

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

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**FIELDWORK  
PLANAR BOOKLET  
SPSC 2100**



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# BPEC FIELDWORK PLAR BOOKLET SPSC 2100

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## BPEC PLAR APPLICATION AND COMPLETION STEPS

NOTE: SPSC PLAR APPLICATIONS/BOOKLETS WILL NOT BE ACCEPTED UNTIL MARCH 25<sup>TH</sup>, 2008

1. Students can download the Curriculum Guidelines for the Fieldwork course(s) you wish to acquire through the BPEC PLAR process at [www.douglas.ca/sportscience](http://www.douglas.ca/sportscience), 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 Alison Gill by phone 604-527-5693 or email [gilla@douglas.bc.ca](mailto:gilla@douglas.bc.ca).
3. Pick up and complete a 'Request for Credit Form' from the SPSC Department, Office 1300G NW. Once complete, submit it back to Office 1300G 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 1300G 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 [www.douglas.ca/sportscience](http://www.douglas.ca/sportscience) (i.e.: students requesting PLAR credit for SPSC 1100 will complete PLAR FIELDWORK BOOKLET SPSC 1100). 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 1300G NW, in a sealed envelope.
8. Final Submission: Submit all BPEC PLAR Application paperwork to the SPSC Department Office 1300G 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: Alison Gill - BPEC Fieldwork Faculty Supervisor /Phone: 604-527-5693 / E-mail: [gilla@douglas.bc.ca](mailto:gilla@douglas.bc.ca) or Winnie McKitrick – BPEC Fieldwork Coordinator /Office: 1300G NW / Phone: 604-527-5817 /Email: [mckitw@douglas.bc.ca](mailto:mckitw@douglas.bc.ca)

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**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: \_\_\_\_\_

SEX:

DATE OF BIRTH: \_\_\_\_\_

LANGUAGES: \_\_\_\_\_

DO YOU HAVE ACCESS TO A PERSONAL COMPUTER? \_\_\_\_\_

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

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

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

## ASSESSMENT SERVICE PLAR APPLICATION

MEMBERSHIPS IN PROFESSIONAL ASSOCIATIONS:

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

WHAT ARE YOUR STRENGTHS AS A PRACTITIONER IN THE FIELD?

## ASSESSMENT SERVICE PLAR APPLICATION

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

MAY WE CONTACT YOUR REFERENCES? \_\_\_\_\_

SPSC 2100 OUTCOMES		PLAR EVIDENCE
COURSE LEARNING OUTCOMES	EVIDENCE SUBMITTED BY APPLICANT	EVIDENCE SUBMITTED BY REFEREE VIA FORM REFERENCE LETTER
Verify completion of 15 hours of contact		✓
Active First Aid Certification	On file with SPSC Department	
"Satisfactory" Criminal Record Search	On file with SPSC Department	
Gather info, analyze and reflect on observations of participant's behaviour and learning	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	✓
Able to analyze organizational components of a learning activity	Submit Organizational Component Worksheet	✓
Design a drill or activity	Submit activity or drill planning documents	
Reflect on ability to lead drill or activity	Submit Reflection Worksheet	
Evaluate ability to lead drill or activity		✓
Describe Emotional Intelligence Personal Concepts: self assessment & commitment	Submit EI Personal Worksheet	
Describe Emotional Intelligence Social Concepts: leveraging diversity & communication	Submit EI Social Worksheet	

SPSC 2100 BPEC PLAR BOOKLET CHECKLIST:

- BPEC PLAR Application Form
- Reference Letter
- Reflection Worksheet
- Organizational Component Worksheet
- Planning Documents
- EI Personal Worksheet
- EI Social Worksheet

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)

