

# BACHELOR OF PHYSICAL EDUCATION AND COACHING (BPEC)

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# FIELDWORK HANDBOOK



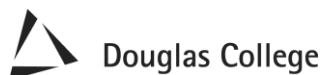
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Douglas College

**SPORT SCIENCE DEPARTMENT**

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# BACHELOR OF PHYSICAL EDUCATION AND COACHING (BPEC)

## GENERAL INFORMATION

The Bachelor of Physical Education and Coaching (BPEC) program is offered at the David Lam campus in Coquitlam and the New Westminster campus. The Degree can be completed in four years as a full-time student or can be adapted to satisfy individual needs as a part-time student.

As part of the BPEC Degree, students complete eight supervised 15-hour fieldwork placement experiences in school, coaching or recreation industry settings over the course of their four years of study in the program. Fulltime students must enroll in a Fieldwork course every semester, while part-time students must enroll in one per year. Prior to beginning any Fieldwork course students must have an active First Aid and CPR certification and a satisfactory Criminal Record Search on file in the Douglas College Sport Science Department (Office 1300F NW). Schools or clubs can request a copy of certifications from the student at the beginning of the placement.

The Sport Science Department recognizes field experiences as an integral phase of the entire educational process and as an ideal opportunity to gain some of the practical experience required in a career in the Teaching and Coaching profession. The purpose of Fieldwork is to provide the student with a practical learning experience, in “real world” environments, where opportunities for professional growth are broad and inclusive. It also provides an opportunity for students to provide leadership and support, as appropriate, to their host organizations, students, athletes and clients.

Graduates of the program will be awarded a Bachelor of Physical Education and Coaching Degree and selected NCCP Certifications, and other industry certifications included in the Degree. Graduates of the program will be qualified to register for Post Degree Teacher Preparation (e.g. Simon Fraser University PDP) in order to earn their BC Teachers Certificate.

Questions about the BPEC Degree can be directed to the BPEC Coordinator at 604-527-5802, the Fieldwork Faculty Supervisor at 604-527-5693, the Fieldwork Placement Coordinator at 604-527-5817 or the Registrar’s Office at 604-527-5478.

## FIRST AID REQUIREMENTS

ALL students must have an up-to-date First Aid and CPR Certification every academic semester.

**BPEC students entering the degree program in first year** must have a valid First Aid certificate thereby enabling students to lead and interact with school-aged children in their fieldwork safely and responsibly. Proof of First Aid and CPR Certification must be submitted to the Sport Science Department (Office 1300F) upon commencement of the degree program.

**Continuing BPEC students** are personally responsible to check expiry date of their First Aid and CPR Certification and to be recertified if required. Proof of recertification of First Aid and CPR Certification must be submitted to the Sport Science Department (Office 1300F). This recertification will allow BPEC students to be placed at fieldwork sites, to continue to work with K-12 students/athletes and to meet the graduation requirement of having an active First Aid Certification at the time of Graduation.

### ACCEPTABLE FIRST AID COURSES:

**1. Emergency First Aid with CPR B or C:**

Emergency First Aid (2 or 3 year expiry) – CPR (recertification recommended after 1 year)

Learn how to recognize and respond to emergencies until professional help arrives. This one-day course walks the student through treatments for critical interventions such as airway, breathing and circulatory emergencies. This course also covers shock, burns, poisonings and emergencies relating to sudden illness including heart attack, strokes and seizures.

**2. Standard First Aid with CPR B or C:**

Standard First Aid (2 or 3 year expiry) – CPR (recertification recommended after 1 year)

The Standard First Aid Workplace course provides the latest in workplace First Aid and CPR. This course is two days or 16 full hours and includes emergency response principles, adult airway, breathing, circulatory emergencies and treatments. This course also provides thorough delivery of WCB standard treatments for illness, disease and the required documentation.

**3. Other First Aid Certification Courses:**

The Bachelor of Physical Education and Coaching degree program at Douglas College will accept certification from any **first aid course** with at least **6 hours of contact time** and **Level B or C CPR** certification only. National Lifeguard Society (NLS) training provides more than sufficient equivalencies.

**FIELDWORK ASSIGNMENT TASK GRID – PROGRESSIVE YEAR BY YEAR**

<b>ASSIGNMENT</b>	<b>1<sup>st</sup> Year - Fall SPSC 1100</b>	<b>1<sup>st</sup> Year -Winter SPSC 1200</b>	<b>2<sup>nd</sup> Year - Fall SPSC 2100</b>	<b>2<sup>nd</sup> Year - Winter SPSC 2200</b>	<b>3<sup>rd</sup> Year - Fall SPSC 3100</b>	<b>3<sup>rd</sup> Year - Winter SPSC 3200</b>	<b>4<sup>th</sup> Year – Fall SPSC 4100</b>	<b>4<sup>th</sup> Year - Winter SPSC 4200</b>
Assignment 1	Contract & Planned Hours	Contract & Planned Hour	Contract & Planned Hours	Contract & Planned Hours	Contract & Planned Hours	Contract & Planned Hours	Contract & Planned Hours	Contract & Planned Hours
Assignment 2	Worksheet: Roles of Participants	Worksheet: Leadership Styles	Worksheet: Organizational Components	Worksheet: Analyze Feedback	Worksheet: Analysis and Development of Content (Skill/Knowledge)	Worksheet: Professional/Prof/ Organizational Networking	Worksheet: Compare and Contrast two Unit Plans	Worksheet: Analyze Annual Curriculum & Extended Curriculum Plans
Assignment 3	Demo Assistant Skills	Plan & Lead Warm Up and/or cool down with help	Plan and Lead Activity with help	Plan and Lead Activity independently	Plan and Lead Lesson with help	Plan and Lead Lesson independently	Plan and Lead Activity or Lesson Focus on Class Management Indiv & Group	Plan and Lead activity or lesson and implement personal improvement plan for group management
Assignment 4	EI Personal - “Emotional Awareness” EI Social – “Collaboration & Cooperation”	EI Personal- “Achievement Drive” EI Social - “Empathy”	EI Personal- “Self Assessment” EI Social - “Leveraging Diversity”	EI Personal - “Conscientiousness” EI Social - “Conflict Management”	EI Personal - ‘Adaptability’ EI Social - ‘Change Catalyst’	EI Personal- ‘Initiative’ EI Social - ‘Leadership’	EI Personal - ‘Trustworthiness’ EI Social - ‘Developing Others’	EI Personal - ‘Innovativeness’ EI Social - ‘Political Awareness’
4 Journals - private	Open Journal	Structured Journal	Open Journal	Structured Journal	Open Journal	Structured Journal	Open Journal	Structured Journal

