

**BACHELOR OF PHYSICAL EDUCATION AND COACHING
(BPEC)**

**FIELDWORK
PLAR BOOKLET
SPSC 2101**



BPEC FIELDWORK PLAR BOOKLET SPSC 2101

CONTENTS

BPEC PLAR APPLICATION AND COMPLETION STEPS.....	3
ASSESSMENT SERVICE PLAR APPLICATION.....	4
SPSC 2101 OUTCOMES / PLAR EVIDENCE.....	8
EMPLOYER / SUPERVISOR REFERENCE FORM.....	9
REFLECTION WORKSHEET.....	13
ROLES WORKSHEET.....	14
EFFECTIVE ASSISTANT SKILLS WORKSHEET.....	15
WARM-UP, COOLDOWN OR ACTIVITY PLANNING DOCUMENTS	16
EMOTIONAL INTELLIGENCE WORKSHEETS.....	18

BPEC PLAR APPLICATION AND COMPLETION STEPS

1. Students can download the Curriculum Guidelines for the Fieldwork course(s) you wish to acquire through the BPEC PLAR process at <http://www.douglascollege.ca/programs-courses/faculties/science-technology/physical-education-and-coaching/plar> , to ensure the course content and expected outcomes closely resemble your prior learning.
2. If you need consultation or advising before or during the PLAR process contact Faculty Fieldwork Coordinator by phone or email.
3. Pick up and complete a 'Request for Credit Form' from the SPSC Department, Office 1358 NW. Once complete, submit it back to Office 1358 NW for Faculty signature. Note: multiple credit requests are allowed on the same 'Request for Credit Form', i.e.: 4 courses on one form.
4. Pick up the signed 'Request for Credit Form' from SPSC Department, Office 1358 NW and take to the Cashiers Office (Office 2786 NW) and pay the required PLAR Assessment fees.
5. Download the BPEC FIELDWORK PLAR BOOKLET corresponding to the course you want to PLAR at <http://www.douglascollege.ca/programs-courses/faculties/science-technology/physical-education-and-coaching/plar> (i.e.: students requesting PLAR credit for SPSC 2101 will complete PLAR FIELDWORK BOOKLET SPSC 2101). Note: Only one application form is required when applying for one or more fieldworks courses.
6. Complete the BPEC FIELDWORK PLAR BOOKLET(S). In completing the BPEC FIELDWORK PLAR BOOKLET, the student applicant creates a comprehensive portfolio of their prior learning. The 'documentation of evidence' required in the BPEC FIELDWORK PLAR BOOKLET may or may not include: supervisor/employee reference form letter, hours verification statements, reflective worksheets, submission of certifications and submission of past products of leadership and performance (i.e.: an activity plan or a progress report on a participant).
7. Have the required BPEC PLAR Reference Letter completed by a referee of your choice:
 - the person that you ask to complete this Reference Letter should be a person who observed you during your teaching/coaching duties, so they can complete the evaluation of your professional skills/abilities and verify your contact hours with participants.
 - if applicable, the same reference letter may be submitted for more than one PLAR application
 - the Reference Letter should be mailed to Douglas College Sport Science Department, at the address on the bottom of the letter, or can be dropped off to the SPSC Department Office 1358 NW, in a sealed envelope.
8. Final Submission: Submit all BPEC PLAR Application paperwork to the SPSC Department Office 1358 NW including:
 - Completed and signed 'Request for Credit Form' , imprinted by the Cashiers Office, verifying payment
 - Completed BPEC FIELDWORK PLAR BOOKLET(S)
 - BPEC PLAR Reference Letter(s) mailed or submitted with application in a sealed envelope
 - Upon completion of PLAR SPSC Assessment, credits/grades will be entered on student's official transcript within 6 weeks.
9. For BPEC PLAR information contact: BPEC Fieldwork Placement Coordinator Office: 1358 NW / Phone: 604-527-5817

**BACHELOR OF PHYSICAL EDUCATION & COACHING
SPORT SCIENCE DEPARTMENT**

ASSESSMENT SERVICE PLAR APPLICATION

DATE OF APPLICATION:

SURNAME (FAMILY NAME):

GIVEN NAMES:

MAILING ADDRESS:

(POSTAL CODE)

HOME TELEPHONE:

()

WORK TELEPHONE:

()

FAX NUMBER:

()

E-MAIL ADDRESS:

DATE OF BIRTH:

SEX:

LANGUAGES:

DO YOU HAVE ACCESS TO A PERSONAL COMPUTER?

