

Background Information for New Mentors

KPE Professional Placements

Experience in professional practice provides lessons that cannot be emulated in the classroom. Our professional placement course options are available for upper year KPE students and are designed to meet the Faculty's objective of developing leading professionals within the broad fields of kinesiology and physical education. In the classroom, students will address the theoretical knowledge and core competencies of professional practice, and in the field they will volunteer with mentors in real-world workplace settings.

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The Professional Placement Program runs September – March

Professional Placements are 80 – 120 hours

Students complete 4-5 hours per week

Additional Information

If you have any further
questions, please contact

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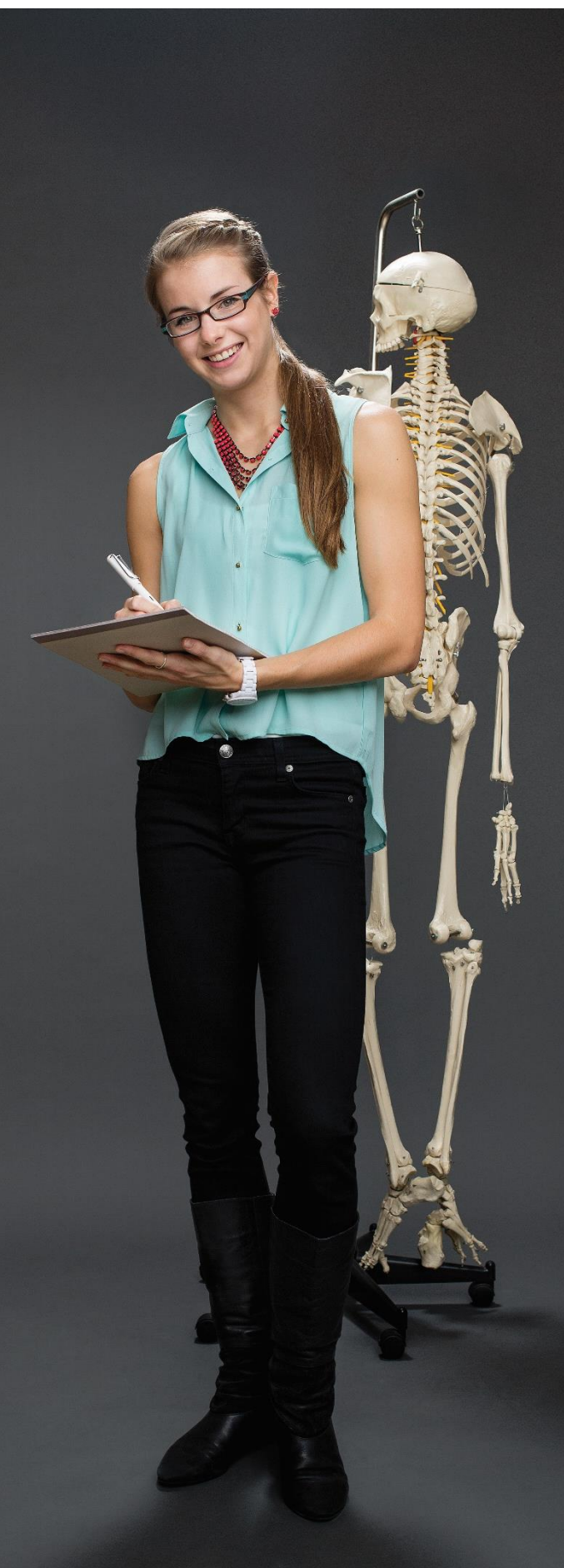


Overview of the Professional Placement Experience

The following information provides brief guidelines to the professional placement experiences in our curriculum:

- Students seek practical experience within a chosen career path. Usually they will begin by observing and job shadowing their mentor, gradually assume responsibility for specific tasks as appropriate, and ultimately they may take responsibility for leading activities or tasks independently under the supervision of their mentor.
- Students provide a service to the placement organization and mentor, however it is important that students gain a valuable learning experience (i.e., gain hands on kinesiology/physical education professional experience, interact and work alongside professionals, learn specific technologies and procedures, etc.). The main tasks performed by the student in the placement should relate to practice of kinesiology and physical education.
- Our students will have a number of responsibilities including, a requirement to always maintain high level, professional behaviour while working with you and your organization. In addition to professional placement hours, students partake in an academic course on professional development in kinesiology and physical education. This course involves weekly class and tutorial sessions, course readings, written assignments, and examinations.
- Students have a minimum placement requirement of 80 hours and a maximum placement requirement of 120 hours. These hours are to be completed within the academic year (September – March). Ideally students will complete their placement hours over the course of the year (i.e. not all in one month or term).
- At the end of the placement, you will be asked to complete an evaluation of the student's placement performance. This will entail completing a brief form and assigning a mark to the student's placement performance.
- Students may not receive financial compensation for professional placement hours and may not be completed in conjunction with any other course, credit, internship or work/study position





Summary Examples

The following summary examples may assist you in determining the suitability of your work situation for mentoring our kinesiology and physical education students.

