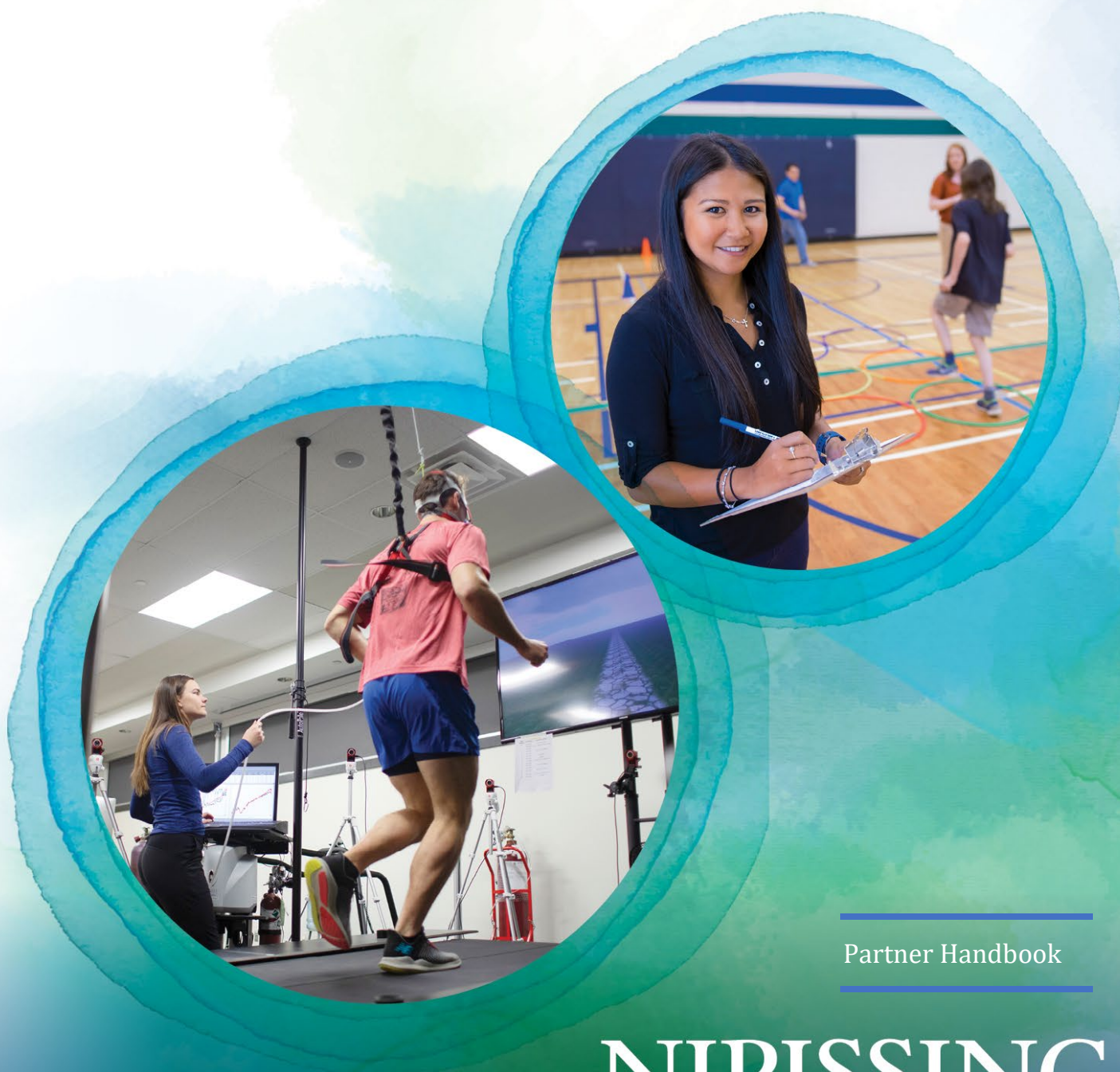


Schulich School of Education

Community Leadership Placement Guidebook

Bachelor of Physical and Health Education



Partner Handbook

NIPISSING
U N I V E R S I T Y



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WELCOME

Thank you for your support of the Bachelor of Physical and Health Education Community Leadership Placement Program. As a placement host, you and your agency are contributing to a significant and rewarding learning experience for our mutual students.

Students participating in Community Leadership Placements across North America consistently report significant growth in areas such as critical thinking, communication, conflict resolution, cultural awareness, and career clarity.



