

**UNIVERSITY OF BRITISH COLUMBIA
FIELD EXPERIENCE in KINESIOLOGY AND HEALTH SCIENCE
SETTINGS 454B
Course Outline**

Instructor: Janna Taylor

janna.taylor@ubc.ca

Office: Auditorium Annex – 155A

Office Hours: by appointment

January 9 – April 3, 2018

Tuesday 12:30 am – 2pm

Neville Scarfe Room 205

OBJECTIVES:

The purpose of this field experience is to provide the student with a practical and professional learning environment. The students will be able to identify career interests in the kinesiology and health science industry and identify their skills and assets associated with the tasks they are presented with in their placements. They will have an increased awareness of the organizations operating in this field. They will have an opportunity for professional development in a practical setting and to enhance marketability and employability.

REQUIREMENTS:

1) Field Experience:

- Must complete a total of 40 hours (over 13 weeks) of field work experience with an organization that offers (directly or indirectly) health promotion, fitness, or related health science opportunities to the public.
- Practicum can consist of a regular weekly commitment, or you could choose a field experience related to a special event or project.
- Credit for field work experience can NOT be retroactive.
- You may NOT receive credit for remunerated work experiences.
- The field work experience is to occur while the students are registered in KIN 454B.
- Your field work experience must be with one organization.
- Placements must be approved by the instructor prior to commencement.

2) Active participation (100%) at the weekly seminars, share ideas, comments, attendance

3) Professional logbook outlining work experiences, successes, challenges, and issues as they relate to your involvement in the organization (see logbook instructions pg 2-3).

4) Group seminar presentation (see presentation instructions pg 4) and any class assignments

5) Final term paper. (4 to 5 pages)

EVALUATION:

1) Satisfactory completion of field work experience*

2) Participation in seminars

20%

3) Professional Journal / Logbook	30% Due April 10 th (KIN main office.)
4) Seminar Presentation	20% (schedule to be determined)
5) Term paper	30% Due April 4 th (in class)

*Students CANNOT successfully pass this course without satisfactorily completing the field work experience on time.

PROFESSIONAL JOURNAL REQUIREMENTS AND INSTRUCTIONS (30%)

You need to be continually updating this throughout the term!

Section 1:

- Clearly explain the organization (structure and context, culture, mission) and your role there. Include your observations about your field work experience, your general duties, and your responsibilities within the organization.
- Include the skills you set out to help build on your strengths and develop your weaknesses.
- Include the objectives set by you and your supervisor.

Section 2:

- Log your hours *each day* of work and note what duties you performed, who you worked with, and where you worked.

Section 3:

- Did you complete your objectives, develop specific skills or attain your goals? Why or why not? What can you do to improve yourself professionally? Comment on your strengths and weaknesses. Was there someone you worked with who had an impact on you?
- Include the positive points and the negative points about your field work experiences (and how those positive and negative points might influence your future work in the organization). What did you enjoy about the field work experience? What you did not enjoy?
- Include what courses you have completed so far in all of your B.H.K. degree have been most helpful in your professional preparation for this work experience. What courses would have been useful?
- What recommendations do you have for future HKIN 454B students?
- Reflect on the class seminars. Comment on the link between issues discussed in class and your work placement.

JOURNAL WRITING

By Mike McLennehan

What is a Journal?

Through writing, a person can reflect on one's thoughts, responses, learning and interactions with other people. In a journal one can focus on ideas, questions, and how to integrate newly learned skills into the work experience. Seminar discussions, communication with school and faculty advisors, and teaching/leadership experiences with students can be connected in a journal. You may find that something that was discussed in a seminar helped you in a practical way during your fieldwork that week. A situation may arise where an idea that sounded good in class or seminar group did not work as well as you would hoped in actual practice. The journal is a place where you can write about and clarify your experience.

What Do Journals Look Like?

The question is often asked "what should a journal look like?" Your journal is what you make it. A journal is a tool to help you get the most out of your fieldwork experience. The ways you put your thoughts down on paper can be as varied and creative as you want. Writing, drawing, poems, articles, quotes are some of the ways you can express your thoughts in a journal.

How Can You Benefit From Journal Writing?

Keeping a journal helps to clarify and evaluate one's thoughts, feelings, experiences and observations.