Health Care Professional Placement Example (100 hour):

- 10 hours for provision of background information, orientation to institutional setting, and formulating student's placement learning plan
- 10 hours for acquisition of institutional knowledge (e.g., through interactions with mentor and mentor's colleagues, attendance at staff and/or board meetings, personal introductions in the workplace)
- 20 hours of job shadowing a therapeutic recreationist, physiotherapist, occupational therapist, chiropractor, doctor or other suitable mentor as he/she performs daily duties
- 40 hours of interaction with patients in an approved capacity
- 20 hours for a learning project designed by mentor and student

Education Professional Placement Example (120 hour):

- 5 hours for introductions, orientation, attending staff and/or board meetings as appropriate, and formulating student's placement learning plan.
- 15 hours observing and learning to lead class lessons
- 35 hours assisting with extra-curricular activities e.g. coaching a school sports team
- 45 hours planning and implementing lessons for physical education classes (e.g. preparing/implementing an activity unit)
- 20 hours assisting in/doing test preparation and marking

Placement Criteria and Mentor Responsibilities

- Student is matched with a qualified professional. A qualified professional (mentor) is defined as any person employed in a kinesiology/physical education-related occupation with at least 3 years work experience (post-education).
- Student completes an average of 100 placement hours. Student must complete a minimum of 80 placement hours and may complete no more than 120 placement hours. Placement hours must be completed within the academic year (September – March). Ideally students will complete their 100 hours over the course of the year (i.e. not all in one month or term).
- Student placement work is supervised. Students should be supervised in their placement settings by their mentor or assigned professional in order for the student to receive adequate feedback for improvement.
- Placement tasks have a kinesiology/physical education focus. The main tasks performed by the student in the placement should relate to content covered in the KPE BKIN/BPHE curriculum. For information on the KPE undergraduate curriculum, please refer to the Academic Calendar.
- The student placement has a meaningful learning component with clearly outlined job expectations. Students should be appropriately challenged in their placement settings. In addition to providing a service to the placement organization and mentor, it is important that students gain a valuable learning experience (i.e. gain hands on experience applying theory to practice in the workplace setting, interact and work alongside kinesiology/physical education professionals, learn specific technologies and procedures, etc.).
- Students may not receive financial compensation for professional placement hours. For university insurance purposes, students must not be receiving compensation for services provided during the completion of the KPE355Y and KPE455Y courses.
- At the end of the school year/placement, it is the mentor's responsibility to complete the "Final Mentor Evaluation of Student Placement Performance." This will entail completing a brief form and assigning a mark to the student's placement performance.

Student Eligibility and Responsibilities

As a KPE Student, it will be the student's responsibility to:

- Be eager learners and willing to participate in the learning activities and opportunities that you present them with.
- Be respectful guests in the workplaces of their mentors.
- Set up meetings with the mentor at the beginning of the academic year, as well as throughout the year to discuss their placement activities and performance.
- Ensuring that the assigned required placement hours (80 hours minimum/120 hours maximum) are completed.
- In addition to the students' placement hours, students must also attend weekly lecture/tutorial sessions, and complete assigned course readings, examinations and written assignments.

Why Become a Mentor?

Mentoring is a reciprocal process, and can be beneficial for you in the following ways:

- *Enhance your professional skills/practice.*
In setting a good example for your mentee, the mentoring experience can motivate you to perform the highest standard of work. Demonstrating specific training practices, techniques or procedures for the mentee can also enhance your own skill development through the exercise of performing the demonstration.
- *Contribute to the development of the profession, helping students connect theory to practice.*
The motivated upper year student that will be placed with you has completed courses specifically related to the work you do. You will play a critical role as a co-educator, helping students apply their classroom learning in a real world setting. You'll be exposed to the most up-to-date theories and approaches being taught in the classroom today.
- *Develop your coaching and leadership skills.*
Mentoring allows you to strengthen your coaching and leadership skills by working with individuals from different backgrounds and with different personality types. Developing your competencies in these areas is important as it enhances your ability to perform in a leadership/managerial role within your organization.
- *Promote critical reflection.*
Critical reflection is a key element in professional growth and performance. By having to explain to a student the reasons for why you may practice in a certain way, mentoring can provide you with the opportunity to critically reflect on your own professional practice and identify potential areas for improvement.