## FIELDWORK PLACEMENT TIMELINES & RESPONSIBILITIES – FALL

Time Period	Douglas College Responsibilities	Student Responsibilities	Site Supervisor Responsibilities
May/June			All school/club commitment forms returned
May/June	(1) Match students to site (2) Inform site supervisor and admin of placements (3) Fieldwork package sent to site supervisor and administrator		
July		Students register for Fieldwork Course: SPSC 1100 or 2100 or 3100 or 4100	
Sept – Week 1&2	(1) Registration and placement issues resolved with Placement Coordinator in Room 1300F New Westminster Campus (2) All students be sure they have an up-to-date First Aid and CPR certification with copies filed in the Sport Science Office, otherwise cannot start Fieldwork		
Sept – Week 3	Students attend Fieldwork SPSC 1100 or 2100 or 3100 or 4100 class ( <b>Seminar #1</b> ) with Douglas College Fieldwork Instructor		
Sept – Week 4		(1) Have one-hour organization meeting between student and site supervisor (2) Give site supervisor copies of your CRS & First Aid/CPR certification and academic timetable	
Sept – Week 4		Assignment #1: Due	
Oct – Week 5 - 8		Continue logging fieldwork hours through site visitations and complete assignments	Ongoing feedback and mentoring with student
Oct – Week 8	Students attend Fieldwork SPSC 1100 or 2100 or 3100 or 4100 class ( <b>Seminar #2</b> ) with Douglas College Fieldwork instructor		
Oct/Nov – Week 8 – 13		Continue logging fieldwork hours through site visitations and complete assignments	Ongoing feedback and mentoring with student
Dec – Week 13	Students attend Fieldwork SPSC 1100 or 2100 or 3100 or 4100 class ( <b>Seminar #3</b> ) with Douglas College Fieldwork Instructor		
Dec – Week 14		Student rates Site Supervisor and Site	Submission of final evaluation to Douglas College by Site
End of Term	Final Evaluation: Mastery or Non-Mastery grade submitted		

## FIELDWORK PLACEMENT TIMELINES & RESPONSIBILITIES – WINTER

Time Period	Douglas College Responsibilities	Student Responsibilities	Site Supervisor Responsibilities
Mid November			All school/club commitment forms returned
November		Students register for Fieldwork Course: SPSC 1200 or 2200 or 3200 or 4200 Students check First Aid and CPR certification expiry – update before start of Winter semester	
December	Most students remain at Fall placement site, for the few: (1) Match students to site (2) Inform students and site supervisor (3) Fieldwork package sent to site supervisor and administrator		
Jan – Week 1	(1) Registration and placement issues resolved with Placement Coordinator in Room 1300F New Westminster Campus (2) All students must be sure they have an up-to-date First Aid and CPR certification with copies filed in the Sport Science Office, otherwise you cannot start Fieldwork		
Jan – Week 2	Students attend Fieldwork SPSC 1200 or 2200 or 3200 or 4200 class ( <b>Seminar #1</b> ) with DC Fieldwork Instructor		
Jan– Week 3		(1) Have one-hour organization meeting between student and site supervisor. (2) Give site supervisor copies of your CRS & First Aid/CPR certification and academic timetable	
Jan – Week 4		Assignment #1: Due	
Feb – Week 5 - 7		Continue logging fieldwork hours through site visitations and complete assignments	Ongoing feedback and mentoring with student
Feb – Week 8	Students attend Fieldwork SPSC 1200 or 2200 or 3200 or 4200 class ( <b>Seminar #2</b> ) with DC Fieldwork instructor		
Feb/Mar/Apr – Week 8 – 13		Continue logging fieldwork hours through site visitations and complete assignments	Ongoing feedback and mentoring with student
Apr – Week 13	Students attend Fieldwork SPSC 1200 or 2200 or 3200 or 4200 class ( <b>Seminar #3</b> ) with DC Fieldwork Instructor		
Apr – Week 14		Student rates Site Supervisor and Site	Submission of final evaluation to Douglas College
End of Term	Final Evaluation: Mastery/ Non-Mastery		

## FIELDWORK OBJECTIVES

Upon successful completion of their fieldwork, students will have:

1. Through observation, interaction, reflection, and experiential learning, gained theoretical and practical knowledge about learners, leaders, and unique school, coaching and work environments.
2. Developed an ability to reflect on the application and adaptation of principles of pedagogy in unique school, coaching and work environments.
3. Expanded and enhanced professional attributes and interpersonal communication skills necessary for effective interactions with individuals and groups, in general educational settings, in school-based physical education, in science/biology classes and coaching environments.
4. Developed through reflection, and demonstrated through seminar interactions, personal competence, professional curiosity and creativity in the application of knowledge in the areas of school-based physical education, science and coaching.
5. Made a responsible commitment to support, through the fieldwork experiences, school teachers and community programs, commensurate with abilities of a senior Douglas College Sport Science student.
6. Demonstrated an ability to work fairly, collaboratively, and productively, with peers.

## STUDENT/SITE SUPERVISOR GUIDE

### ACKNOWLEDGMENT

The Preceptorship Guide from the Coaching Diploma Program at Douglas College and the Field Placement Guideline for Human Kinetics 355C at the University of British Columbia assisted in the development of this document.

