McMASTER UNIVERSITY

Department of Kinesiology

Kinesiology 4EE3
Professional Placement Course
Fall 2016

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COURSE DESCRIPTION

The Kinesiology Placement Course is founded on the Experiential, Self-Directed, and Service Learning literature. The placement experience provides the essential links between classroom learning and professional practice by offering students the opportunity to put theory into practice and to apply the “core” knowledge of the Kinesiology sub-disciplines in a real-life experience. Through the Kinesiology Placement course, students will further develop their leadership abilities, communication and problem solving skills, and strengthen their civic responsibility through service in the broader community.

The Kinesiology Placement course involves a partnership between three parties - the student, the course professor, and the placement agency. For the placement agency, the student brings energy and enthusiasm, and a commitment toward the agency meeting its objectives. For the student, the placement provides opportunities for learning that typically does not occur in a regular classroom setting, while offering a professional orientation to a field of study that may expand career choices. For the professor, the course serves as a link to community agencies that provide leadership in sport and physical activity, deliver activity based service programs to the broader population, and offer rehabilitation services for clients requiring specialized care.

COURSE OBJECTIVES

Through the experiences afforded by this course, combined with the required readings and lectures, the student will be able to:

1. Set goals and learning objectives for the placement, and through reflective writing self evaluate their performance in the placement.
2. Develop an understanding of the issues faced by community agencies offering physical activity programs and/or rehabilitation services for their members, and formulate workable solutions.

3. Apply theoretical models of Kinesiology knowledge to specific real-life situations.

4. Apply core Kinesiology knowledge to maximize participation, development and learning for each participant/client that engages in physical activity and/or rehabilitation.

5. Understand the involvement of stakeholders in the delivery and management of physical activity and rehabilitation programs, including but not limited to participants, administrators and peers.

6. Develop conflict resolution skills.

7. Demonstrate creativity, initiative, and responsibility in planning, conducting and evaluating a physical activity training program and/or rehabilitation program for a specific group or patient population.

8. Through reflective writing, self evaluate personal and professional growth in the placement.

9. Develop a better understanding of professionalism in the workplace and develop the skill set to demonstrate the professional behaviors required to work in a clinical/placement setting.

COURSE STRUCTURE

Students will meet for a 50 min class each week for the first four weeks of the term (September 12th, 19th, 26th, October 3rd) to discuss the assigned readings and to develop appropriate learning objectives specific to their placement. For the weekly class, students are expected to come fully prepared to contribute to the class discussion.

Students are required to spend a minimum of 60 contact hours in their placement, excluding travel time. All placement hours must be completed in the term that you are registered in this course. There are no exceptions.

The class will reconvene during week 7 (October 24th) and week 10 (November 14th) for students to provide a placement update and redefine learning. Finally, the class will reconvene during week 11and12 where students will give an oral presentation of their placement experience. Students are expected to attend all of the final presentations. The specific dates and times of the presentations will be determined later in the term.
PREREQUISITE

Registration in Level IV of an Honours Kinesiology program. PLACEMENTS

Placements are restricted to areas that involve physical activity, rehabilitation and leadership as a primary theme. In this regard, placements may be secured with a community-based agency or a McMaster University department and/or unit that offer an activity-based service program for patients, clients or members. While students are encouraged to secure a placement that is of personal interest, the course instructor must approve such placements. Each year, approximately 25 placements are available through the Physical Activity Centre of Excellence (PACE) and through the Department of Athletics, Sport Medicine program. Students choosing to do a placement in PACE can expect to work with one of several special needs groups affiliated with the Centre, including but not limited to healthy seniors, cardiac patients, cancer patients, MS patients and clients with spinal cord injuries. Students completing a placement with the Department of Athletics can expect to work as a student therapist with a varsity team or in the Sport Medicine clinic.

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Written assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Immediate Supervisor's Evaluation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Placement Report and Oral Presentation</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>One critical reflection paper</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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1. Written Assignment: Value 25%

Students will be required to complete a written assignment valued at 25%. The length of the assignment is limited to a maximum of 1500 words and must cite a minimum of two relevant research papers from each of the Experiential, Self-Directed, and Service Learning literature. The assignment must include the following:

1a. The first section of the assignment will explore “experiential learning”. Using Experiential Learning Theory as a basis, the scope of the assignment is to define, describe, and compare and contrast experiential learning to traditional classroom learning.
Also, the student will discuss how their classroom learning to date has prepared them for their anticipated placement learning experience.

1b. The second section investigates the essence of service learning. The scope of the assignment is to investigate the service learning literature and to identify the distinguishing features of service learning, and contrast it to experiential learning. Also, students will reflect on their placement experience and assess the service-learning component of their placement experience.

