on the personal circumstances of candidates; however, if you believe there is an error in where you have been placed, please contact the Placement Office as soon as possible.

All students will be informed of their placements as of **Monday, September 19th** by email. Contact information for the placement host advisor will be provided. It is then the responsibility of the student to make contact with the placement host in a timely manner.

Evaluation of Student Performance - Overview

1. Health and Safety Clearance Documentation: Total Marks - 15%*

Vulnerable Sector Police Check Documentation – 5%

Online Worker Health and Safety Module – 5%

First Aid/CPR Level C - 5%

***In keeping with to the Community Leadership Placement risk management policy, students will be asked to withdraw from the course if the health and safety documentation protocol is not met by 4pm on November 1st.** Meeting the health and safety documentation protocol means all documents listed above have been submitted, in hard copy, to the Community Leadership Placement Office prior to the deadline.

2. Entrance Documentation: Total Marks - 20%

Contract – 10%

Insurance Release Form – 10%

3. Blended Learning Participation: Total Marks - 40%

Weekly Participation – 20%

Facilitation Assignment – 20%

4. Exit Documentation: Total Marks - 25 %

Reflective Log Book and Timesheet - 15%

Completed Evaluation – 10%

Host acknowledgement – no grade assigned

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.

Students must obtain a minimum of 75% overall to obtain a SATISFACTORY grade.

Failure to submit Health and Safety Clearance documentation, Entrance documentation or Exit documentation may result in an unsatisfactory grade.

1. Health and Safety Clearance Documentation

i) All students must obtain a vulnerable sector police check.

All Community Leadership Placement candidates registered in PHED 3106 must obtain a current Police Vulnerable Sector Check (PVSC). The PVSC must be maintained on an annual basis in years 3 and 4 of the BPHE program. Failure to provide this documentation to the University by the deadline will result in the cancellation of placement for the 2016-2017 academic year. Exceptions to the deadline will not be made for any reason.

Students should visit the CLP office to obtain a signed vulnerable sector screening request.

Some police detachments will not provide screening without proof of the request originating from the school. Students must then present the request form to the local police detachment. Any cost associated with the police checks are to be borne by the applicant. Please note that individual timelines will vary, and up to six weeks may be required to complete the screening. **Initiating this process should be a priority.**

Completed vulnerable sector checks must be received by the Placement Office no later than **November 1st 2016**. **Only original police check documents in hardcopy will be accepted.** Students are advised to keep a photocopy for their records.

ii) Students must provide proof of workplace safety training.

The Ministry of Training, Colleges and Universities (MTCU), provides an insurance coverage program for Bachelor of Physical and Health Education students at Nipissing University when completing unpaid work placements through the Workplace Safety and Insurance Board (WSIB). Students must complete training as required by the WSIB. This online learning module takes 45 - 60 minutes to complete. The module is unable to keep track of your progress, so it must be completed in one sitting. Visit the following link, and complete the Elearning module: <http://www.labour.gov.on.ca/english/hs/training/workers.php>

Participants in the Elearning module will receive a "Proof of Completion" certificate upon completion of the training. **Students must save and/or print the certificate before exiting the module.** The Ministry of Labour will not store your certificate, or keep a record of training. Please keep a copy for your records.

Completed workplace safety training certificates must be received by the Placement Office no later than **November 1st 2016**. Photocopies will be accepted. Electronic copies will not be accepted.

iii) Students must provide proof of CPR Level C and Standard First Aid.

All students registered in the Bachelor of Physical and Health Education program must provide proof of current certification in CPR Level C and Standard First Aid. Training may be completed with any nationally recognized provider, such as the Red Cross, or St. John's ambulance. It is the student's responsibility to register for training. Associated costs are to be borne by the trainee. Completed training certificates must be received by the Placement Office no later than **November 1st 2016**. Photocopies will be accepted. Electronic copies will not be accepted.

2. Entrance Documentation

Once a student has been placed with an agency, the student should contact their **assigned host advisor** immediately in order to provide a formal introduction. It is very important that students conduct themselves as professionals. Students should also request a meeting to complete entrance documentation. Some hosts conduct the entrance meeting in an **interview format**. Be advised that hosts have the right to accept or reject placement students. Students are required to prepare a placement package containing the following documents in hard copy.

i. **Host/Student Contract**

The contract acts as a formal and binding agreement between the host, student and placement officer. Guidelines regarding conduct and expectations are outlined. A breach of the contract by any party should be reported to the Placement Office immediately. Students may download and print this form from the [Community Leadership Placement Website](#).

ii. **Insurance Release Form**

Ontario students are eligible for Workplace Safety Insurance Board (WSIB) coverage while on placements that are required by their program of study. Students may download and print this form from the [Community Leadership Placement Website](#).