### INTRODUCTION

Fieldwork courses are numbered according to BPEC Year of Study and course semester, for example SPSC 4200 is a 4<sup>th</sup> year course and winter (or 2<sup>nd</sup>) semester. SPSC 1100, 1200, 2100, 2200, 3100, 3200, 4100, and 4200 of the BPEC Degree Program at Douglas College are not post-graduate practicum experiences; they are designed as undergraduate community service learning using a Fieldwork model. The fieldwork model is based on experiential learning, there is no supervision or visitation from College Faculty and the course is graded on a competency Mastery basis.

This collaborative model between Douglas College and the field was chosen in the belief that transfer of learning in the classroom and lab, which have been taught and evaluated by professional educators, can, be demonstrated to, and evaluated by professionals in the field: the student's professional preparations are assessed by professional judgments.

In the BPEC Degree Program, the site supervisor is an experienced, working, qualified professional who assists a student to make the role transition from student to practitioner. The Site Supervisor acts as a guide, role model, support person and evaluator throughout the Fieldwork.

The Fieldwork is individualized teaching/learning in the “real world” of teaching and coaching. The one-to-one relationship between the Site Supervisor and the student facilitates student learning and role acquisition. The student gains a realistic perspective of the requirements of the field as the student is given an opportunity to apply the knowledge, attitudes and skills learned in the classroom/lab. The student assumes an increased workload and more responsibility as the student’s leadership skills, organizational abilities and self-confidence develop. The Site Supervisor provides assistance, advice and support.

## **FIELDWORK SUMMARY**

- Fieldwork courses are one credit
- Students complete one fieldwork course per semester (Fall and Winter)
- By Graduation students are required to have completed Fieldwork placements in three environments: 4 placements in Physical Education, two placements in Classroom and two placements in Coaching.
- Each 15-hour course spans one academic semester, either September to December or January to April
- Each fieldwork course requires 15 contact hours on site per course, plus five seminar hours on campus.

## **PLACEMENT SITE PREPARATION**

- Teachers and/or coaches who have been identified as potential site supervisors must first be recommended by the school or club administration as suitable mentors. The Sport Science Department at Douglas College will make initial contact with Administrators by sending BPEC degree and Fieldwork information and asking for teacher or coach approval.
- Upon approval, BPEC Degree and Fieldwork information will be sent to the teacher or coach and it will be determined if the site has potential for fieldwork students to be placed in the school/club. If the site is suitable and the teacher or coach is interested in becoming a mentor, they return the Fieldwork Placement Commitment Form to Douglas College and the teacher/coach is added to the BPEC Fieldwork database.
- An email indicating receipt of the Fieldwork Placement Commitment Form is sent to both the teacher/coach and the administrator at the school/club. The commitment form receipt indicates that a student may or may not be placed with the teacher for the upcoming semester.
- When a student is placed, student information, Fieldwork Handbook, overview of student assignments, roles and responsibilities of students and site supervisors, as well as timelines for the experience and a sample final evaluation of the student, are provided to the site supervisor and administrators.
- The placement site must provide a minimum of 15 contact hours of practical work experience for the student; this is agreed upon in writing via the Fieldwork Contract, signed by the Site Supervisor, Student and College Faculty. In the student's Final Evaluation, the Supervisor is asked to verify that 15 hours have been completed. The experience must contain interactions with participants, but may or may not contain interactions with staff, parents, administration or coaches from the placement site.
- At the start of the placement a “Planned Hours Sheet” is agreed upon by the student and Site Supervisor that outlines when the 15 contact hours will occur during the semester. The 15 hour requirement generally includes the 1st meeting, a minimum of five subsequent in-class visits and some time set aside for one-on-one discussions with Site Supervisor and Douglas College Student. A student’s travel time and preparation time is not included in the required 15 hours.

- Placements can be in:
  - Elementary schools with a teacher teaching PE
  - Elementary schools with teacher coaching in a school setting
  - Elementary schools with a generalist teacher in the classroom
  - Secondary/Middle schools with PE specialist
  - Secondary/Middle schools with teacher coaching in a school setting
  - Secondary/Middle schools with science/biology teacher in the classroom
  - Sport organizations who have “recreation” level athletes
  - Sport organizations who have “elite” level athletes
  - Private or public recreation facilities that provide group or individual programming.
  
- It is recommended that students be at one school for at least two placements, but no more than three placements. It is hoped that the BPEC students will work with many different teachers or coaches in each school or community organization.
  
- It is recommended that if two students are with one Site Supervisor, that the students attend the site independently at a different time than the other BPEC student
  
- Students cannot be placed at the high school they graduated from until their 4<sup>th</sup> year of study.

## **SELECTION OF SITE SUPERVISORS**

1. Ideally site supervisors should have a minimum of three years teaching experience and be willing to assist the students with their professional development.
2. Ideally program coordinators should have a minimum three years experience.
3. Ideally coaches should have at least 3 years coaching experience and/or be certified NCCP Level II or equivalent.

## **SITE SUPERVISOR RESPONSIBILITIES**

1. Understand that most students will stay at a placement Site for two continuous semesters (September and January), totaling 30 hours. This consistency will allow for mentoring relationships to form and a professional comfort with participants to develop.
2. To review Douglas College BPEC Fieldwork documents to understand structure and expectations.
3. To orientate the student to the school or club setting by formally introducing the student to the administration, other staff members and the students/athletes.
4. To provide 15 contact hours through a minimum of five subsequent in-class visits across a minimum of 5 weeks. Contact hours can include some time set aside for one-on-one discussions with Site Supervisor and Douglas College Student. A student’s travel time and preparation time is not included in the required 15 hours.
5. To allow a delegate to supervise the student, if the Site Supervisor is absent for one or two days. If the Site Supervisor is expected to be absent for longer intervals, contact the Douglas College Faculty Supervisor.

