

**Midpoint Reflection Assignment - Physical and Health Education Placement
PHED 3106**

Submit via email or file share to: Jennifer Buell, PHED Placement Officer

Due: At the midpoint of your placement as indicated in your proposed timeline.

Assignment Overview (10 Marks):

As you approach the midpoint of your 50-hour placement in Physical and Health Education, it's important to reflect on your experiences, challenges, and learning outcomes thus far. This assignment aims to deepen your understanding of the connections made with BPHE curriculum while on placement, while also promoting self-assessment and critical thinking.

Assignment Instructions:

You are well advised to keep a detailed journal, audio notes or log throughout your placement, documenting your daily experiences, thoughts, challenges, and successes. At the midpoint, you should have accumulated a substantial record. Please create a video or audio recording of your honest, candid reaction to **at least two** question prompts below. Remember, this is meant to be an informal process to help you process your learning. Your opinions are valid and essential to this process. Try to include honest and unrehearsed responses if you can. This is not a 'highlight reel' and including difficult aspects of your role is important too. Since this assignment is intended to support students in open, verbal dialogue through reflection, a written assignment will not be accepted.

Submission Guidelines:

You may submit this assignment by email. Since video or audio files are large files, a document share or zip file may be needed. The electronic format you choose is up to you. You can create a video cameo within Powerpoint/Keynote, piece together a video presentation on Canva, or use a smartphone to simply record yourself responding to the question prompts below. You can record yourself or include photos of your placement, including your audio comments about the image/video but please don't include any other individuals in your recordings without their approval.

Due: At the midpoint of your placement as indicated in your proposed timeline assignment.

Grading Criteria: Your assignment will be graded based on the depth of your reflections, and the thoughtfulness of your self-assessment. A grading scheme is found at the conclusion of this assignment.

Record your reply to a minimum of two question prompts:

1. Increased understanding of BPHE program curriculum

How does this placement connect with the BPHE curriculum? Reflect on the field work you have engaged in thus far. Discuss an example, specific to your placement role, that has increased your depth of understanding of the Nipissing University, School of Physical and Health Education curriculum. This could include a connection you have made from material taught in practical or theory courses. For example, you may have witnessed a growth and development concept previously only understood conceptually through readings or coursework.

2. Challenges and opportunities

Identify one significant challenge with respect to the sector that you are working in (eg: public health, research, education). Hopefully you can approach this challenge with a greater understanding of the complex factors that have caused it. Some examples might include stretched resources and budgets, staff turnover, or very large class sizes. Explain how you, your host or the agency you are working with has approached this challenge and whether or not you feel the solution is effective. Is there anything you would do differently if you were in charge?

3. Collegial Interaction

Reflect on your interactions with placement host, peers, patients, students, at your placement site etc. Have you have attempted to build positive, professional relationships and what has helped you do this? What have you have learned from these relationships, and do you see this professional relationship being maintained in the future? Why do you think your host offered to support you?

4. Room for Growth

Acknowledge areas in which you believe you could improve your learning or professional skill set. These ideas may be more concrete and specific to the role you are engaged with, such as those related to classroom management, practice planning, or learning about a profession's scope of practice. Or your goals for improvement may extend beyond the specific role; being on time (professionalism), gaining confidence to ask more questions, etc. How are you going to work towards this improvement?

Grading Rubric:

Excellent (9-10 Marks): The reflection is submitted at the midpoint of the field learning hours. The thoughts shared are insightful, presented clearly and authentically. Specific, well-supported examples in response to at least two questions are provided using a creative platform.

Good (7-8 Marks): The reflection is solid, with reasonable examples used to answer two question prompts. The self-assessment may lack some depth.

Satisfactory (5-6 Marks): The reflection is adequate but lacks depth and specific examples. OR, the reflection only responds to one question prompt.

Needs Improvement (3-4 Marks): The reflection is shallow and lacks a clear connection to the field learning being highlighted.

Inadequate (0-2 Marks): The reflection lacks substance and does not demonstrate an understanding of the reflective process, field learning or BPHE curriculum.