



COMMUNITY

LEADERSHIP PLACEMENT

HANDBOOK

2019 -2020



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COMMUNITY LEADERSHIP PLACEMENT DETAILS

The Community Leadership Placement program is an integral part of Nipissing University's Bachelor of Physical and Health Education. Students are required to complete both PHED 3106 and PHED 4106 courses, which grant them the opportunity of completing a combined total of 100+ hours of community based work placement in areas that complement their personal, academic and professional goals.

Experiential learning programs provide students with accelerated learning and opportunity to immediately apply knowledge which leads to sustained skills and understanding. Through relevant connections and strong supports, students learn through the reflection of "doing", increasing professional competencies, and ultimately improving future job opportunities.

PLACEMENT HOSTS

Placement hosts receive access to high-quality students for temporary non-paid employment. These students are supported by the Physical and Health Education Coordinator, who monitors the placement to ensure all stakeholders are supported at all times. Placement hosts contribute to the success of our students, maintain positive relationships, receive free promotion of their business/organization and add to student readiness creating 'work-ready' graduates who will provide new ideas and innovation on work projects.

STUDENTS WILL:

- Demonstrate professionalism in all aspects of the placement experience;
- Apply prior knowledge through course work and trainings;
- Engage in reflection as a means of improving prior skills and knowledge;
- Interact appropriately with business partners and university personnel;
- Demonstrate commitment to professional growth through collaboration with placement hosts and acceptance of varied responsibilities in professional environment.

PLACEMENT HOSTS WILL:

- Support the Physical and Health Education program in providing relevant practical experiences appropriate for student level and abilities;
- Provide adequate orientation, training and supervision to ensure a safe and healthy working environment;
- Ensure students are welcomed and treated with respect and fairness;
- Be available as a resource for students;
- Providing ongoing feedback and complete the final evaluation of placement student(s) as required by the student to obtain credit for their course;
- Discuss ongoing concerns with the Physical and Health Education Coordinator before any disciplinary action or dismissal.

LEARNING OUTCOMES:

By the end of placement students will:

- Gain concrete experience in providing physical and health education services to a community;
- Develop technical communication and administrative skills relevant to their field;
- 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.

TIPS FOR A SUCCESSFUL PLACEMENT

1. Have a Game Plan!

Know what you would like to accomplish and have open discussions to determine defined duties and responsibilities. Are the goals realistic for the placement time frame or could it be divided into smaller tasks? Is there a *wish list* of goals from either party (site supervisor and/or student)?

2. Introductions

Introduce yourself, your goals and expectations of the placement, and other obligations that may influence schedules on either end. Site supervisors should inform all staff members of the incoming arrival of a student placed within the business/organization. Students should be shown who their 'go to' person is in the event that a site supervisor is unavailable during work placement shifts. Creating a welcoming environment, provides comfort and a sense of support allowing students to seek direction when needed.

3. Connect Often

Students and/or site supervisors may have moments of feeling overwhelmed by the requirements of the program. To avoid the 'just get it done' attitude that can sometimes result in uncertainties at placements and skirts the intentional learning experience provided through the partnership; it is important to feel supported and connect with the Physical and Health Education Coordinator whenever necessary. Occasional phone calls, emails and/or site visits may take place to ensure all parties feel supported and all needs are being met. Site supervisors are encouraged to provide ongoing constructive feedback to students, and students are expected to communicate immediately with their site supervisor when questions, frustrations, or any other incidents that may impede on placement performance arises.

4. Remember – A BPHE Placement Student is NOT a Volunteer

Volunteers may be involved with placement host organizations for a variety of reasons (personal growth, professional development). Students involved in the Community Leadership Placement program are receiving academic credit for learning through their service efforts. The placement is designed to consolidate course work within the context of the placement organization and its role in serving the community. Students are studying with the goal to work in their respected field. These students may need encouragement and guidance from site supervisors or staff to help with this goal.

5. Site Supervisors -- Be a Mentor

Some students still come to university with little or no work experience. Help students to interpret their experiences and to recognize the role their work plays in the organization and the community. As a supervisor you are truly a co-educator and have the ability to establish a significant relationship with the student that can shape not only their degree but their future!

COMMUNITY LEADERSHIP PLACEMENT (CLP) WEBSITE – <https://clp.nipissingu.ca>

The CLP Website houses all program details, documents and contact information. It is imperative that both students and placement hosts take time to review the entirety of the site to make note of deadlines and requirements, as well as resolve any questions or concerns they may have. All questions can be directed to Mylae Robson, Physical and Health Education Coordinator – [contact us](#).