6. To be sure you receive copies of three documents from the student at your first meeting of:
  - (1) Criminal Record Search
  - (2) Active first aid certification and CPR certification
  - (3) Their academic timetable.
7. For each of the four Fieldwork Assignments:
  - (1) review the students finished Assignments
  - (2) discuss each assignment with the student, supplying written comments directly on the assignment (comment on the assignments content and/or students demonstrated knowledge)
  - (3) sign the bottom of the assignment – verification box
8. To assign observation and leadership duties to the student that fits with the student's fieldwork level expectations and their ability level.
9. To provide ongoing feedback to the student regarding performance and to offer advice, assistance and support as the student assumes the leadership role.
10. To set and monitor high expectations for the students performance while on Site. This is for two reasons: (a) because the Fieldwork model does not allow for Douglas College Faculty visitation at the Site and (b) students are only required to meet with Faculty three times per semester
11. Notify the Douglas College Faculty Supervisor if:
  - a) student does not appear organized or knowledgeable about course expectations and tasks
  - b) student misses a scheduled Fieldwork visit without notification
  - c) at any time if you are not satisfied by your student's effort, professionalism or organization
12. Review the two Fieldwork Evaluation documents (midterm and Final) at the start of the placement. By reviewing these early, you will know what to observe and what opportunities to provide to the student, so they can demonstrate the required competencies.
13. Complete the informal Midterm Appraisal with the student, halfway through the Fieldwork hours. Complete with student and sign the bottom. This allows for student learning and improvement to occur in weak competency areas and to be encouraged by areas of success.
14. Completes the 2-page Final Evaluation at the end of the semester (December and April). Complete and email or fax back to the College. Note: Students receive a copy of the Final Evaluation at the start of the next semester and are given the opportunity to reflect and set personal and professional goals for the future.
15. A 'Mastery' Grade for Fieldwork must meet the following criteria:
  - a) Satisfy the 15 hour Fieldwork requirement in one environment (PE or classroom or coaching)
  - b) Receive at least 3-5 rating on all Assignments. Note: Assignment #3 – Planning and Leadership is the one assignment solely evaluated by the Site Supervisor.
  - c) Receive at least 24/40 marks on the 14 –point Professional Checklist in the Final Evaluation document
  - d) Attendance at all seminars or equivalent (evaluated by College Faculty Supervisor)
16. The Sport Science Department emphasizes that, for liability reasons, it is imperative that Fieldwork students not be left solely in charge of participants at any time.
17. In the Fall semester only, as part of the Final Evaluation Form, to decide whether or not to nominate your Fieldwork student for the Douglas College CABG Fieldwork Recognition Award. This is an annual Award

presented to one student in each BPEC Year of the program. Site Supervisor nomination is based on the student's performance on Site in the areas of: effort, ability, professional skills and potential in the field.

## PREPARATION OF STUDENTS FOR FIELDWORK

Five hours of this course are designated for College seminars. During these seminars the assignments and evaluation procedures will be discussed. Expectations for students will be outlined and verification of first aid/CPR certification and Criminal Record Searches will be completed.

## STUDENT RESPONSIBILITIES

1. Full-time students must enrol in a Fieldwork course every semester and part-time students must enrol in a Fieldwork course every year.
2. Every semester, students must have an active First Aid and CPR certification prior to commencing Fieldwork contract hours
3. Students should **complete a "Placement Preference Form" or a "Future Placement Form"** with the Faculty Supervisor or with the Placement Coordinator. This form allows students to supply information about their choice of placement. If no form is submitted you will be randomly placed.
4. Notification of confirmed placement: the name of your site supervisor, the name of the school/club and the phone number of your site will be given in Fieldwork Seminar #1 (Week 3). This notification of placement will occur only if you are: registered, have your CRS, First Aid and CPR on file with Sport Science Office.
5. To complete 15 contact hours through a minimum of five subsequent in-class visits across a minimum of 5 weeks. This allows for adequate time at site and between visits to ensure opportunity for each student's professional development. Contact hours can include some time set aside for one-on-one discussions with Site Supervisor and Douglas College Student. A student's travel time and preparation time is not included in the required 15 hours.
6. Douglas College Seminars are scheduled on Fridays, but only meet three times per semester. Therefore students should leave Fridays available for Fieldwork visits to Site, if possible, do not schedule classes or work at this time.
7. All students will have their 1<sup>st</sup> meeting with their Site Supervisor in Week 3 or 4: introductions, backgrounds shared, review expectations, overview assignments, discuss the midterm appraisal and final evaluation and complete/sign the Planned Hours Sheet and the Contract. Also be sure to give Site Supervisor copies of three documents to Seminar #1:
  - a) Criminal Record Search
  - b) Active First Aid and CPR certification
  - c) Academic timetable.
8. To attend and participate in all Fieldwork seminars at the College, for discussions and evaluation of the learning from Site.
9. To log onto Blackboard online Fieldwork course at least twice a week, to check email and see course postings.