PHED 3106 Community Leadership Placement I
Fall/Winter or Spring/Summer, 3 Credits

PHED 4106 Community Leadership Placement II
Fall/Winter or Spring/Summer, 3 Credits

PHED 4606 International Experience
Fall/Winter or Spring/Summer, 3 Credits

Please take the time to familiarize yourself with the contents of the partner handbook. It contains information on the expectations of student, host and placement officer, tips for student orientation, field learning objectives, formal evaluation, forms and important contact information.

Should you have any questions please do not hesitate to contact me now or while working with your placement student. I look forward to collaborating with you to ensure everyone has a rewarding experience.

Sincerely,

A handwritten signature in blue ink that reads "JBuell".

Jennifer Buell, BPHE (Hons)
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What is a Community Leadership Placement?

Placement Objectives and Expectations

- Course Description
- Expectations of Learning
- Duration and structure of the placement period.

Community Leadership Placements are required, hands-on learning experiences designed to connect classroom knowledge with real-world application. Students complete their placements under the guidance of host supervisors like you, gaining valuable insight and professional skills.

What are my obligations as PHED placement host?

At minimum, placement hosts are required to:

- Agree to be paired with a BPHE or Con Ed/BPHE student and supervise the student's field learning for a minimum of 50 hours.
- Provide adequate orientation for the student, ensuring they can perform their role safely and competently.
- Provide guidance and mentorship to the student throughout the field learning partnership.
- Complete an evaluation spreadsheet upon the conclusion of the placement.

Course 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 effective communication, critical thinking and leadership skills, as well as establishing societal connections will be emphasized.

PHED 3106 & PHED 4106 – Community Leadership Placement I & II

Community Leadership Placements are supported by partnerships with a variety of community-based organizations that provide valuable services to our area. A deeper understanding of physical and health education theory and practice is sometimes required for the placement to be a valuable educational experience. For this reason, select placements are open only to students who have already completed their first placement.

Expectations of Learning

Examine the bullet points below. As a host, consider whether the placement you offer aligns with the following outcomes. If clarification is needed, please contact the Placement Office for support.

In PHED Placements, 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.

There are many other outcomes from being involved with the Community Leadership Placement. These benefits relate not only to academic pursuits but also personal and professional. Similar opportunities have proven to help provide motivation, determination of strengths and weaknesses, enhancement of interpersonal skills, maturity,

clarity about career goals, and postgraduate employment opportunities.

"One of my favourite aspects of the BPHE program was the community placements. These placements served as great opportunities for learning and growing as a student, which has also helped expand my career professionally... The experiential nature of community placements prepared me as a K-12 educator and college instructor to have the skills and confidence to go above and beyond. Throughout my career in education, I have had the privilege to take students on both athletic and non-athletic learning experiences in Canada and internationally. I am very thankful to the BPHE staff, faculty and community placements for the experience that has led me to where I am today."



-Ryan Lahti, Nipissing University BPHE Alumni
Technology Adoption Consultant, University of Toronto

PLACEMENT STRUCTURE

Community Leadership Placements are typically completed in the last two years of the four-year BPHE degree. Each placement is a core requirement to graduate from the program.

STUDENT MATCHING

Students are matched to a placement through a self-directed process. Students may choose from two available options.

A) Students can request to be assigned to a placement role with a local partner agency listed within the PHED placement directory. Agencies are welcome to submit PHED placement roles, please connect with the PHED placement office to ensure the role is listed within the directory.

B) Students may propose or 'self initiate' their own placement which must be approved through the School of Physical and Health Education.

Only students with the required prerequisites (if applicable) can register for their desired placement opportunity. Students are then responsible for contacting the host supervisor and requesting an initial meeting. This initial meeting is important as a final check to ensure suitability as well as to arrange details and explain expectations to the student.

Students who wish to self-initiate a placement are responsible for identifying and connecting with an appropriate host. The student and host must discuss and agree on a placement role that aligns with the student's academic and professional goals, ensuring it provides meaningful, skill-building experience.

An appropriate host may include a former teacher, coach, clinician, or community professional. While it is acceptable for a host to be known to the student, they must be able to provide **constructive, unbiased supervision** and **cannot be an immediate family member**. The host should be someone capable of supporting the student's learning and growth within a professional setting.

When a student chooses to pursue a self-initiated placement, they must notify the PHED Placement Officer and complete a **Self-Initiated Placement Proposal Form**. Once submitted, the proposed host will be contacted to confirm their willingness and ability to supervise the student and, if necessary, provide information required to meet the university's insurance policies.