ANSWER FOLLOWING QUESTIONS **OR** PROVIDE LINK (URL) TO YOUR ELECTRONIC PORTFOLIO:

LIST YOUR ELECTRONIC PORTFOLIO LINK HERE (URL): _____

QUESTIONS:

1. LIST YOUR WORK EXPERIENCE DURING THE PAST TEN YEARS. DETAIL THE LOCATION, DATES AND YOUR DUTIES. (YOU MAY ATTACH YOUR RESUMÉ)

ASSESSMENT SERVICE PLAR APPLICATION

2. LIST YOUR VOLUNTEER EXPERIENCE DURING THE PAST TEN YEARS: (PROVIDE DATES & REFERENCES)

3. LIST YOUR EDUCATIONAL EXPERIENCES FROM HIGH SCHOOL ON. PROVIDE DATES, NAMES OF INSTITUTIONS AND LEVELS OF COMPLETION:

ASSESSMENT SERVICE PLAR APPLICATION

4. LIST MEMBERSHIPS IN PROFESSIONAL ASSOCIATIONS:

5. WHAT IS YOUR CAREER PLAN? TALK ABOUT YOUR SHORT TERM AND LONG TERM GOALS FOR THE FUTURE.

6. WHAT ARE YOUR STRENGTHS AS A PRACTITIONER IN THE FIELD?

ASSESSMENT SERVICE PLAR APPLICATION

7. LIST OTHER RELEVANT ACTIVITIES, SKILLS AND ATTRIBUTES (HOBBIES AND TALENTS):

8. MAY WE CONTACT YOUR REFERENCES? _____

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)
SPSC 2101 FIELDWORK PLAR BOOKLET

SPSC 2101 OUTCOMES		PLAR EVIDENCE
COURSE LEARNING OUTCOMES	EVIDENCE SUBMITTED BY APPLICANT	EVIDENCE SUBMITTED VIA REFEREE VIA FORM REFERENCE LETTER
Verify completion of 23 hours of contact		✓
Active First Aid Certification	On file with SPSC Department	
“Satisfactory” Criminal Record Search	On file with SPSC Department	
Demonstrate your ability to observe, reflect and apply to your future career the observations of participants, leaders, content and/or work environment (What? So What? Now What?)	Submit Reflection Worksheet	
Demonstrate punctuality in keeping appointments	Submit Reflection Worksheet	✓
Demonstrate appropriate attire selection to match workplace needs	Submit Reflection Worksheet	✓
Demonstrate respectful communication practices	Submit Reflection Worksheet	✓
Identify and analyze the individual roles and responsibilities present in a learning activity	Submit Roles Worksheet	
Implement directions and follow orders related to assigned tasks	Submit Reflection Worksheet	
Reflect on his or her ability to follow directions	Submit Reflection Worksheet	
Design a warmup, cool down and/or introduction activity with mentor support	Submit activity or drill planning documents	✓
Lead a warm up, cool down and/or introduction activity		✓
Describe Emotional Intelligence Personal Concepts: self-awareness and achievement drive	Submit EI Personal Worksheet	
Describe Emotional Intelligence Social Concepts: collaboration & cooperation and empathy	Submit EI Social Worksheet	

BACHELOR OF PHYSICAL EDUCATION & COACHING
SPSC 2101 FIELDWORK PLAR
EMPLOYER/SUPERVISOR REFERENCE FORM (4 Pages) – Page 1

Student Information: This PLAR Fieldwork 'Professional Skills Evaluation' is to be completed by your PLAR referee and/or supervisor. The person that you ask to complete this reference form should be a person who observed you during your work duties, so they can evaluate your professional skills and abilities.

SECTION I:

Name of Student Applicant

Applicant's Phone:

Applicants Email:

Employer/School/Club:

Employer/ School/Club Address:

Employer/ School/Club Phone:

Supervisor Name:

Supervisor Phone:

Supervisor Email:

Work/Volunteer Start Date and End Date:

Number of Hours per Week:

Total Hours Completed:

Job Title of Applicant:

Description of Duties (brief)

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SPSC 2101 FIELDWORK PLAR
EMPLOYER/SUPERVISOR REFERENCE FORM (4 Pages) – Page 2

SECTION II:

Please check **one line**, in each of the 14 categories, that best describes the applicant's performance during the work/volunteer time. To calculate total marks at the end, simply add all of the marks (marks identified in brackets) for each of your 14 assigned check marks.