1c. The third section of the assignment investigates self-directed learning and setting learning objectives specific to the placement. The scope of the assignment is to define, describe and explain the key aspects of self-directed learning and explain why SDL is viewed as a pre-requisite to life-long learning.

Following the recommended guidelines for setting learning objectives, students will develop a minimum of three learning objectives specific to their placement.

Output: Double-spaced 1,500 word paper

APA referencing format
Citing a minimum of two research articles from each of experiential learning, service learning and self-directed learning, and two articles on developing learning objectives.
A minimum of three learning objectives specific to the placement, developed in accordance with guidelines for developing learning objectives in self-directed, experientially based experiences.

Due date: Monday, October 3rd, 2016

2. Two page critical reflection paper of placement experience: Value 10%

During week 7, students will submit a two page critical reflective assessment of their placement experience. The reflective writing aims to capture the student’s appraisal of their performance in the placement and their progress toward achieving their learning objectives. Moreover, the reflection also aims to capture the student’s understanding of the placement environment and how the placement is generating new knowledge for them. The reflection is to be given to the immediate supervisor prior to submission for their review, comments and feedback. Students should schedule a meeting time with their immediate supervisor during Week 5 to discuss their progress to date. The reflection must include the total cumulated hours in placement for the period, which must be signed by the student and supervisor.

Due date: Monday, October 24th, 2016
3. Placement Supervisor's Evaluation: Value 15%

The placement supervisor will submit an evaluation of the student’s performance in the placement. The supervisor is provided a generic evaluation form at the beginning of the placement and will return it to the student at the end of the placement. The supervisor is encouraged to discuss the evaluation with the student and have the evaluation form serve as a basis for the exit interview at the conclusion of the placement.

Due Date: Day of Final Presentation

4. Final Report and Oral Presentation: Value 40%

The student’s ability to communicate their experience while demonstrating their evaluation of the experience from a practical and theoretical perspective is an essential component of this course.

Oral presentations are scheduled for Week 11 and 12. Specific days and times TBA. Students are expected to attend all presentations (when they are not in conflict with other classes) and to participate in questions and discussion.

4a. Final Report:

Each student will prepare a final report of his or her placement experience. The Final Placement Report will include the following sections:

- A description of the placement agency, along with its stated objectives.
- A listing of specific responsibilities assumed by the student in the placement.
- The students’ learning objectives for the placement. (max 200 words)
- A critical reflective assessment of whether the learning objectives were achieved (max 300 words). If no, explain why.
- A critical reflective assessment of the placement itself. The focus of this section is the student’s assessment of whether or not the placement met his/her expectations, along with aspects of the placement that could be improved to enhance the learning experience. (max 300 words)
- A critical reflective self-assessment of your strengths in the placement? (max 100 words)
- A critical reflective self-assessment of your major challenges in the placement? (max 100 words)
☐ A reflective assessment of the highlight of your experience, and why? (max 200 words)
☐ A critical reflective self-assessment of the most discouraging occurrence in your placement, and why? (max 200 words)
☐ A critical reflective self-assessment on starting your placement over, what would you do differently, and why? (max 300 words)

Also include:

The reflection self-assessment paper completed at week 7 along with your supervisor’s feedback.

Due Date: Day of Final Presentation

4b. Oral Presentation:

Each student will give a concise PowerPoint presentation in sharing their placement experience with other students in the course. The oral presentation may well mirror the Final Report content but the highlights of the presentation are left to the discretion of the individual student. Creativity is encouraged in communicating the learning experience. Oral presentations will take place during weeks 11 and 12. Specific times and lengths of presentations will be announced later in the term.

ACADEMIC INTEGRITY

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences (e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript reading "Grade of F assigned for academic dishonesty", and/or suspension or expulsion from the university). It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at: http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf

The following illustrates only three forms of academic dishonesty:
• Plagiarism (e.g. the submission of work that is not one's own or for which other credit has been obtained),
• Improper collaboration in group work.
• Copying or using unauthorized aids in tests and examinations.

USE OF COURSE MATERIALS

Course materials provided by the instructor are for use by students registered in this class only. Under no circumstances are these materials to be shared, posted or sold to a third party without permission from the instructor. This includes, but is not limited to, online posting of instructor provided lecture/lab notes, online lectures, recordings of lectures, or any lab materials on a website other than the Avenue site designed for the course.
ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone (905) 525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University’s Policy of Academic Accommodation of Students with Disabilities. http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf

UNIVERSITY POLICY ON COURSE MODIFICATION

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

AVENUE TO LEARN (A2L)

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster email accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

All announcements will be posted on A2L and students are responsible for checking the news widget on a timely basis.

MSAF POLICY

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please note these regulations have changed beginning Fall 2015.
Suggested Readings