INITIAL MEETING

Once matched, students must contact their host to arrange an initial meeting—ideally in person—to confirm suitability and begin orientation. This initial meeting gives the host supervisor the opportunity to confirm the suitability of the match or, if necessary, decline the placement due to scheduling conflicts, misaligned goals, or other concerns. During this meeting, students and host supervisors should also review and sign the placement contract and schedule a **formal orientation**, which is a required component of all field learning experiences.

GETTING STARTED

Clearance Credentials

Employers in Ontario are responsible for ensuring that their staff are properly trained, oriented, and possess the necessary credentials to carry out their duties. In alignment with this standard—and in consultation with Nipissing University's Human Resources team—placement students are also required to complete specific training prior to beginning their placements.

The School of Physical and Health Education is committed to supporting both students and host organizations in establishing a safe, informed, and professional working relationship. The **placement clearance protocol** is designed to address key aspects of workplace risk management and ensure students are prepared to work within an appropriate scope of practice.

As students are expected to act in a professional capacity during their placements, many of the same requirements expected of employees—such as training and documentation—also apply to them.

While students are required to submit their clearance documentation to the Placement Office, this information will remain confidential. Instead, the office will verify that each student has met the required criteria before confirming their placement eligibility.

Clearance Credentials Include:

- A mandatory PHED placement orientation meeting
- Vulnerable Sector Police Check
- Ministry of Labour Worker Health and Safety Certificate
- Verification of Concussion Education (Completion of PHED 1037 and/or NCCP Locker Making Headway, OPHEA or NU Athletics)
- Accessible Customer Service Training
- Ontario Human Rights Training

ORIENTATION REQUIREMENTS

It is the placement host's responsibility to ensure a thorough orientation has been provided for their placement student. The checklist below, which informed by Ontario workplace policies, should be consulted and completed. This checklist ensures that students are informed about critical workplace policies and procedures, contributing to a safe and productive placement experience.

Students will be provided with an orientation assignment and will be asked to provide a signed copy during their first week of placement.

Orientation Basics for Placement Hosts

For some placement students, their first field placement is an introduction to the professional environment. As a placement host, please aim to model best practices when orienting students—similar to the onboarding process for a new employee.

Students should expect to be:

- Introduced to the team and workplace.
- Provided with an overview of the organization’s structure and mission.
- Given an outline of daily routines and expected working hours.
- Engage in a discussion around the student’s role and responsibilities.
- Given an opportunity to set initial goals and expectations.

PHED Placement Student Onboarding Checklist

1. Workplace Health and Safety

- Received orientation on workplace health and safety policies.
- Informed about the location of emergency exits and first aid stations.
- Provided with information on how to report health and safety concerns.
- Understood the procedures for reporting workplace injuries and illnesses.

2. Workplace Harassment and Violence

- Informed about the workplace harassment and violence policy.
- Understood how to report incidents of harassment or violence.
- Received training on recognizing and responding to harassment and violence.

3. Confidentiality and Privacy

- Informed about confidentiality agreements and policies.
- Understood the importance of maintaining the privacy of sensitive information.
- Received guidelines on how to handle and store confidential information.

4. Employment Standards

- Informed about work hours, lunches and breaks.

5. Workplace Accommodation

- Informed about policies for workplace accommodation.
- Understood the procedure for requesting accommodations.
- Received information on supports available for disabilities or other needs.

6. Code of Conduct

- Informed about the workplace code of conduct.
- Understood the expectations for professional behavior and attire.
- Received information on disciplinary actions for breaches of conduct.

7. Use of Workplace Equipment and Technology

- Trained on the safe and appropriate use of workplace equipment.
- Informed about policies on the use of workplace technology and internet.

- Understood the procedures for reporting equipment malfunctions.

8. Workplace Policies and Procedures

- Provided with a copy of the employee handbook or relevant policy documents.
- Received orientation on key workplace policies and procedures.
- Understood the process for accessing workplace policies and updates.

9. Emergency Procedures

- Informed about emergency evacuation procedures.
- Understood the roles and responsibilities during an emergency.
- Received training on how to use emergency equipment, if applicable.

10. Contact Information

- Provided with contact information for the immediate supervisor.
- Informed about the appropriate channels for communication within the workplace.
- Understood who to contact in case of an emergency or urgent matter.

Conflicts of Interest/Dual Relationships

Students will be asked to disclose any **conflicts of interest or dual relationships** during the placement planning process. This process is to ensure students are placed within an agency/organization that offers a safe and objective learning environment and performance evaluation.