10. To be active while at site (assisting, getting equipment, interacting with participants, leading and asking staff questions etc.) and actively pursuing learning experiences in the school/club.
11. To seek appropriate supervision in the performance of leadership skills from the Site Supervisor.
12. To meet all attendance expectations during fieldwork:
  - a) If a student cannot attend a planned fieldwork visit or is going to be late, they must contact site supervisor as soon as possible and/or re-schedule the visit.
  - b) If a student misses a fieldwork visit without notification, Douglas College Faculty Supervisor will be notified and students will be dealt with on a case by case basis.
  - c) At any time the site supervisor is not satisfied with the student's effort, professionalism or organization a three-way meeting may be called. The results of this meeting may range from feedback and/or activities to assist the student's improvement to a NCG (No Credit Granted) mark for the course.
13. To complete all four Assignments/Journals: Fieldwork assignments are student-led and therefore students need to be organized and informed pertaining assignments when communicating to site supervisors. All assignments are online, students download them from Blackboard, complete the worksheet, show and discuss with Site Supervisor. Site Supervisor provides written comments written on Assignments and signs it at the bottom. Student submits hardcopy to College.
14. The **onus is on the student** to show MASTERY during the Fieldwork experience. Mastery includes the following:
  - Active involvement and participation at the Site.
  - Receive a competency rating (at least 3-5) on all assignment competencies
  - Satisfy the 15 hour Fieldwork requirement in one environment ( PE, science or coaching)
  - Receive 'Mastery' on the 14 –point Professional Checklist (at least 24/40 marks) in the Final Evaluation document Checklist
  - Demonstrate appropriate class habits: prepared for class, due dates met, seminar work done
  - Attendance at all seminars or equivalent
15. To follow the Douglas College and Site policies.
16. To bring problems or lack of understanding of expectations to the attention of the Site Supervisor and/or College instructor.
17. To contact Supervisor and College Instructor if attendance or performance is severely affected by medical, emotional, or other disabilities. Supportive documentation may be required to be submitted.
18. Students cannot be paid by the site that is acting as their fieldwork placement.
19. Extra contact hours do not carry over.
20. If the student receives a Non Mastery Grade, a meeting will be called with the College Faculty Supervisor to review the evaluations and set plans for improvement. In the BPEC Academic Review in May, students will be placed on academic probation for failing a course. Students can still register for the next Fieldwork course with the assistance of a prerequisite waiver. Although if a student is unsuccessful in two consecutive Fieldwork placements they must wait one year before being able to register in a Fieldwork course.

## FIELDWORK FACULTY SUPERVISOR RESPONSIBILITIES

1. To prepare students and Site Supervisors for the Fieldwork experience.
2. To maintain communication with Site Supervisors, students and administrative personnel. On-site visits will be made at the request of the school, the student, or the Site Supervisor.
3. To provide consultation and resolution for problems presented by students and Site Supervisors. Assure Site Supervisor and students that they can share concerns about the student or Site Supervisor with you, knowing you will assist in working with them regarding any problems, if necessary. (Unresolved problems will be referred to the appropriate Douglas College personnel.)
4. To discuss, advise, recommend and support students through the Fieldwork experience via private student journals.
5. To facilitate seminars in order to provide opportunities for student discussion and evaluation of the fieldwork experience.
6. To assess the completion of and to evaluate the competencies of Assignment 1, 2 and 4
7. To send Final Evaluation to Site Supervisors and validate each student's performance level based on the Site Supervisor's assessment of the student's achievement of objectives and professionalism.
8. To be responsible for the granting of MASTERY or NON-MASTERY for the student.

## EVALUATION PROCESS

The Fieldwork evaluation is an essential component of the BPEC Degree Program. It provides the student with the necessary feedback, and thus can be used as an ongoing teaching and evaluation tool. Evaluations relieve the students' anxiety since they motivate and direct their own learning according to what has been accomplished and what remains to be done.

The onus is on the student to show MASTERY during the Fieldwork experience.

A 'Mastery' Grade for Fieldwork must meet the following criteria:

- a) Satisfy the 15 hour Fieldwork requirement in one environment (PE or classroom or coaching)
- b) Achieve at least 3/5 rating on all Assignments
- c) Achieve at least 24/40 marks on the 14 –point Professional Checklist in the Final Evaluation document
- d) Attendance at all seminars or equivalent (evaluated by College Faculty Supervisor)

There are four Fieldwork Evaluation aspects for the Site Supervisor and Faculty Supervisor to complete:

1. Ongoing Feedback: The Site Supervisor should supply ongoing feedback on student performance and professionalism. The student and Site Supervisor should meet, outside of class, periodically to discuss and comment on assignments and to plan upcoming responsibilities.

2. Evaluation of Assignments:
  - (a) **For Assignment 1, 2 and 4: Douglas College Faculty Supervisor evaluates Assignment 1, 2 and 4.** Site Supervisors simply provide discussion, comments and verification via signature. Comment can be on Assignment content, additional resources for improvement, Supervisors experience in topic area and/or level of student demonstrated knowledge. Each Assignment is assessed using a rating scale of 1-5; at least a 3 rating signifies “mastery”.
  - (b) **For Assignment 3: Site Supervisor evaluates Assignment #3** (due to the fact this is a Leadership Assignment that takes place on Site). Each Assignment is assessed using a rating scale of 1-5; at least a 3 rating signifies “mastery”.
3. **1-page Midterm Appraisal: Site Supervisor completes this with student.** This is an informal opportunity to discuss and document strengths, weaknesses and plans for improvement. Complete this approximately half way through Fieldwork hours.
4. **2-page Final Evaluation: Site Supervisor completes this and sends it privately to Faculty Supervisor at the end of the Fieldwork hours.** This includes evaluation of Assignment 3 using a rating scale 1-5; and the completion of a 14-point Professional Checklist. Note: Students are given a copy of the Final Evaluation at the start of the next semester, to assist them in goal setting and improving in their professional development journey. Note: In the Fall only you may nominate your student for the Annual Douglas College CABG Fieldwork Recognition Award. The Nomination Form is part of the Final Evaluation Forms.
5. The Site Supervisor’s Final Evaluation and the College Instructor’s evaluations combine to result in the student’s final grade: Mastery (pass) or Non-Mastery (fail).

There are two Fieldwork Evaluation aspects for the Student to complete:

1. **Student Evaluation of Site Supervisor and Site:** This is completed by the student at the end of their Fieldwork Hours. This provides an opportunity for students to evaluate their Mentor and Site using a rating scale of 1-3, on topics of leadership opportunities provided, feedback supplied, comfort of environment and fairness of evaluation.
2. **Student Evaluation of College Fieldwork Course:** This online questionnaire is completed at the end of the semester and provides an opportunity for the students to give feedback pertaining to the College Instructor and the course content and delivery.