Only fully completed forms will be accepted. Forms with missing or unclear information will not be accepted. Please note, if you have requested a clinical or allied health placement, further documentation relating to training may be required.

Entrance documentation is due prior to beginning placement hours AND no later than November 1st, 2016

3. Blended Learning Participation

i) **Weekly Participation**

PHED 3106 is delivered in a blended learning format; it involves a mixture of class time, online learning and field work. Regular online participation is required in **discussion blocks**. During a two week discussion block, a unique theme is presented by group facilitators. Each facilitator will present material for discussion within the forum on Blackboard Learn. **It is expected that learners substantially participate in the class discussion by posting a minimum of one substantive reply during each discussion block.** Blackboard readings, discussions, and reflections may challenge, disrupt, and extend your thinking about experiential learning, its meanings, and its applicability. Keep in mind that there is a significant relationship between what you put into the course and what you will take from the course.

A typical substantive post will:

- Range from 100 to 250 words
- Integrate theory, research, and/or professional practice
- Include specific examples and/or substantiating evidence
- Include in-text citations and references in APA format
- Stay on topic and address the course objectives
- Demonstrate proper spelling, grammar, and scholarly tone

Participation is also assessed with the following measures:

- The quality of responses
- The timeliness of responses
- The ability of one's comments to motivate others in a collaborative effort

The following items do not count toward participation:

- Posts that merely state agreement or reiterate a previous post
- Notes sent to the facilitator's email address
- Participation is counted according to Schulich School of Education time (EST). You cannot earn "advance" participation credit or "retroactive" participation credit. You will not earn "extra" weekly participation credit for posting more than once unless you are in the facilitation role.

ii) Group Facilitator Assignment

Every student will have an opportunity to facilitate online discussion during a pre-assigned discussion block. During each two week block, 3-4 students will be assigned to act as Group Facilitators. The forum discussion starts on a Monday, and ends 13 days later on a Sunday at noon. A list containing the facilitation assignments is posted on Blackboard under the heading "Group Facilitation Assignment".

Each Facilitator has four main responsibilities:

- a) Each facilitator should research the weekly theme and choose an interesting, informative or humorous article, news item, video, image, or resource connected to the theme. The resource you share will act as a foundation for the week's discussion. Facilitators should connect with each other to ensure they are not using the same resource. Finally, facilitators must share a link to the resource within the forum. **This part of the assignment should be fulfilled by 11:59pm on the first Monday of the discussion block.**
- b) Each facilitator should post 1 higher-order thinking question (you may consult Bloom's Revised Taxonomy online) & relate it to the topic—to which all students in the group will have an option to respond. Facilitators should provide their own insight into key themes to address in your questions, prompts, and probes. **This part of the assignment should be fulfilled by 11:59pm on the first Monday of**

the discussion block.

- c) Facilitators will moderate the discussion in their group (i.e., keep the discussion moving by asking key questions, rephrasing/clarifying opinions shared, etc.), Encourage online colleagues to make analogies not only to your primary text/video, but to personal/professional experiences, too. Facilitators should aim to respond to each student participant within the forum in a positive, encouraging manner. **This part of the assignment is ongoing throughout the duration of the discussion block.**

- d) Finally, jointly summarize the group's posts/comments for the week related to your question/theme. Post this 1-page maximum, single-spaced summary in the Discussion forum, and email to me. The summary should inform the whole group and present a good sense of the issues at hand both during the course, and in retrospect following the course. **This part of the assignment should be fulfilled by 11:59pm on the final day of the discussion block.**

4. Exit Documentation

i. Reflective Logbook and Timesheet

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. Quality log entries provide an active medium for processing important experiences. Logbook entries should be completed while the placement is ongoing, NOT after it has been completed.

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 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.

The following questions may help to stimulate your 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 to include

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

DUE: Friday, March 31st, at 4pm in hardcopy

ii. Completed Evaluation

Evaluation forms may be downloaded from the [Community Leadership Placement Portal](#). Students should request that their host advisor completes the evaluation well in advance. Once completed, the host may return the evaluation to the student, or send it directly to the placement office. **It is the student's responsibility to ensure the placement office is in receipt of a completed evaluation prior to the deadline.**

DUE: Friday, March 31st, at 4pm in hardcopy

iii. 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 considered to be a professional standard. Include a copy of your letter, or a scanned attachment in CLP exit documentation. A grade is not assigned to this component.

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>Sept 9th</i>	✓
Placement Selection Form (Hardcopy)	September 13th, 4pm	
Arrange to meet with host	After September 16th	
Health and Safety Clearance Documentation (Hardcopy)	November 1st, 4pm	
CLP Entrance Package Submitted (Hardcopy)	November 1 st , 4pm	
Blended Learning - Weekly Participation (Blackboard Learn)	Weekly	
Blended Learning - Facilitation Assignment (Blackboard Learn)	During Assigned Block	
CLP Exit Package Submitted (Hardcopy)	March 31 st , 4pm	

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 are assigned and must not be initiated by the student.
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 or discussion.
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.
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, Snell,Carly,Assignment1.doc

6. Students are responsible for keeping back-up copies of all written work and assignments for this class.
7. 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.
8. 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.
9. 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.
10. 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>
11. 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.
12. 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.

Appendices



Community Leadership Placement – Placement Selection Form

STUDENT NAME: _____

In order to create the best possible placement match, please answer the following questions. Students who fail to complete and submit this document to the CLP Office in CPHE201A by **Tuesday, Sept 13th 2016 at 4pm** will have a placement assigned to them.

1. Students are asked to indicate their top THREE preferred sectors (Number 1-3, with #1 being your preferred first choice)

Choice # _____ Allied Health/Clinical

Allied Health and Clinical placements take place with registered health care professionals. This may include the North Bay Regional Health Centre, physiotherapy clinics, working with occupational therapists, athletic therapists or other medical professionals. Students should note that allied health and clinical placements often require additional certifications, such as immunizations and clinical mask fittings. All students placed at North Bay Regional Health Centre must participate in a one day orientation at the hospital. For more information about the unique requirements of Allied Health and Clinical placements on the CLP Portal. A limited number of positions in this area are available.

Choice # _____ Physical and Health Education

Placements in the PHE sector include working in schools, and/or after school programs as activity programmers in physical education settings. Students requesting this sector are often interested in pursuing further studies in education. Students engaged in these placements will learn to develop and deliver safe and inclusive physical and health education programs in a variety of environments, with a variety of clients. All OTT and concurrent education students must complete at least one placement within this sector.

Choice # _____ Health Promotion

Students engaged in health promotion placements may be interested in exploring careers in public health, nutrition, or research in health promotion. Placements within this sector will address the unique challenges of health promotion in an educational setting. Health promotion efforts may take place on campus, focusing on an area or 'hot topic' of health promotion concern for post secondary students.

Choice # _____ Sports Marketing/Sport Event Management

Most but not all placements within this sector are linked to Nipissing University Athletics. NU Athletics is a growing area of student life at Nipissing. Students interested in exploring the sport sector from a business and organizational perspective will enjoy placements within this sector. Can you see yourself opening, or managing a gym? Convening large scale sporting events? Students who are interested in pursuing a career in sport administration, facility management, event management and sports marketing will find this opportunity of interest.

Choice # _____ Coaching/Training

Students placed within this sector will work directly with athletes of all ages and all abilities, in a variety of sports. Coaching/Training placements most often involve working with youth or athletes with special needs. Students must be willing to mentor their athletes and teams, acting as a professional on the field and off. Placements within this sector align nicely with the learning model provided in PHED 3016:
Coaching

Choice # _____ Fitness and Wellness

Placements within this sector explore personal fitness and wellness. Students are tasked with applying their knowledge of the industry to develop fitness and wellness programs both on campus and off campus. Students will explore the following questions: What type of fitness and wellness programming is lacking on campus? What are the barriers to activity at RSAC? Could regular orientation sessions be offered in the fitness facilities? Placements within this sector range from program development and delivery to learning about group fitness or personal training.

2. List any unique constraints on your availability through the academic year. For example: varsity athletics, work off campus, etc. Please include to the best of your ability how this will impact your availability to meet the responsibilities of placement.

3. Much like a BEd practicum, some regional placements take place off campus and require travel to the work site. The CLP office makes a concerted effort to ensure the majority of the work sites are on the municipal bus route. Do you anticipate access to a personal vehicle throughout the school year?

Yes No Unsure

Remit in hardcopy to: Centre for Physical and Health Education Placement Office (CPHE201A)