<p>1. Attitude - Application to Work</p> <input type="checkbox"/> __ Outstanding in enthusiasm (4) <input type="checkbox"/> __ Very interested and industrious (3) <input type="checkbox"/> __ Average in diligence and interest (2) <input type="checkbox"/> __ Somewhat indifferent (1) <input type="checkbox"/> __ Definitely not interested (0)	<p>2. Ability to Learn</p> <input type="checkbox"/> __ Learned work exceptionally well (4) <input type="checkbox"/> __ Learned work readily (3) <input type="checkbox"/> __ Average in understanding work (2) <input type="checkbox"/> __ Rather slow in learning (1) <input type="checkbox"/> __ Very slow to learn (0)	<p>Communication Skills</p> <p>3. Oral 4. Written</p> <input type="checkbox"/> __ Very good (2) <input type="checkbox"/> __ Very good (2) <input type="checkbox"/> __ Satisfactory (1) <input type="checkbox"/> __ Satisfactory (1) <input type="checkbox"/> __ Need improve(0) <input type="checkbox"/> __ Need improve(0)	
<p>5. Initiative</p> <input type="checkbox"/> __ Self-starter – seeks work (4) <input type="checkbox"/> __ Starts independently at times (3) <input type="checkbox"/> __ Does all assigned work (2) <input type="checkbox"/> __ Hesitates (1) <input type="checkbox"/> __ Lacks motivation (0)	<p>6. Sense of Responsibility</p> <input type="checkbox"/> __ Exceptionally responsible (4) <input type="checkbox"/> __ More responsible than average (3) <input type="checkbox"/> __ Adequate (2) <input type="checkbox"/> __ Rarely accepts responsibility (1) <input type="checkbox"/> __ Irresponsible (0)	<p>7. Quality of Work</p> <input type="checkbox"/> __ Excellent (4) <input type="checkbox"/> __ Good (3) <input type="checkbox"/> __ Average (2) <input type="checkbox"/> __ Below average (1) <input type="checkbox"/> __ Very poor (0)	
<p>8. Relations with Others</p> <input type="checkbox"/> __ Exceptionally well accepted (4) <input type="checkbox"/> __ Works well with others (3) <input type="checkbox"/> __ Gets along satisfactorily (2) <input type="checkbox"/> __ Has difficulty working with others (1) <input type="checkbox"/> __ Works very poorly with others (0)	<p>9. Judgement</p> <input type="checkbox"/> __ Exceptionally mature in judgement (4) <input type="checkbox"/> __ Above average in making decisions (3) <input type="checkbox"/> __ Usually makes the right decision (2) <input type="checkbox"/> __ Often displays poor judgement (1) <input type="checkbox"/> __ Consistently displays bad judgement (0)	<p>10. Organization and Planning</p> <input type="checkbox"/> __ Excellent ability to manage time and schedule tasks (4) <input type="checkbox"/> __ Good ability to organize (3) <input type="checkbox"/> __ Adequate (2) <input type="checkbox"/> __ Inconsistent organization & planning(1) <input type="checkbox"/> __ Disorganized; fails to plan (0)	
<p>11. Attendance 12. Grooming 13. Punctuality</p> <input type="checkbox"/> __ Regular (1) <input type="checkbox"/> __ Appropriate(1) <input type="checkbox"/> __ Good (1) <input type="checkbox"/> __ Irregular (0) <input type="checkbox"/> __ Inappropriate (0) <input type="checkbox"/> __ Poor (0)		<p>14. Safety Procedures</p> <input type="checkbox"/> __ Satisfactory (1) <input type="checkbox"/> __ Unsatisfactory (0)	

Total Marks: _____ / 40 marks (24/40 required to pass)
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BACHELOR OF PHYSICAL EDUCATION & COACHING
SPSC 2101 FIELDWORK PLAR
EMPLOYER/SUPERVISOR REFERENCE FORM (4 Pages) – Page 3

SECTION III:

Describe the applicant's ability to lead as a practitioner.

What would you identify as the applicant's particular strengths?

Did you perceive any particular areas of difficulty with this applicant? (Please specify.)

Signature of Employer/Supervisor

Date

Relationship to Applicant

Employer/Supervisor Contact Phone Number

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)
SPSC 2101 FIELDWORK PLAR

REFLECTION WORKSHEET

To demonstrate your competencies in these areas, please reflect on the following statements (no more than 150 words per statement – be concise):

1. Discuss and demonstrate, through examples, your ability to observe, reflect and apply to your future career the observations of participants, leaders, content and/or work environment (What? So What? Now What?).
2. Discuss and demonstrate, through examples, your punctuality in keeping appointments.
3. Discuss and demonstrate, through examples, your appropriate attire selection to match workplace needs.
4. Discuss and demonstrate, through examples, your respectful communication practices with participants, parents and colleagues.
5. Discuss and demonstrate, through examples, your ability to follow directions from colleagues.

