

McMASTER UNIVERSITY

Department of Kinesiology

**Kinesiology 4EE3
Professional Placement Course
Winter 2018**

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COURSE DESCRIPTION

The Professional Placement in Kinesiology 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 clients 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 (January 9th, 16th, 23rd, 30th) 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 meet during on selected dates (Tuesdays) throughout the term for students to provide a placement update and redefine learning. These additional classes will be announced during the term, so students are expected to be available during the designated time class time slot each week (Tuesdays 10:30am - 11:30am). Finally, the class will reconvene during week 11 and 12 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 oral presentations will be determined.

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 in the Sport Medicine and Strength and Conditioning programs. 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

The Placement Course is evaluated on the following components:

<u>Components</u>	<u>Value</u>	<u>Due Date</u>
Learning Objectives (via dropbox)	(10%)	Feb 13 th , 2018
Mid-term reflection (via dropbox)	(10%)	Feb 13 th , 2018
Evidence Based Paper (via dropbox)	(25%)	March 13 th , 2018
Immediate Supervisor's Evaluation	(20%)	End of placement
Final Presentation Individual mark (10%) Group mark (15%)	(25%)	Week of Mar 20 th /27 th , 2018
Attendance/participation/logs	<u>(10%)</u>	
TOTAL	(100%)	

1. Learning Objectives: Value 10%

Following the recommended guidelines for setting learning objectives, students will develop three learning objectives specific to their placement. The learning objectives must be discussed and reviewed with the immediate supervisor prior to midterm with the goal of refining these objectives for submission with the mid-term reflection. Students will be required to complete and submit a written summary of their learning objectives, signed by their supervisor (valued at 10%).

Output: Three learning objectives specific to the placement, developed in accordance with guidelines for developing learning objectives in self-directed, experientially based experiences.

Due date: Tuesday, February 13th, 2018 (Avenue to Learn by 11:59pm)

2. Midterm Reflection paper of placement experience: Value 10%

During week 6, students will submit a two to three 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 at the end of 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: Tuesday, Feb 13th, 2018 (Avenue to Learn by 11:59pm)

Placement Supervisor's Final Evaluation: Value 20%

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: April 3rd, 2018

Please Note: If the placement contract requires the student to continue scheduled hours until the end of April, the placement supervisor may choose to refrain from submitting the "final evaluation grade" until completion of the placement. Your supervisor's final evaluation grade is at the sole discretion of the supervisor and may be altered up until the last day of exams.

4. Final Presentation: Value 25%

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 the week of March 20th and March 27th. 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.

Oral Presentation (Group) - 15%

Each student is required to participate in a group oral presentation to be scheduled during the final two weeks of the term. Students will be required to create and provide an interactive, innovative presentation to the class where they will share in their placement experience with the course instructor, teaching assistant and their classmates. The oral presentation content will be discussed in class, however the highlights of the presentation are left to the discretion of the students. Creativity is encouraged in communicating the learning experience. Specific times and lengths of presentations will be announced later in the term.

Demonstration of Psychomotor Learning Objective (Physical Skill) - 10%

As the individual component of the oral presentations, each student will demonstrate their psychomotor learning objective/physical skill to the class. Student will have a maximum of three minutes to complete the task. The key points to be included in demonstration will be provided in class.

5. Attendance/Participation/Weekly log sheets: Value 10%

Students are expected to attend all scheduled classes and to participate in group and class discussions. Attendance will be taken at the start of each class and feedback will be given to the supervisor, which will be considered when determining the student's participation mark. Weekly log sheets must be completed and signed by the student and their supervisor (faculty or delegate) at the end of each week and must be submitted to the TA at midterm and the end of the placement.

TURNITIN.COM

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their final paper electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor and their supervisor. No penalty will be assigned to a student who does not submit work to Turnitin.com. (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

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.

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. 2865 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

ON-LINE LEARNING RESOURCES - 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 e-mail 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.

MISSED STUDENT ABSENT FORM (MSAF)

If you are absent from the university for a minor medical reason, lasting fewer than 3 days, you may report your absence, without documentation, using the McMaster Student Absence Form. Absences for a longer duration or for other reasons (eg. Religious, personal) must be reported to your Faculty/Program office, with documentation, and relief from term work may not necessarily be granted. When using the MSAF, report your absence to cupidoc@mcmaster.ca. Then contact the instructor/lab TA immediately (normally within 2 working days) by email/telephone/in person to learn what relief may be granted for the work you have missed, and relevant details such as revised deadlines, or time and location of a make-up exam.

MODIFICATIONS TO COURSE

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.

FEEDBACK

It really helps us improve our services when we hear from our students, faculty and staff about what we can do better. A feedback process brings to our attention situations in which we may not have adequately considered accessibility and allows us to better plan for accessibility in the future.

Suggested Readings

Benander, Ruth. (2009). Experiential Learning in the Scholarship of Teaching and Learning. *Journal of the Scholarship of Teaching and Learning*. Vol.9, No.2, pp. 36-41

Bringle, G. and J. Hatcher. (2000). Institutionalization of Service Learning in Higher Education. *The Journal of Higher Education*. Vol. 71, No. 3. pp.273-290

Combs, K., Gibson, S., Hays, M., Saly, J. and T. Wendt. (2008). Enhancing Curriculum and Delivery: Linking Assessment to Learning Objectives. *Assessment and Evaluation in Higher Education*. Vol. 33, NO. 1. pp. 87-102.

Dynan, L., Cate, T. and K. Rhee. (2008). The Impact of Learning Structures on Student's Readiness for Self-Directed Learning. *Journal of Education for Business*., pp. 96-100.

Kolb, A. and Kolb, Y. (2009) *The Learning Way: Meta-cognitive Aspects of Experiential learning. Simulation and Gaming*. Vol. 40, No. 3, pp. 297-327

Loyens, S., Magda, J. and R. Rikers. (2008). Self-Directed Learning in Problem-Based learning and its Relationship with Self-Regulated Learning. *Educational Psychological Review*. pp. 411-427

McKimm,J. & Swanwick, T. (2009). Setting Learning Objectives. *British Journal of Hospital Medicine*, 70 (7), 406-409,

Rangachari, P.K. (2006). Promoting Self-directed Learning using a Menu of Assessment Options: The Investment Model. *Advances in Physiology Education*. 30:181-194.

Martinek,T., Hellison, D. and D. Welsh. (2004). Service-Bonded Inquiry Revisited: A Research Model for the Community-Engaged Professor. *QUEST*, 56, 397-412.

Ash, S. and P. Clayton. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*. Vol. 29, No. 2.

Suggested Websites

College of Kinesiologists of Ontario - www.coko.ca

Ontario Kinesiologists Association of Ontario – www.oka.ca