The website is a fluid resource and will receive updates throughout the year as needed.

ROLE OF THE STUDENT

Professional Conduct

Students are responsible for maintaining a high standard of professionalism to all site supervisors, employees and personnel associated with the work placement experience.

During placement hours students must follow all expectations and duties assigned by the site supervisor and are expected to:

- Follow the policies and procedures of the business including personal use of mobile phones and use of business equipment/tools/resources
- Maintain standards of dress and personal grooming appropriate to their position
- Communicate appropriately to all individuals associated with the organization
- Most organizations are governed by the *Freedom of Information and Protection of Privacy Act* (FIPPA) and students must maintain strict confidentiality of private business information and details that are not shared publicly
- Respond to feedback from site-supervisor by setting goals and identifying areas to enhance your professional growth, improve your skills and meet expected learning outcomes outlined in your agreement

Professional Organization

Students are responsible for completing all required submissions for the Community Leadership Placement program in a timely manner including all record-keeping and reporting.

Students will:

- Ensure site supervisor and Physical and Health Education Coordinator contact information is known and available at all times;
- Report any absences during placement to site supervisor, and arrange for alternate shift to cover missed hours;
- Maintain a signed record of attendance via the CLP [Time Sheet](#);
- Ensure all hours are complete within the course start/end dates of September 3, 2019 to April 3, 2020 and not without approval to begin from the Physical and Health Education Coordinator;
- Check email often for updates or notices from the Community Leadership Placement program and act in a timely manner if any action is required.

Clearance Documents

Details for all clearance requirements are outlined on the Course Outlines for both [PHED 3106](#) and [PHED 4106](#). PLEASE NOTE: Program requirements and placement host requirements may vary. It is the student's responsibility to ensure all required documents are up-to-date and successfully submitted prior to starting placement involvement. For example: Police/Vulnerable Sector checks are required to be dated within the last 12 months upon entering PHED 3106; however, some placement locations require a PVSC no older than 6 months. Any costs associated to requirements needed for the program and/or placement location are to be borne by the student.

CLP Time Sheet

Students are responsible to track and have their hours signed off by the site supervisor on their CLP Time Sheet found on the CLP website.

Students are required to complete a minimum of 50 hours, and under no circumstances can go past April 3, 2020. Regardless of what section a student has registered for (e.g., FA/WI) students must be available for the entire 23 weeks for any course related requirements including placement hours and mandatory sessions.

Time Sheets will be submitted with exit documents, as indicated on the [Course Outlines](#).

Attendance

Regular attendance throughout the work placement is an expectation for successful completion of CLP Work Placement requirements. Students need to make every effort to schedule appointments and other commitments outside of their scheduled shifts with the business or organization they are placed with. It is the responsibility of the student to communicate any scheduling conflicts and arrange to make up hours as soon as possible by negotiating the dates directly with the site supervisor.

CLP Sessions and Meetings

Students are required to attend two **mandatory sessions** and may be requested to meet with the Physical and Health Education Coordinator throughout the academic year. Please check WebAdvisor prior to mandatory sessions in the event of room/time changes.

PHED 3106 Mandatory Sessions:

Friday September 6, 2019 from 1:30 pm – 2:30 pm, ROOM H105

Friday January 10, 2020 from 1:30 pm – 2:30 pm, ROOM H105

PHED 4106 Mandatory Sessions:

Friday September 6, 2019 from 10:00 am – 10:50 am, ROOM A137

Friday January 10, 2020 from 10:00 am – 10:50 am, ROOM A137

ROLE OF THE SITE SUPERVISOR

Site supervisors are asked to provide students with opportunities to explore different ways of applying knowledge and skills being developed during their academic studies. They will **guide students** in their role within the organization and will provide **clear expectations** and duties to be fulfilled by the student. Site supervisors are required to evaluate their students' success in the placement using the [CLP Evaluation Form](#).