Undisclosed conflicts of interest may result in placement removal. Alternative placements are not guaranteed. A conflict of interest or dual relationship could take several forms. These include if the student or **immediate family member** (parent, grandparent, sibling, child, spouse, or significant other) is or has been a **client** of the host agency, is a **current or former employee** of the agency, is a **current student** at a school, or has other close relationships, such as a relative, within the agency.

Where a potential conflict of interest exists with a proposed field setting placement, the final decision will be reviewed at the discretion of the PHED placement officer and the Director of the School of Physical and Health Education in partnership with the field setting.

Duration and Structure

All PHED placements must include a **minimum of 50 hours** of field-based learning. The schedule and scope of each placement are flexible and should be determined collaboratively by the student and host.

Placement schedules are intended to be flexible and should reflect the availability of both the student and the host supervisor. For example, many students are free from scheduled classes on Fridays and may choose to dedicate that time to their placement. Regardless of the arrangement, it is essential that both parties **review and approve the proposed schedule** in advance.

To support planning, students are encouraged to consult with their host and use the **timeline template** on the following page to outline their placement schedule. The proposed timeline must include, at a minimum:

- **The date of the initial orientation**
- **An approximate midpoint** (around the 25-hour mark)



- **A clear plan to complete at least 50 total hours** by the end of the placement

The academic year consists of **24 weeks of study**, excluding reading weeks and the exam period. Placement hours may be scheduled at any point during the academic year (typically from early September through the first week of April) or during the **spring/summer term** (May through the end of July).

It is understood that each placement may vary in timing, structure, and complexity. Students should work closely with their hosts to ensure the placement is productive, manageable, and professionally meaningful.

| Semester Week | Dates | Activities | Responsibilities | Hour tally |
|-----------------|-------------|---|---|------------|
| EXAMPLAR Week 1 | Sept 11-15 | Onboarding and orientation, Introduction to team members, Overview of project goals, Initial training sessions. | Take notes, complete goal setting assignment | 1-8 |
| Week 1 | Sept 15 | Week one check in with placement officer | Checked in via placement form and forwarded questions | 8 |
| MIDPOINT | Dec 11-15 | No hours scheduled during exams | Complete mid-point reflection assignment | 25 |
| Week 20 | March 18-22 | Review evaluation with host, provide letter of acknowledgment, ask for reference | Thank members of team, complete final reflection | 48-53 |
| | | | | |
| | | | | |

Signature
[Supervisor/Project Manager's Name]

Date

Disclaimer: This schedule is subject to change based on unforeseen circumstances and project requirements. Flexibility and adaptability are essential throughout the placement.

Roles and Responsibilities

Outlining the roles and responsibilities of all parties is important to ensure a good partnership. The Community Leadership Placement requires formal collaborations with partners to ensure clear communication of needs, abilities, responsibilities, expectations, and ultimately the success of students and partners. A contract learning agreement must be signed prior to commencement of placement outlines these roles and responsibilities.

The host supervisor agrees to:

- Support the Physical and Health Education program in providing relevant practical experiences appropriate for a student's 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 student;
- Provide ongoing feedback and complete final evaluation of student as required to obtain credit for this required core course;
- Discuss ongoing concerns with placement officer before any disciplinary action or dismissal.

The student agrees to:

- Complete placement hours within an approved sponsoring organization or program/project within the community;
- Conduct yourself accordingly, responsibly, and professionally in all aspects of your placement including attitude, manners and professional presentation;
- Inform yourself of your duties and expectations as assigned by your host supervisor;
- Act as a physical and health education student well within your scope of abilities and training. Ensure you are not given duties or take on responsibility beyond this scope of abilities. Immediately tell your host supervisor if you are uncomfortable with completing an assigned task.
- Be flexible to situations as they arise.
- Acknowledge there are risks with everything you do, take every step possible to avoid and minimize these risks for yourself as well as notify your host of any potential concerns you may have;
- Fulfil the initial agreement made with the host organization including the organizations policies and procedures and any other arrangements required due to the nature of the placement (i .e . confidentiality, dress code, time commitment, etc.);
- Recognize that your actions impact your own performance in this placement and represent the reputation of the BPHE program and Nipissing University in the community.

The Physical and Health Education Program agrees to:

- Develop, maintain, communicate and promote placement opportunities that complement the curriculum of the Physical and Health Education program;
- Direct the placement matching process and provide guidance to students who self-initiate placement roles.
- Provide pre-placement orientation materials to assist in preparing students;
- Offer direction in obtaining (before placement) the necessary clearance requirements such as a criminal record check, worker health and safety education, and any other placement specific requirement;
- Communicate and provide resources and support for host supervisor and students;
- Address any issues/concerns that may arise during placement.