BACHELOR OF PHYSICAL EDUCATION & COACHING  
PRIOR LEARNING ASSESSMENT  
EMPLOYER/SUPERVISOR REFERENCE FORM

**SECTION II:**

Please check **one line**, in each of the 16 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><b>1. Attitude - Application to Work</b></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><b>2. Ability to Learn</b></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><b>Communication Skills</b></p> <p><b>3. Oral</b></p> <input type="checkbox"/> __ Very good (2) <input type="checkbox"/> __ Satisfactory (1) <input type="checkbox"/> __ Need improve(0) <p><b>4. Written</b></p> <input type="checkbox"/> __ Very good (2) <input type="checkbox"/> __ Satisfactory (1) <input type="checkbox"/> __ Need improve (0)	
<p><b>5. Initiative</b></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><b>6. Sense of Responsibility</b></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><b>7. Quality of Work</b></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><b>8. Relations with Others</b></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><b>9. Judgement</b></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><b>10. Organization and Planning</b></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><b>11. Organization Skills</b></p> <input type="checkbox"/> __ Excellent preparation and organization in leadership(4) <input type="checkbox"/> __ Often prepared and meets most organizational challenges(3) <input type="checkbox"/> __ Average ability to prepare and organize (2) <input type="checkbox"/> __ Has difficulty perceiving what need to be organized (1) <input type="checkbox"/> __ Poor organizational skills (0)	<p><b>12. Leadership Skills</b></p> <input type="checkbox"/> __ Leads individuals and/or groups extremely well (4) <input type="checkbox"/> __ Good leadership skills (3) <input type="checkbox"/> __ Satisfactory leadership skills (2) <input type="checkbox"/> __ Inconsistent leadership skills (1) <input type="checkbox"/> __ Poor leadership skills (0)		
<p><b>13. Attendance</b></p> <input type="checkbox"/> __ Regular (1) <input type="checkbox"/> __ Irregular (0)	<p><b>14. Grooming</b></p> <input type="checkbox"/> __ Appropriate(2) <input type="checkbox"/> __ Inconsistent(1) <input type="checkbox"/> __ Inappropriate (0)	<p><b>15.Punctuality</b></p> <input type="checkbox"/> __ Good (2) <input type="checkbox"/> __ Inconsistent(1) <input type="checkbox"/> __ Poor (0)	
<p><b>16. Safety Procedures</b></p> <input type="checkbox"/> __ Satisfactory (1) <input type="checkbox"/> __ Unsatisfactory (0)			
<p><b>Total Marks: _____ / 50 marks</b></p>			

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PRIOR LEARNING ASSESSMENT  
EMPLOYER/SUPERVISOR REFERENCE FORM

**SECTION III:**

[Redacted area]

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

[Redacted area]

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

[Redacted area]

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



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SPSC 2100 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 as a leader's to observe participants behaviours and learning during an activity i.e.: gathering information, analyzing that information and creating teaching actions based on the information observed.
2. Discuss and demonstrate, through examples, your respectful communication practices with participants and colleagues.
3. Reflect on your ability to lead a drill and/or learning activity, i.e.: instructions, teaching methods, transitions, feedback etc.

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 SPSC 2100 FIELDWORK PLAR

ORGANIZATIONAL COMPONENTS WORKSHEET

Components	Component Choices by Leader	Pros of chosen options	Cons of chosen options	Options affect on participants success and/or enjoyment
<u>Participants examples:</u> -group size -skill level -gender				
<u>Space examples:</u> -safety -max time on task -# of goals -lines				
<u>Resource examples:</u> -equipment -visual aids -clocks -VCR/DVD -poster board				

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SPSC 2100 FIELDWORK PLAR

ORGANIZATIONAL COMPONENTS WORKSHEET CONT'D

Components	Component Choices by Leader	Pros of chosen options	Cons of chosen options	Options affect on participants success and/or enjoyment
<u>Procedure examples:</u> -entrance & exit -poor behaviour -improper gym attire -hydration -equip in and out - group sharing -outdoor activities				
<u>Policy examples:</u> -attendance -misbehaviour -homework -assessment -dress code				

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 SPSC 2100 –FIELDWORK PLAR

PLANNING FOR ACTIVITY OR DRILL (Note: you may use planning documents of your own)

Name: _____ Class: _____ Unit: _____ Lesson: _____	
Objective/Goal: _____	
Skill(s)/Strategy: _____	
<u>Model Method (circle):</u>  <u>Activity Method (circle):</u> <span style="float: right;">other</span>  <u>Teaching Method (circle):</u> <span style="float: right;">other</span>	
Description:	Diagram
Teaching Points	Scoring System
Variations/Adaptations	Feedback/Questioning (in quotes)
Debrief	
Self Evaluation & Recommendation(s):	

EMOTIONAL INTELLIGENCE WORKSHEET

Complete the worksheet below on the following four concepts:

**PERSONAL LEADERSHIP: (1) SELF-ASSESSMENT**

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	2	3	4	5
Unaware	Aware but no action	Minimal Action	Well integrated	Living concept & sharing with others

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.

**PERSONAL LEADERSHIP: (2) COMMITMENT**

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

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

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

1	2	3	4	5
Unaware	Aware but no action	Minimal Action	Well integrated	Living concept & sharing with others

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.

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SPSC 2100 FIELDWORK PLAR

EMOTIONAL INTELLIGENCE WORKSHEET

**SOCIAL LEADERSHIP: (1) LEVERAGING DIVERSITY**

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 LEADERSHIP: (2) COMMUNICATION**

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.