Welcoming the Student

Beginning a placement opportunity is often an exciting yet stressful time for students. Site supervisors are encouraged to consider the following when welcoming a student into their business/organization:

- Make contact with the student prior to his/her arrival and share information about projects/initiatives that are ongoing with your business;
- Determine a mutually respected schedule that suits your needs while working around student academic and other reasonable obligations;
- Provide your student with a brief outline of his/her role and responsibilities within the organization;
- Provide your student with helpful resources (e.g., organizational policies/procedures, appropriate dress, calendar of events, parking);
- Provide your student with a tour of the organization and introduce them to colleagues;
- Clearly outline your expectations of the student during the entire placement.

Supervision

Site supervisors will monitor and support the student throughout the work placement to ensure that the student's responsibilities within the organization are fulfilled in an effective way. Students should be given opportunity to work independently to develop critical thinking skills; however, they are not expected to be alone at any time and should have a mentor available to them during every shift. Placement hours must take place at the business/organization respected location(s) and at no time should a student be completing placement hours at home with assigned "homework" from their site supervisor.

Feedback

Ongoing constructive feedback is critical for the professional growth of the student. Site supervisors are encouraged to meet with their student on a regular basis, preferably daily, to provide feedback. It is the responsibility of the student to be available for these meetings. Site supervisors may use the [CLP Evaluation Form](#) as a basis for these discussions, and are encouraged to visit the "[Evaluation Process](#)" on the CLP website.

Student Absence

If the student is absent from a designated shift during placement and does not notify the site supervisor, the site supervisor is asked to notify the [Physical and Health Education Coordinator](#). Students are required to make up for all missed time and are responsible for negotiating the dates directly with the site supervisor.

Site Supervisor Absence

If the site supervisor is absent during the placement, the student may not assume unsupervised responsibilities. Another member of the organization must be present to assist and supervise the student. The site supervisor is encouraged to notify the student of their absence when able, and indicate who will be supervising the student at those times.

STUDENTS AT RISK

Students who experience difficulty in the work placement or have a question/concern, should contact the [Physical and Health Education Coordinator](#) for immediate support.

Steps to Take if the Student Experiences Difficulty

Site supervisors may use the following as a guideline if a student experiences difficulty:

1. Site supervisors are asked to notify the [Physical and Health Education Coordinator](#) immediately if the student begins to experience difficulty in the placement or is at risk of failing program expectations.
2. Using the [CLP Evaluation Form](#) as a basis for discussion, the site supervisor should discuss concerns with the student and offer suggestions and guidance where necessary.
3. The site supervisor should set reasonable and realistic goals for improvement to be demonstrated by the student according to initial learning competency goals and set an established timeline.
4. The site supervisor is encouraged to keep appropriate documentation, particularly if the student is not meeting the expectations in any area of the report.
5. The site supervisor and [Physical and Health Education Coordinator](#) will monitor the subsequent performance of the student to determine whether or not he/she may continue placement.

Does Not Meet Expectations

A student who is not meeting placement expectations and who are at risk of failing the program will have his/her file reviewed by the [Physical and Health Education Coordinator](#). If deemed necessary the student may be completely withdrawn from the CLP and/or fail the course.

The Physical and Health Education Coordinator in support of the Director, School of Physical and Health Education reserves the right to exercise professional judgement about a student's final success showcased during their participation of the CLP Work Placement opportunity. No decision would be made without thorough review of all contributions, or lack thereof, which a student demonstrated during their placement, as well as, detailed conversations between the Physical and Health Education Coordinator and site supervisor.

Removal from CLP Work Placement

Any of the following may be considered cause for immediate removal of the student from a CLP Work Placement resulting in request to withdraw and/or fail grade for the course:

1. A charge by organization personnel and/or the CLP Placement program of physical or sexual abuse;
2. A report by organization personnel and/or the CLP program of unprofessional conduct;
3. An assessment by organization personnel and/or CLP program that the student behavior seriously or chronically affects the intellectual, emotional or physical well-being of others within the organization;
4. In the opinion of the CLP program and/or site supervisor that there is evidence that continued placement could have detrimental effect on the organization, the learners, or the staff.

Students reserve the right to withdraw from the experience at any time understanding that they will not be guaranteed an alternative placement and are subject to receiving a failed grade for the course.

WORK PLACEMENT COMMITMENT

Once agreements have been signed, students will be expected to fulfil the expectations and responsibilities that have been outlined by their placement hosts and Physical and Health Education Coordinator. Professionalism must be practiced at all times, and failure to uphold your end of the agreement may result in withdraw request and/or a failed grade for the program.