## WORK SCHEDULE

The Site Supervisor and student will arrange the work schedule to permit the student to demonstrate the requirements of the Fieldwork. Sites should be aware this is service learning and that most BPEC students are enrolled in a full course load: five 3-credit courses and the 1-credit Fieldwork.

Complete the “Planned Hours’ sheet together and the student will follow the work schedule arranged. Be sure to schedule time away from class to discuss, one-on-one, student progress, upcoming tasks and assignments. There is a minimum of 5 visits over 5 weeks required to ensure time for reflection and student development. Other than that

guideline Site Supervisors and students can manipulate the schedule to fit learning best. On Fridays there are few Douglas College classes scheduled, students should leave Fridays available for Fieldwork visits to Site

## **FIELDWORK SITE/COLLEGE AGREEMENT**

Douglas College has a service agreement with each fieldwork site participating in the Fieldwork program. The agreement outlines the College's responsibility for all losses, costs or suits arising from a student error, which results in damage or injury to persons or property. Loss which arises from the negligence or wilful, misconduct of site personnel is the site's responsibility. Students registered in BPEC Fieldwork courses are covered by Workers' Compensation.

## **PROCEDURE FOR REPORTING STUDENT INJURY**

In the event of a student injury during the Fieldwork experience, the Douglas Accident/Injury Report should be completed. All forms should be forwarded to the Fieldwork Faculty Supervisor, as soon as possible, for completion by the Douglas College Employee Relations Department.

Very serious injuries should be reported to the Fieldwork Faculty Supervisor, by telephone and email, immediately.

## **PRINCIPLES OF TEACHING AND LEARNING**

Teaching can be defined as the art of helping people to learn. Selected principles of teaching and learning are presented for reference.

### **PRINCIPLES OF TEACHING**

1. Good teacher/learner rapport is important.
2. Teaching requires effective communication.
3. The learning needs must be determined.
4. Planning time for teaching and learning requires special attention.
5. Objectives serve as guides in planning and evaluating teaching/learning experiences.
6. Evaluation is an integral part of teaching.

### **PRINCIPLES OF LEARNING**

1. Learning may occur through imitation of role models.
2. The process of trial-and-error is a way of learning.
3. Problem solving is a method of learning.
4. The motivation of the learner influences learning.
5. Active participation enhances learning.
6. New learning must be based on previous knowledge and experience.
7. The emotional climate (example fear) affects learning.
8. Repetition strengthens learning.
9. Reinforcement enhances learning.



**Secondary Option – Curriculum Guide**

**Year 1: Fall**

SPSC 1103- Conditioning for Sport and Physical Activity  
SPSC 1105- Introduction to the Study of Sport  
SPSC 1195- Physical Growth & Motor Development  
BIOL 1109- Human Anatomy & Physiology I  
MATH 1234 - Math for Liberal Arts (or) Math 1191  
SPSC 1100- Fieldwork I <sup>2</sup>

**Year 2: Fall**

\*SPSC 13xx or 23xx – Individual or Team Analysis <sup>1</sup>  
SPSC 1151- Biomechanics  
SPSC 2231- Sport & Exercise Psychology  
BIOL 1310- Introduction to Biology  
CHEM 1110- The Structure of Matter <sup>3</sup>  
SPSC 2100- Fieldwork III <sup>2</sup>

**Year 3: Fall**

SPSC 3158- Adapted Physical Activity  
SPSC 3275- Advanced Physiology of Exercise & Training  
SPSC 3399- Games Approach to Teaching & Coaching  
BIOL 3305- Ecology  
Secondary Requirement- ENGL Literature  
SPSC 3100- Fieldwork V <sup>2</sup>

**Year 4: Fall**

SPSC 4199- Physical Education and Coaching Methods  
SPSC 4231- Advanced Exercise & Sport Psychology  
SPSC 3000/4000 ELECTIVE <sup>4</sup> or General Elective <sup>5</sup>  
BIOL 3500- Plants & Society  
BIOL 3700- Evolution  
SPSC 4100- Fieldwork VII <sup>2</sup>

SPSC 3000/4000 Electives (2 of 3 required):

SPSC 3203- Health Promotion (offered in Winter)  
SPSC 4161- Fitness Assess & Prescription (offered in Fall)  
SPSC 4256- Advanced Sport Analysis (offered in Winter)

Notes to Curriculum Guideline – Secondary Option:

1. 12 credit hours of Applied Methods courses must include 1316, 1317 and 1313, plus, 1 "team" applied method or performance course.
2. SPSC 1100-4100 (Fieldworks) are 1 credit each.
3. Students in the BPEC program without Chemistry 12 are required to take CHEM 1108 to enter CHEM 1110.
4. Students must choose 2 of the following 3 courses for their 3000/4000 SPSC electives: 3203, 4161 or 4256.
5. 3 credits lower or upper level, any subject choice.

**Year 1: Winter**

SPSC 1164- Dynamics of Motor Skill Acquisition  
\*SPSC 13xx or 23xx – Individual or Team Analysis <sup>1</sup>  
BIOL 1209- Human Anatomy & Physiology II  
ENGL 1130- Academic Writing  
Non-SPSC and non-Biology Science Elective <sup>3</sup>  
SPSC 1200- Fieldwork II <sup>2</sup>

**Year 2: Winter**

SPSC 1192- Topics in Human Nutrition  
SPSC 2205- Leisure & Sport in Canadian Society  
SPSC 2275- Physiology of Exercise & Training  
\*SPSC 13xx or 23xx – Individual or Team Analysis <sup>1</sup>  
BIOL 2321- Cell Biology  
SPSC 2200- Fieldwork IV <sup>2</sup>

**Year 3: Winter**

\*SPSC 13xx or 23xx – Individual or Team Analysis <sup>1</sup>  
SPSC 3000/4000 ELECTIVE <sup>4</sup> or General Elective <sup>5</sup>  
SPSC 3240- Leadership in Sport, PE & Coaching  
SPSC 3276- Athletic Injury Assessment & Management  
BIOL 3205- Genetics  
SPSC 3200- Fieldwork VI <sup>2</sup>