Writing in a journal can be a stimulus to creativity. They can help us see connections we have previously overlooked. By writing down conflicts or challenges we often get ideas on how to work through and resolve our dilemma. They can be very useful as a problem solving tool.

Journals can connect our readings to other experiences and learnings. This is an excellent method for documented learning - a way of asking and answering questions that have personal relevance. What fieldwork strategies and leadership styles have you found to be effective and which ones do not work as well? Build yourself up and record what you have done well and comment on why you feel the activity worked. You can relate and connect past personal experiences, present learning situations, and future aspirations (setting goals and putting down what you want to accomplish). Setting your goals down on paper helps to give you a clear vision of where you are going.

During the tenure of your fieldwork you should attempt to get answers to any number of the following questions (from your supervisor or other staff member) which may be relevant to your placement.

NOTE: Include this information in your Professional Journal.

1. How long have you been in this job? Who set the requirements for it? How much power do you have in determining how you perform your job? Approximately how many hours per week do you spend on the job? How do you apportion your time?
2. How adequate was your preparation in higher education for your work role? What were the major strengths of your professional education? What were the major weaknesses? In your view, what is the ideal relationship between higher education and the work organization, i.e. what responsibilities are linked to each agency?
3. What degree(s) do you possess? Are you currently involved in a degree program? Are you currently involved in a form of continuing education or professional development? Why, or why not?
4. Suppose that you have the responsibility to hire people to perform your work: What would you look for in the candidates for your job?
5. In the course of your work, have you identified some questions or problems which require research? What are some of these questions? Have you tried to communicate these to researchers?

6. How do you know when you are successful in your work? What criteria do you use? What are the major barriers to your effectiveness?
7. Are you a member of a professional association? Do you receive professional journals? How much time do you have for reading and staying abreast of new developments in your field?
8. How helpful is the research literature in the performance of your role? In what ways should research be communicated to practitioners like you?
9. Is it possible for someone who performs a job like yours to become professional obsolete? What are the causes? What are the remedies?
10. Have you ever tried to construct a model of how you think about, and actually perform, your work? How successful were you? Have you returned to this model since you constructed it?
11. Are you subject to the supervision of another professional? Are you satisfied with the quantity and quality of supervision? What criteria are used to evaluate your effectiveness?
12. What are your views on the needs and problems of your clients? Are there identifiable types, or groups, of clients? What are they?
13. To what extent does your professional life affect your personal life? Explain. Do you find that there are conflicts between different parts of your job?
14. Do you see yourself in this same job five years from now? Ten years from now? Explain. What will the future bring for jobs like yours?

GROUP PRESENTATION REQUIREMENTS AND INSTRUCTIONS (20%)

**Timing must be exact. You will be cut off if you are not within time limits.
Your group will have 30 minutes to present. Groups will be formed by picking a number!**

Description:

The topic of your presentation must be a subject that is **relevant to the workplace**. Such topics include leadership, conflict resolution, planning, addressing cultural diversity, creating a positive workplace culture, workplace harassment (bullying) etc. A reminder that the workplaces of your fellow students vary in demographic, service provided, structure, etc. Your goal is to choose a generic topic that will be relevant to everyone and useful in their work experience. **Presentation dates will be assigned. Your topic needs to be approved by Janna. No duplication of topics will be allowed.**

You are required to hand in an outline of your presentation on the day of your presentation. Include each person's name and organization, your topic/issue and your activity instructions and purpose. (If you use powerpoint, a copy of the slides, with any accompanying material, necessary explanation, etc. is sufficient).

Presentation Outline:

A) First 10 minutes - presentation time.

- Have one person do a quick intro. Outline what you will present and what topic/issue you will be focusing on.
- Each person explains their organization, their place in the structure, and their duties and responsibilities

B) Last 20 minutes – brief lecture; problem solving activity (set-up and completion). Each group member must be involved equally.

- Provide a brief lecture on your workplace topic – definition, explanation, why it is pertinent to the workplace, etc.
- Each person must relate the issue/topic to their placement, its relevance, etc.
- Create an activity to stimulate the class to think about, and problem-solve this issue as it relates to the workplace and their own work experience. The activity can stay consistent or change depending on the nature of your topic, the variety of workplaces of you and your partner and your audience, etc. (20min)
- You must include the entire class in the activity. This should not be a simple question and answer period. Be dynamic and creative.
- Provide closure to the group's presentation. Summarize or comment on the outcome of the problem solving and its relation to your group's organizations. (3 min)

Term paper: Your term paper will be an in-depth scholarly paper related to workplace issues and needs to be approved by Janna. Worth: 30%. Handout of requirements will be given out in class. Due April 3rd. in class.