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)
SPSC 2101 FIELDWORK PLAR

ROLES WORKSHEET

1. Identify some of the individual roles and/or responsibilities, you as the leader, asked the participants to take on during a learning activity, i.e.: to self-analyze success or failure, to think of movement options etc

Examples to illustrate your response - #1

2. To what extent are the participants you are observing actually assuming these roles and responsibilities listed above?

Examples to illustrate your response - #2

3. Are the participants who appear to be most successful in mastering the lesson objectives, most likely to demonstrate an understanding of these roles and responsibilities?

Examples to illustrate your response - #3

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SPSC 2101 FIELDWORK PLAR

EFFECTIVE ASSISTANT SKILLS WORKSHEET

1. Give two examples of how you have:

a) Listened to and deciphered directions and instructions

b) Implemented directions and followed orders related to assigned tasks

c) Observed a need in the class and showed initiative: with students, with the materials/equipment organization and/or with your Site Supervisor or other teachers/coaches.

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)
SPSC 2101 FIELDWORK PLAR

WARM UP OR COOLDOWN OR ACTIVITY WORKSHEET TEMPLATES

DOUGLAS COLLEGE
BACHELOR OF PHYSICAL EDUCATION & COACHING

LESSON PLAN: INDIVIDUAL OR PARTNER OR TRIAD ACTIVITIES TEMPLATE
Adapted from SPSC Applied Methods Course: Ed Lunn 2007 - APPLIED METHODS: ASSIGNMENT WORKSHEET

Sport: _____ Name: _____

Objective of activity: _____

Skill to improve: _____

Diagram	Description of Activity	Scoring System / Teaching Points

Feedback / Questions:

Self-Reflection on Objectives and Delivery:

Recommendations for next time:

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SPSC 2101 FIELDWORK PLAR

WARM UP OR COOLDOWN OR ACTIVITY WORKSHEET TEMPLATES

BACHELOR OF PHYSICAL EDUCATION & COACHING

WARM-UP/COOL-DOWN PLANNING SHEET	
Name: _____ Class: _____ Unit: _____ Lesson: _____	
Objective/Goal: _____	
Equipment: _____	
Description:	
Diagram	
Organization/Teaching Points	
Debrief	
Self-Evaluation & Recommendation(s):	

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SPSC 2101 FIELDWORK PLAR

EMOTIONAL INTELLIGENCE WORKSHEET

PERSONAL COMPETENCE: (1) SELF AWARENESS

- a. Definition (summarize and put into in your own words):
- b. 'Real life' example of you or someone else demonstrating the EI concept:
- c. Rate where you are personally pertaining concept above: Rating _____

1 Unaware	2 Aware but no action	3 Minimal Action	4 Well integrated	5 Living concept & sharing with others
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- d. Summarize your personal progress pertaining the EI concept, by reflecting on your actions during your work/volunteer experience. Discuss your actions as a 'person', i.e.: FW student, and/or a daughter/son and/or classmate etc.

PERSONAL COMPETENCE: (2) ACHIEVEMENT DRIVE

- a. Definition (summarize and put into in your own words):
- b. 'Real life' example of you or someone else demonstrating the EI concept:
- c. Rate where you are personally pertaining concept above: Rating _____

1 Unaware	2 Aware but no action	3 Minimal Action	4 Well integrated	5 Living concept & sharing with others
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- d. Summarize your personal progress pertaining the EI concept, by reflecting on your actions during your work/volunteer experience. Discuss your actions as a 'person', i.e.: FW student, and/or a daughter/son and/or classmate etc.

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)
SPSC 2101 FIELDWORK PLAR

EMOTIONAL INTELLIGENCE WORKSHEET

SOCIAL COMPETENCE: (1) COLLABORATION & COOPERATION

a. Definition (summarize and put into in your own words):

b. 'Real life' example of you or someone else demonstrating the EI concept:

c. Rate where you are personally pertaining concept above: Rating _____

1 Unaware	2 Aware but no action	3 Minimal Action	4 Well integrated	5 Living concept & sharing with others
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d. Summarize your personal progress pertaining to the EI concept, by reflecting on your actions during your work/volunteer experience. Discuss your actions as a 'person', i.e.: FW student, and/or a daughter/son and/or classmate etc.

SOCIAL COMPETENCE: (2) EMPATHY

a. Definition (summarize and put into in your own words):

b. 'Real life' example of you or someone else demonstrating the EI concept:

c. Rate where you are personally pertaining to concept above: Rating _____

1 Unaware	2 Aware but no action	3 Minimal Action	4 Well integrated	5 Living concept & sharing with others
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d. Summarize your personal progress pertaining to the EI concept, by reflecting on your actions during your work/volunteer experience. Discuss your actions as a 'person', i.e.: FW student, and/or a daughter/son and/or classmate etc.