**Year 4: Winter**

PHIL 4205- Philosophy & Ethics in PE, Rec. & Sport  
SPSC 4291- Curriculum & Planning Issues in PE & Coaching  
SPSC 3000/4000 ELECTIVE <sup>4</sup> or General Elective <sup>5</sup>  
Elective <sup>5</sup>  
BIOL 3600- Comparative Zoology  
SPSC 4200- Fieldwork VIII <sup>2</sup>



**Elementary Option – Curriculum Guide**

**Year 1: Fall**

SPSC 1103- Conditioning for Sport and Physical Activity  
SPSC 1105- Introduction to the Study of Sport  
SPSC 1195- Physical Growth & Motor Development  
BIOL 1109- Human Anatomy & Physiology I  
MATH 1191- Math for Teachers  
SPSC 1100- Fieldwork I <sup>2</sup>

**Year 2: Fall**

SPSC 13xx or 23xx – Individual or Team Analysis <sup>1</sup>  
SPSC 1151- Biomechanics  
SPSC 2231- Sport & Exercise Psychology  
Lab Science Elective  
Elective <sup>4</sup>  
SPSC 2100 - Fieldwork III <sup>2</sup>

**Year 3: Fall**

SPSC 3158- Adapted Physical Activity  
SPSC 3275- Advanced Physiology of Exercise & Training  
SPSC 3399- Games Approach to Teaching and Coaching Sport  
Elective <sup>4</sup>  
ENGL Literature  
SPSC 3100- Fieldwork V <sup>2</sup>

**Year 4: Fall**

SPSC 4199- Physical Education and Coaching Methods  
SPSC 4231- Advanced Exercise & Sport Psychology  
SPSC 3000/4000 ELECTIVE <sup>3</sup> or General Elective <sup>4</sup>  
Elective <sup>4</sup>  
Elective <sup>4</sup>  
SPSC 4100- Fieldwork VII <sup>2</sup>

SPSC 3000/4000 Electives (2 of 3 required):

SPSC 3203- Health Promotion  
SPSC 4161- Fitness Assessment & Prescription  
SPSC 4256- Advanced Sport Analysis

Notes to Curriculum Guideline – Elementary Option:

1. 12 credit hours of Applied Methods courses must include 1316, 1317 and 1313, plus, 1 "team" applied methods course.
2. SPSC 1100-4100 (Fieldworks) are 1 credit each.
3. Students must choose 2 of the following 3 courses for their 3000/4000 SPSC electives: 3203, 4161 or 4256.
4. General Elective notes:
  - a) requirements include the successful completion of content in Canadian Geography (min. 3 credits) and Canadian History (min. 3 credits) (Canadian content requirement cannot be met with completion of Physical Geography)
  - b) Minimum of 9 elective credits must be completed from non-SPSC upper level (3000/4000 level) courses. Upper-level courses are those courses where students have completed at least 6 credits of preparatory work in the subject area
  - c) Maximum 3 elective credits from Sport Science courses.

**Year 1: Winter**

SPSC 1164- Dynamics of Motor Skill Acquisition  
SPSC 13xx or 23xx – Individual or Team Analysis <sup>1</sup>  
BIOL 1209- Human Anatomy & Physiology II  
ENGL 1130- Academic Writing  
Elective <sup>4</sup>  
SPSC 1200- Fieldwork II <sup>2</sup>

**Year 2: Winter**

SPSC 1192- Topics in Human Nutrition  
SPSC 2205- Leisure & Sport in Canadian Society  
SPSC 2275- Physiology of Exercise & Training  
SPSC 13xx or 23xx – Individual or Team Analysis <sup>1</sup>  
Elective <sup>4</sup>  
SPSC 2200- Fieldwork IV <sup>2</sup>

**Year 3: Winter**

SPSC 13xx or 23xx – Individual or Team Analysis <sup>1</sup>  
SPSC 3000/4000 ELECTIVE <sup>3</sup> or General Elective <sup>4</sup>  
SPSC 3240- Leadership in Sport, PE & Coaching  
SPSC 3276- Athletic Injury Assessment & Management  
Elective <sup>4</sup>  
SPSC 3200- Fieldwork VI <sup>2</sup>

**Year 4: Winter**

PHIL 4205- Philosophy & Ethics in PE, Recreation & Sport  
SPSC 4291- Curriculum & Planning Issues in P.E. & Coach  
SPSC 3000/4000 ELECTIVE <sup>3</sup> or General Elective <sup>4</sup>  
Elective <sup>4</sup>  
Elective <sup>4</sup>  
SPSC 4200- Fieldwork VIII <sup>2</sup>

## **APPENDIX II: SAMPLE FIELDWORK FORMS/DOCUMENTS**

**SAMPLE:      STUDENT/SITE SUPERVISOR CONTRACT**

**SAMPLE:      FIELDWORK PLANNED HOURS AND DEADLINE SHEET**

**SAMPLE:      STUDENT/SITE SUPERVISOR MIDTERM APPRAISAL**

**SAMPLE:      SITE SUPERVISOR FINAL EVALUATION**

**BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)**  
**SAMPLE: ASSIGNMENT #1**

‘FIELDWORK CONTRACT’ OF AGREEMENT FOR SCHOOL/ORGANIZATION, STUDENT AND FACULTY  
Due Date: Week 4 -Assignment #1

Contract Information:

Site supervisor Name: \_\_\_\_\_ School/Organization Name: \_\_\_\_\_  
Site supervisor Department: \_\_\_\_\_ School Mailing Address: \_\_\_\_\_  
Site supervisor Work Phone: \_\_\_\_\_  
Site supervisor Home Phone: \_\_\_\_\_ Student Name: \_\_\_\_\_  
Site supervisor E-mail: \_\_\_\_\_ Student Phone: \_\_\_\_\_  
Student E-mail: \_\_\_\_\_

Contract

By signing this contract the site supervisor agrees to:

- provide the student with 15 hours observing within a 14 week period
- conduct an individual weekly meeting with the student to discuss assignments and progress
- observe the student and provide verbal and written feedback on relevant behaviours
- Complete midterm and final evaluation of the student.