Communication between the instructor and the field supervisor

The student will be responsible to report to both the field supervisor and the instructor on a regular basis. Field work supervisors will be provided with an evaluation form to comment on and evaluate the student's work at the agency. The fieldwork sponsor and course instructor will discuss the student's progress throughout the term and decide upon the degree of satisfaction with which the field work portion of the course has been fulfilled.

Class Schedule

Seminars #1-6: Career and employment preparation

#1 – January 9	Introduction - course outline, discuss further how to select, and where to look for a field work experience placement. Student profile: Pg. 2 completed in class. Student seminars.
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- #2 – January 16 Determining a career path. Needs assessment form due. Page 1.
- #3 – due date? Writing an effective resume.
DUE: Code of professional ethics form Pg.7.
- #4 – January ? Job Interview, job expectations, job or employee evaluations, skills.
DUE: Resume. Covering letter and Agreement form Pg.4 - Placement determined.
- #5 – January 30 How to be an effective presenter

Seminars #6-13: Professionalism in the field - Presentations, problem solving and activities (next section subject to change)

#6 – February 6 Presentations

February 19 – 23 Reading break

- #7 – February 13 Presentations and activities.
- #8 – February 27 Presentations and activities.
- #9 – March 6 Presentations and activities.
- #10 – March 13 Presentations and activities.
- #11 – March 20 Presentations and activities.
- #12 – March 27 Guest speaker?
- #13 – April 3 Windup with evaluation of class

Final Due Dates:

- April 11 DUE: Professional Journal / Logbook. Hand in to Kinesiology general office in War Memorial.
- April 25 (or earlier) DUE: Feedback form (Pg. 5 and 6) should be faxed to me by your field placement supervisor. It is your responsibility to ensure this happens.

Course Policies:

KIN 454B is a critical course for undergraduates in the School of Kinesiology who wish to become professionals in the kinesiology and health science industry. In this course, students are expected to continue the transition from student to professional and, in so doing, develop their concept of professionalism and their commitment to health and fitness. For this reason, it is expected that students in KIN 454B will take responsibility for their personal professional development and act professionally by adhering to course policies and requirements, by making meaningful contributions to the class and in their placement settings, and by maximizing the benefits that can be gained from the learning experiences provided in this course.

- i) Full attendance is expected at all seminars. Students who miss more than two seminars may be penalized 50% of their seminar participation grade. Students who are unavoidably absent because of illness or disability should contact the instructor ASAP.
- ii) Students who know in advance that they will be unavoidably absent should apply for special accommodation from the instructor as soon as possible to determine how course requirements will be met and how any missed graded work will be completed. Supportive documentation must be submitted to the Undergraduate Advising Centre, at the earliest possible date. The School will not normally take into account untimely notification and a minimum of two weeks notification is expected.
- iii) Where prior notification is not possible, students should contact the instructor as soon as possible, upon their return to class, and submit supportive documentation to the Undergraduate Advising Centre as required.
- iv) Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation, (as required) from either the Access & Diversity - Disability Resource Centre or a physician must be submitted to the Undergraduate Advising Office.
- v) Graded Work -Students who do not complete their seminar on the assigned date, due to an unauthorized absence, will not receive a grade. Students who, due to unavoidable circumstances, are unable to present on the assigned date, are responsible for arranging an alternate time and place for completion of the presentation.

The University accommodates students with disabilities who have registered with the Access & Diversity - Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstention from work or study, or participation in all-day or fixed-time activities is available at <http://students.ubc.ca/publications/multifaith/>. Any accommodations required should be communicated to the course instructor, preferably in the first week of class. Students who plan to be absent for varsity athletics, family obligations, or other similar authorized commitments,

cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course official drop date.

IMPORTANT DATES:

January 9: Student profile form due

January 16: Needs assessment due.

January 16 Signed code of ethics due

January 23: Field placement agreement due and resume due.

April 3: Term paper due

April 10: Journal /log book due by 4pm. in Kinesiology office, in War Memorial.

April 24: Feedback form from field placement supervisor due. Faxed in.