Evaluation and Assessment of Placement Student

Community Leadership Placements are evaluated on a “satisfactory” or “fail” basis. Students are responsible for arranging for the evaluation of their placement efforts well in advance of the documentation due date. Hosts should expect to be given a minimum of two weeks notice when students request this important document.

How will my student be evaluated?

A summative evaluation form is found on the Community Leadership Placement website. The placement student will request the evaluation, and once completed, the placement host should email the evaluation form directly to the Placement Office.

Hosts are also encouraged to book a meeting to review the evaluation and debrief the placement experience with their placement student. Students can offer valuable insights during the debrief process, including reflections on what they learned and suggestions for enhancing the experience for future placements.



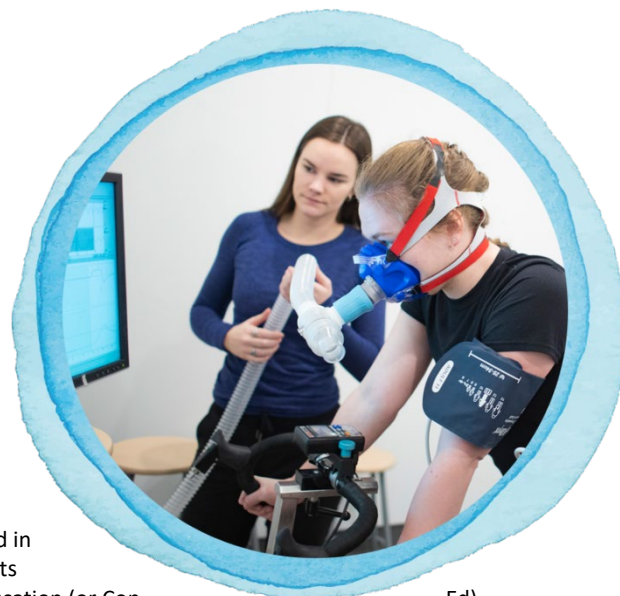
TIPS FOR SUCCESS

Can I start placement before the course begins, or extend it after the course completion date?

Students are not permitted to begin or extend their placements outside the approved course dates. This is due to administrative and liability requirements that protect all parties involved. However, we recognize that work-integrated learning projects do not always align perfectly with the academic semester. In such cases, exceptions may be granted through the Dean's Office to allow field learning to continue beyond the official end of the term.

What is the difference between a placement for a BPHE and a Con Ed/BPHE student?

Students seeking placements in PHED 3106 and PHED 4106 are ALL registered in the Bachelor of Physical and Health Education degree program. Some students (approximately half of each cohort) also choose to register in Concurrent Education (or Con Ed). Students in the Con Ed/BPHE program will attend Nipissing for a total of six years - four years in the BPHE program and another two years in the BEd program (commonly called "Teachers College"). Knowing this, many Con Ed/BPHE students seek out learning opportunities in traditional education-based settings, but this is not always the case. It is also important to note that the School of Physical and Health Education is only responsible for undergraduate placements in years three and four of the BPHE program. Placements required in the BEd program are arranged separately.



How do I request a copy of my placement student's Vulnerable Sector Police Check?

Students entering PHED 3106 must provide an original Police/Vulnerable Sector Check (PVSC) that has been completed within 12 months of the course start date. The PHED placement office will not share this document without the written consent of the student. Hosts are welcome to ask students directly for a copy, or they can request a copy from the placement office.

The placement project I proposed was not accepted, why?

Placements may be rejected if they do not align with course learning outcomes, offer insufficient student engagement, or pose safety or liability risks.

Can students use their own vehicle while on placement?

No, a placement student should not be asked to use their personal vehicle for duties related to their placement role, other than traveling to and from the workplace.

I have concerns about my student's ability to be successful in the role.

It is important to remember that student learners may be very new to the role they are expected to fill. The host's role is one that involves mentorship and guidance. A host should communicate with the student early on if they have concerns. They can provide constructive feedback on areas where improvement is needed, set clear expectations and offer guidance and support to help the student adjust and improve. A host may also offer extra training or supervision if the student is struggling with specific tasks. They may consider assigning a mentor or peer to help guide the student.

What if there is a work stoppage (strike/lockouts or pandemic related closures)?

In the event of work stoppage, the agreement to supervise may be suspended until the concern is resolved. This is true of stoppages originating from the university staff or the community partner's staff. Students are unable to work towards completing placement hours during this time. For work stoppages resulting from direction from public health, such as the shutdowns experienced through the COVID-19 pandemic, specific guidance will be provided to students in alignment with university policy.

Questions?

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