Why Become a Mentor? (Continued)

- *Reinforce your previous training.*
Providing your mentee with opportunities to develop his/her skills in the workplace and challenging the mentee to think in new and different ways can help you to recall your own professional training. Serving as a reminder of best practice, these recollections can enhance your own professional practice making you a greater asset to your organization.
- *Aid in talent identification and recruitment.*
Previous mentors have expressed the benefit of developing and retaining some of our top students in their organizations. Following completion of professional placements, high-performing students are frequently recruited for further professional development opportunities, summer jobs, and full-time employment positions. Note: Students may complete a maximum of 120 placement hours as a part of their professional placement course (KPE355Y/455Y). Any work invited beyond the hours completed as a component of the professional placements, must occur following completion of the student's course requirements and the end of the academic term.
- *Benefit from the contributions that a student can make at your organization.*
Over the placement period, a student can make a valuable contribution to your organization. This will be highly customized based on what you do, but previous students have developed and delivered exercise programs, evaluated program effectiveness, contributed to research, assisted clients, educated students, and contributed to programming and materials.
- *Connect with the next generation of your colleagues, clients or patients.*
By working closely with a student for the year, you'll have the opportunity to connect with the next generation and learn what you have in common, what makes this generation unique, and what motivates them.
- *Foster personal satisfaction.*
By sharing knowledge you have learned through years of experience, you leave a lasting impression on the mentee. Watching the mentee's professional growth over the course of the academic year can be highly rewarding. As well, it is inspiring to recognize how your contributions as a mentor are affecting future generations of practitioners in your field.

Frequently Asked Questions

What role is my placement student expected to play in my organization?

As a service learner within your organization, the student will be providing your organization with service while fulfilling his/her primary aim of gaining valuable practical experience and learning about the vast dynamics of a workplace setting. The main tasks performed by the student in the placement should relate to the practice of kinesiology and physical education.

Are placement students insured?

The University of Toronto maintains a world-wide, continuous policy of comprehensive general liability insurance protecting against bodily injury, including death, property damage and personal injury on behalf of all faculty, staff and students who are engaged in University sponsored activities in furtherance of their academic and/or research pursuits. The policy has a limit in excess of \$2 million per occurrence and will respond to claims and related legal costs arising from the willful or negligent acts or omissions of the University, its faculty, staff and students. The Government of Ontario, through the Ministry of Advanced Education and Skills Development (MAESD), pays the Workplace Safety and Insurance Board (WSIB) or private insurance with Chubb Insurance for the cost of benefits provided to students enrolled in Placement Program.

Am I required to provide financial compensation to the placement student?

No! For university insurance purposes, your student must NOT be receiving compensation for services provided during the completion of the KPE355Y and KPE455Y courses. It is imperative that the student is not being compensated for his/her work and has not received previous compensation for the placement hours. If you wish to hire the student (and assume responsibility for insurance) after the course is over in March, this is something you can discuss with the student directly.

How many hours are placement students expected to complete?

Students are required to complete 80-120 placement hours for course credit. Placement hours must be completed within the academic year (September – March). Ideally students will complete their 100 hours over the course of the year (i.e. not all in one month/term).

Can I allow students to voluntarily do more than 120 placement hours?

No. The maximum amount of placement hours a student can complete is 120 hours. It is necessary to set boundaries on the amount of volunteer hours the student is completing in order to assure that the student has enough time in his/her schedule to complete the required class activities and other aspects of the undergraduate curriculum. If you foresee that there may be more than 120 hours of student placement work available in your organization, we would be happy to match you with multiple students.

What should students be learning in the professional placement?

The placements span a broad range of areas, so student learning outcomes will differ based on the nature of the placement at your organization. However, there are professional skills and competencies that students will develop during a placement in any professional setting. These topics include:

Self-directed learning	Diversity	Managing conflict
Integrity in relationships	Communication	Professional etiquette
Critical reflection	Creativity	Leadership
Adaptability	Decision making	Emotional intelligence
Active listening	Influencing others	Teamwork
		Work-life balance