Switching the location of where a student is placed for a CLP Work Placement must be approved by the Community Leadership Placement program administrative team, and will only be considered in the most extreme cases. Once the CLP Work Placement has started a request to switch organizations will not be accepted. In the rare instance that a switch is needed after a placement has begun, the student will need to indicate, in writing, the reasons for his/her need to switch. Switching to another location is not guaranteed and the Community Leadership Placement program reserves the right to discontinue a student's participation in the program.

SUBMISSIONS

Students:

PHED 3106 and PHED 4106 students have clearance, entrance and exit document requirements. Review [Course Outlines](#) for full details, and set calendar reminders for important dates.

Electronic Submissions can be sent to the Community Leadership Placement email address: clp@nipissingu.ca

Site Supervisors:

Students are ultimately responsible for all submissions, including the required documents needed from site supervisors. Expected placement host documents are located on the CLP Website – [click here](#). Deadlines vary, but generally any exit document must be submitted within two weeks of the student(s) final shift and no later than April 3, 2020.

SUMMARY OF ROLES AND RESPONSIBILITIES

RESPONSIBILITIES	SITE SUPERVISOR	STUDENT
General	<ul style="list-style-type: none"> • Provide guidance and leadership to the student • Review expectations and provide feedback to the student on a regular basis 	<ul style="list-style-type: none"> • Provide site supervisor with applicable forms and outlined requests prior to starting placement (e.g., does the placement host require additional training, certificates, interview...) • Be professional
Attendance	<ul style="list-style-type: none"> • Create a mutually respected schedule that accommodates 50 hours of work placement duties/responsibilities • Designate someone else within the organization to supervise the student if you are absent 	<ul style="list-style-type: none"> • Attend placement regularly according to the agreed upon schedule and be punctual • Notify site supervisor of absences • Negotiate make-up days with site supervisor to complete hours
Planning & Preparation	<ul style="list-style-type: none"> • Ensure that the student is aware of any planning/preparation that is required prior to the beginning of placement • During the placement, work with the student to create an outline of the activities/tasks/projects that need to be accomplished 	<ul style="list-style-type: none"> • Plan and prepare for the placement in advance, as required by the site supervisor and CLP program • Be prepared for placement each day and complete activities/tasks/projects assigned by the site supervisor, meeting applicable deadlines
Placement Safety	<ul style="list-style-type: none"> • Provide the student with health and safety policies and procedures relevant to your organization 	<ul style="list-style-type: none"> • Become familiar with and adhere to health and safety policies and procedures relevant to the organization in conjunction to completing the clearance document requirements for the CLP course
Confidentiality	<ul style="list-style-type: none"> • Provide the student with organizational policies regarding confidentiality • If applicable, ensure that the student completes all required paperwork 	<ul style="list-style-type: none"> • Become familiar with and adhere to organizational policies regarding confidentiality
ELP Tracking Sheet	<ul style="list-style-type: none"> • At the end of each day, initial the student's Time Sheet and monitor that the student's requirement of 50 hours is on track. 	<ul style="list-style-type: none"> • Have your Time Sheet initialed by site supervisor at the end of every shift • Have site supervisor sign off your time sheet once 50 hours are complete • Submit completed Time Sheet to the Physical and Health Education Coordinator as per Course Outlines.
Reflection	<ul style="list-style-type: none"> • Encourage the student to set goals and reflect on his/her effectiveness in the placement • Focus on the reflection of Learning Outcomes and refer to Evaluation forms as a basis for discussion 	<ul style="list-style-type: none"> • Set personal/professional goals • Reflect on own effectiveness in the placement • Make note of all exit documents/assignment due dates
Evaluation	<ul style="list-style-type: none"> • Complete the CLP Evaluation within one to two weeks of placement ending, and no later than April 3, 2020 • Discuss the report with the student • Email the completed report to the Physical and Health Education Coordinator at clp@nipissingu.ca 	<ul style="list-style-type: none"> • Remind the site supervisor that the CLP Evaluation is due within two weeks of placement ending, and no later than April 3, 2020 • Accept feedback professionally • Provide the site supervisor with your Nipissing University email address



NIPISSING

U N I V E R S I T Y

100 College Drive, Box 5002, North Bay, ON P1B 8L7

tel: (705) 474-3450 ext 4592

<https://clp.nipissingu.ca>

Reference: Schulich School of Education Concurrent Education Alternative Placement 2018 Handbook and the
Experiential Learning Program 2019 Pilot Program Handbook