By signing this contract the student agrees to:

- observe the site supervisor teach/coach for a minimum of 15 hours within a 14 week period
- attend all individual weekly meetings with the site supervisor
- complete all assignments, self evaluations and meet all deadlines
- Maintain professional conduct on school site and adhere to all school policies during placement.
- attend and participate in all course seminars

It is agreed that there will be neither remuneration from Douglas College to the School/Organization nor vice versa for the fieldwork experience.

It is agreed that the student, College faculty and site supervisor will each fulfill the expectations outlined above and in the Bachelor of Physical Education and Coaching Degree Fieldwork Manual.

\_\_\_\_\_  
Site supervisor Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
College Faculty Signature

\_\_\_\_\_  
Date

College Contact:	Winnie McKitrick: SPSC Placement Coordinator, Office NW – 1300F Douglas College, 700 Royal Avenue, New Westminster, BC
Phone: 604-527-5817	Fax: 604-527-5032      E-mail: <a href="mailto:mckitw@douglas.bc.ca">mckitw@douglas.bc.ca</a>



**BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)**  
**SAMPLE**

‘INFORMAL MIDTERM APPRAISAL’

Due Date: Week 6 -Assignment #2

**IMPORTANT:** The purpose of the Informal Midterm Appraisal is for the site supervisor and student to discuss progress and knowledge or behaviours that are not at a Mastery Level; and to specify plans/actions for improvement. Completion of this Assignment should allow for professional growth during the fieldwork and better the student's chances of meeting the competency requirements for the Final Evaluation at the end of the course.

1. From your meeting with your site supervisor, summarize your discussion on your progress and professional skills thus far in the fieldwork (at least two strengths and two improvement areas). Note: Use the Site Supervisor Final Evaluation Form as a guide for discussion.

2. Summarize your discussions pertaining suggested actions/plans for the areas of improvement above. Students should put these plans into action for the 2<sup>nd</sup> half of Fieldwork Hours.

**SPSC xxxx FIELDWORK**  
SAMPLE SITE SUPERVISOR FINAL EVALUATION OF STUDENT

Student: _____	Site Supervisor Phone: _____
Site Supervisor: _____	School/Club: _____

Please evaluate the student objectively. Comments are particularly helpful. Additional 'confidential comments' can be emailed directly to the Faculty Supervisor. This evaluation form will be given to students at the end of the semester, to help direct their personal and professional development.

**Fieldwork Evaluation Standards:**

1. Students must achieve at least a 'mastery' level competency (at least 3/5) rating on PART II Evaluation (Assignment #3)
2. Students must achieve at least a 24/40 rating on PART IV (14-point Professional Checklist)

**PART I: SPSC 1200 Hours Verification:**

1. Student completed the required 15 hours of fieldwork:    \_\_\_Yes<sup>†</sup>        \_\_\_No<sup>†</sup>
2. Environment required hours completed in: \_\_\_PE    \_\_\_Coaching        \_\_\_Science        \_\_\_ Classroom

**PART II: SPSC 1200 Assignment Completion and Comments Verified:**

1. Finished Assignment #1 (Contract and Planned Hours) shown to you & discussed        \_\_\_Yes \_\_\_No
2. Finished Assignment #2 (Knowledge of Leadership Styles) shown to you & discussed        \_\_\_Yes \_\_\_No
3. Finished Assignment #3 (Plan & Lead an Intro Activity and/or Warm-up) shown to you & discussed \_\_\_Yes \_\_\_No
4. Finished Assignment #4 (EI: Personal & Social Competence) shown to you & discussed        \_\_\_Yes \_\_\_No

**PART III: SPSC 1200 Outcome Specific Evaluation (Assignment #3 only):**

5	4	3	2	1
Very good		Mastery	Not satisfactory	

Competencies	Supervisor Rating	Site Supervisor Comments
<b>Assignment #3 – Plan, Lead and Evaluate Activity</b> 1. Student can plan an Intro Activity and/or Warm Up  2. Student shows competency in leading Intro Activity and/or Warm Up with site supervisor present  3. Leadership Script Checklist' completed and submitted 4. Student is accepting of Site Supervisor feedback		

**PART IV: SPSC 1200 Overall Professional Checklist Evaluation:**

Please check **one descriptor in each box**, for each of the 14 categories. Select the descriptor that best describes the student's performance during the fieldwork. To calculate total marks at the end, simply add all of the marks (identified in brackets) for each of your 14 assigned check marks.

<b>1. Attitude - Application to Work</b> <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)	<b>2. Ability to Learn</b> <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)	<b>Communication Skills</b> <b>3. Oral</b> <b>4. Written</b> <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)	
<b>5. Initiative</b> <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)	<b>6. Sense of Responsibility</b> <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)	<b>7. Quality of Work</b> <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)	
<b>8. Relations with Others</b> <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)	<b>9. Judgement</b> <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)	<b>10. Organization and Planning</b> <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)	
<b>11. Attendance</b> <input type="checkbox"/> __ Regular (1) <input type="checkbox"/> __ Irregular (0)	<b>12. Grooming</b> <input type="checkbox"/> __ Appropriate(1) <input type="checkbox"/> __ Inappropriate (0)	<b>13.Punctuality</b> <input type="checkbox"/> __ Good (1) <input type="checkbox"/> __ Poor (0)	<b>14. Safety Procedures</b> <input type="checkbox"/> __ Satisfactory (1) <input type="checkbox"/> __ Unsatisfactory (0)

**Total Marks: \_\_\_\_\_ / 40 marks (24/40 required to pass)**

FURTHER COMMENTS:

The student's outstanding qualities are:

The qualities which the student should strive most to improve are: