

Community Leadership Placement

PHED 3106 Spring Seminar Meeting

**May 6th, RSAC 202
9AM to 10:30AM**

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Syllabus

► PHED 3106 syllabus

Student evaluation is based on three main criteria:

1. On Site Learning
2. Blended / Reflective Learning
3. Documentation (Credentials)



Chris Forrest is encouraging people to donate sporting equipment that they no longer use so others can get active. People can bring the equipment to an open house Tuesday, Aug. 30 at the Kenwood Athletic Centre.

Submitted Photo

Student urges people to get 'active for life'

Evaluation of Student Performance

1. Health and Safety Clearance Documentation: Total Marks - 20%

Vulnerable Sector Police Check Documentation - 5%

Online Worker Health and Safety Module - 5%

First Aid/CPR Level C - 5%

Concussion Education - 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 the syllabus deadline.

2. Entrance Documentation: Total Marks - 20%

Contract - 10%

Insurance Release Form - 10%

3. Portfolio Assignment: Total Marks - 20%

4. Exit Documentation: Total Marks - 40 %

Reflective Log Book and Timesheet - 20%

Completed Evaluation - 20%

Host acknowledgement - no grade assigned

75%
required

Health and Safety Clearance

This should be a priority

1. Police Check
2. CPR Level C and First Aid Training
3. Workplace safety training: E-learning module
<http://www.labour.gov.on.ca/english/hs/training/workers.php>
4. Concussion Education



► Please ensure you have a copy of the following three documents:

1. Community Leadership Placement Contract
2. Placement Learning Contract: Goals
3. Student Declaration of Understanding
4. Letter to Placement Employers

1. Contract Instructions

Read it

Ensure your host has read it

Both host and student sign it

Return it right away (email or hardcopy)

2. Learning Contract

- ▶ **Knowledge goals** - Example: learning the network of services available to persons with physical disabilities
- ▶ **Skill goals** - Example: gain proficiency in communications with patients/clients, or learning to write grant applications
- ▶ **Attitude and value goals** - Example: learning to accept criticism
- ▶ **Personal development goals** - Example: learning to manage time effectively
- ▶ **Professional development goals** - Example: become aware of career credentials
- ▶ **Civic development goals** - Example: discover funding gaps in available services

2. Learning Contract Goals Instructions

Enter individualized goals

Consider sharing this document with your supervisor

Include accomplishments (as you go, or in follow up)

Return document within your log book at end of term

3. Student Declaration

4. Letter to Placement Employers

- ▶ Sign student declaration and return it
- ▶ Bring the letter to placement employers to your work site. Return it once it is signed (email or hardcopy)

Injuries/Illness/First Aid/Critical Injuries

- ▶ In Ontario, post secondary students on un-paid placements are treated as employees.
- ▶ Students and supervisors are required to understand and follow the Nipissing University Policy on Employee Incident Reporting and Investigation.
- ▶ An employee incident is defined as a work related occurrence which has caused or has the potential to cause injury or illness to an employee. (The words incident and accident are used interchangeably.)
- ▶ Students are expected to report all incidents to their supervisor and their placement officer.

Student Obligations - Day 1

- ▶ Obtain signatures on contract and insurance
- ▶ Confirm your work schedule
- ▶ Request a written evaluation and indicate when you will need it
- ▶ Request time to complete reflective log book on site (if appropriate)\
- ▶ *Request* an orientation at your worksite. This should include health and safety standards, meeting key individuals, etc.

Examples of worksite training/policies

- ▶ **AODA:** Accessibility for Ontarians with Disabilities Act. Ontario has set a goal of making the province fully accessible to people with disabilities by 2025. Standards are becoming law to remove the barriers that hinder people from participating in society.
- ▶ **Blood-Borne Pathogen Exposure**
- ▶ **Discrimination & Harassment Prevention:** Discrimination and harassment is not only a breach of Nipissing University policy, but also a violation of the Ontario Human Rights Code and Ontario Occupational Health and Safety Act.
- ▶ **WHMIS:** Workplace Hazardous Materials Information System
- ▶ **PHIPA:** Personal Health Information Protection Act

Examples of PHIPA Violations

- ▶ <https://hospitalnews.com/protecting-confidentiality-in-the-health-care-setting-the-menace-of-social-media/>
- ▶ <https://www.theglobeandmail.com/news/national/ontario-student-fined-25000-for-accessing-personal-health-info-without-permission/article34335267/>

Reflective Log Book

- ▶ What should it look like?
- ▶ What should it contain?
- ▶ How does the reflective process connect with experiential learning?
- ▶ The importance of timing!

Gibb's Reflective Cycle

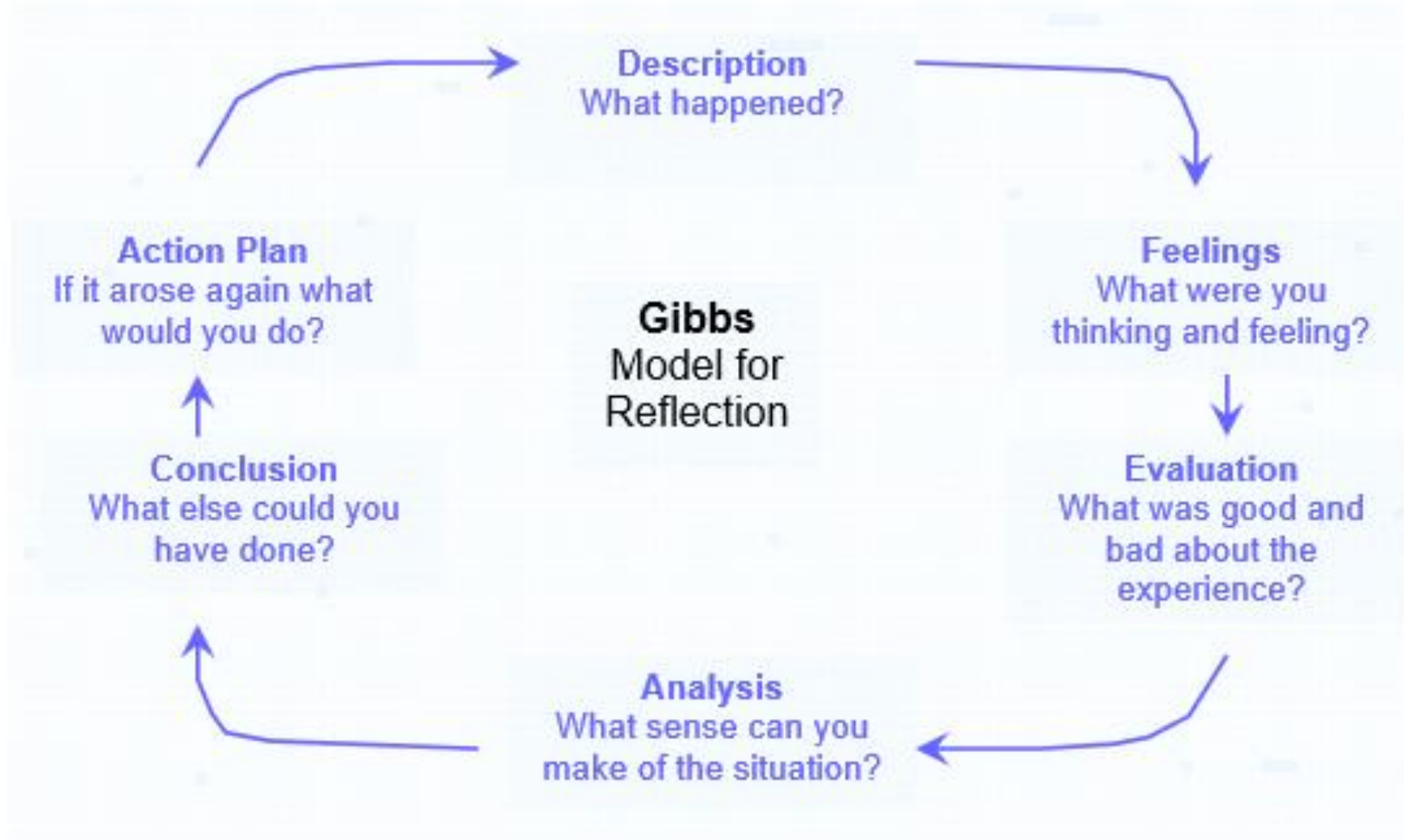


Figure 2 Gibbs' reflective cycle

Digital Portfolio

- ▶ Think of your portfolio as a means of introducing your best professional image to a future employer

By establishing a professional portfolio, students take an important first step in presenting their work to an external audience which may include potential employers.

- ▶ Photos are not necessary, but if you do include photos, contemplate the viewer's perspective and your own goals for privacy
- ▶ Consider including your portfolio in your student email signature

Digital Portfolio

Content: A typical portfolio will contain at minimum

1. **An introductory statement.** A statement should contain elements of professional competencies and career goals.
2. **An experiential learning philosophy.** Your experiential learning philosophy should 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 experiential learning philosophy will:

- Range from 100 to 250 words
- Integrate theory, research, and/or professional practice
- Include specific examples and/or substantiating evidence
- Stay on topic
- Demonstrate proper spelling, grammar, and scholarly tone

Portfolio

3. A current **resume or CV**
4. Examples of **previous work** (academic, or community involvement)
5. Students may chose from a **wide variety of platforms** to create their portfolio. Free website building platforms like Weebly, Smore, Wix, etc are excellent tools for public portfolios. Students may also choose to create a private portfolio via Google Docs and share the assignment only with the instructor.

Students are expected to:

Think of the portfolio as a work in progress. The portfolio may be added to in PHED 4106 and for years beyond.



PROFILE

I have a keen interest in supporting the Physical and Health Education program in providing relevant experiential learning and physical education practical experiences appropriate for the student's level and ability. Students are welcomed to my office with respect and fairness.

JENNIFER BUELL

Placement Officer

School of Physical and Health Education

EDUCATION

[School Name]

[Dates From] - [To]

[It's okay to brag about your GPA, awards, and honors. Feel free to summarize your coursework too.]

[School Name]

[Dates From] - [To]

[It's okay to brag about your GPA, awards, and honors. Feel free to summarize your coursework too.]

Exit Documentation



Logbook and Timesheet

Completed Evaluation

Host Acknowledgement

Logbook and Timesheet

- ▶ The logbook is a *Reflective Journal* - Exemplars available
- ▶ Don't forget to include dates & times of hours completed (timesheet)
- ▶ Pictures, images, or diagrams as they support your entries (check with host organization policies!!)
- ▶ Include Learning Contract Goals and update with accomplishments
- ▶ Be creative!

Completed Evaluation

- ▶ The evaluation form allows your host to grade your contribution on placement
- ▶ 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.

Evaluation form is found on the Portal

	Exemplary (100-90%)	Proficient (80-89%)	Adequate (70-79%)	Ineffective (<70%)	Not Applicable
Attitude and Initiative					
Willingness to accept constructive criticism					
Self-motivation					
Dependability					
Flexibility					
Enthusiasm					
Resourcefulness					
Professionalism					
Commitment					
Performance					
Preparedness					
Time management					
Follows instructions					
Completes tasks					

Host Acknowledgement

- ▶ A simple thank you letter to your host is not only a nice gesture, it is proper business etiquette
- ▶ Not graded
- ▶ (Use caution with gifts)

