

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

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**FIELDWORK  
PLAR BOOKLET  
SPSC 2200**



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# BPEC FIELDWORK PLAR BOOKLET SPSC 2200

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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 2200 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 respectful communication practices	Submit Reflection Worksheet	✓
Able to analyze feedback within learning activity	Submit Feedback 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 control & consciousness	Submit EI Personal Worksheet	
Describe Emotional Intelligence Social Concepts: influence & building bonds	Submit EI Social Worksheet	

**SPSC 2200 BPEC PLAR BOOKLET CHECKLIST:**

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



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SPSC 2200 –FIELDWORK PLAR

FEEDBACK ANALYSIS WORKSHEET

1. Give one example of each feedback type below:

a) Evaluative – the leader assesses the quality of the action, the leader judges how effective the action was

Example (in quotes): \_\_\_\_\_

b) Descriptive – the leader describes what the participant has done

Example (in quotes): \_\_\_\_\_

c) Prescriptive – the leader tells the participant how to perform the action better next time

Example (in quotes): \_\_\_\_\_

d) Motivating – the leader encourages or cheers on the participants actions with no specific content

Example (in quotes): \_\_\_\_\_

e) Questioning –the leader asks a question and the participant must reflect on past actions or decisions and answer the question

Example (in quotes): \_\_\_\_\_

2. Reflect on a learning activity (approx 15-20 minutes)

a. Estimate the type and frequency of the feedback used by you in leading a learning activity:

Feedback Type	Total Number of Feedback Occurrences
Evaluative	
Descriptive	
Prescriptive	
Motivating	
Questioning	

b. Conclusion(s):

c. Plan(s) for Improvement:



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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):	

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EMOTIONAL INTELLIGENCE WORKSHEET

Complete the worksheet below on the following four concepts:

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

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	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) CONSCIOUSNESS**

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	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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EMOTIONAL INTELLIGENCE WORKSHEET

SOCIAL LEADERSHIP: (1) INFLUENCE

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.

SOCIAL LEADERSHIP: (2) BUILDING BONDS

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.