What is Fieldwork?

Each student in Kinesiology and Health Studies is required to complete fieldwork as a final part of his/her degree program. Fieldwork is a 15-week, 560 hour, unpaid internship designed to provide the student with an opportunity for a practical, “real world” experience bridging his/her academic present and professional future. Students research and find their own placement based on their Degree Program, Major and Self-determined Learning Objectives. Some decide to look for opportunities locally and others look, provincially, nationally or even internationally!

FIELDWORK PARTNERS

The Fieldwork program relies heavily on Kinesiology and Health Study professionals in the community to provide quality opportunities and leadership for our students. Together the student and the supervisor create and modify learning objectives to plan for a placement full of exploration and practice. Students must take initiative, ask questions, take risks and step out of their comfort zone to get the most out of their experience. After a period of observation, students will have the opportunity to first assist in activities and then take the lead role of the professional when they are ready. With continued support from their supervisor, students are expected to perform their responsibilities with competence and a growing level of confidence.
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3-Minute Videos
Students share their reflections of professional growth and development

Description for the Video: In a three-minute video presentation, you will explain what you did for your special project. Throughout the semester, you will monitor the planning, application and reflection of your special project and share the valuable skills you learned through the process of your project. You will not be evaluated on your special project but you will be evaluated on your ability to share what you learned in a concise and creative manner.

From the beginning of your placement you have been brainstorming, planning, preparing and carrying out your special project. This special project is a way to leave your mark at your agency as well as practice and develop valuable professional skills and knowledge that will serve you well with your future career. Imagine yourself at a job interview where you leave a video that helps you share your experience working on this special projects and how it helped you gain the skills, knowledge and increased confidence in your area.

Create a video for your professional portfolio that:
• Describes your special project (purpose, objectives, timelines, plan, things that did not go according to plan, adjustments you made along the way, etc.)
• The value it has for your agency and/or the people it serves
• The outcomes of the project including the effect it had on those you serve, your supervisor and yourself
• How did working on the project help you develop knowledge or skills sought? What professional skills or knowledge did you develop? What skills did you develop or information did you learn that was unexpected?
• Did it work out the way you thought it would? What would you have done differently next time?
• What is the most valuable aspect you have gained from working on the project? How will this help you in your professional career moving forward?

A few of my favorites from this semester:

Joseph Grams, BKin, Human Kinetics
First Steps Wellness Centre, Regina, SK
https://www.youtube.com/watch?v=_0W25SdTkhU
&feature=youtu.be
Special Project: Electromyography: Analysing progress below the injury

Lukas McConchy, BKin, Human Kinetics
First Steps Wellness Centre, Regina, SK
https://www.youtube.com/watch?v=x620ztr-DVE
Special Project: Back in Action Social Club

Jill Kistner, BKin, Health Promotion
Health Safety and Wellness, University of Regina, SK
https://youtu.be/PCH-TFo3cs
Special Project: Mental Health Research Project for University Staff and Students

All videos can be found on the UR Kinesiology Youtube Channel
https://www.youtube.com/channel/UCpJPFFf4ij6ApzIkSVFc8Ifw/videos
Type in the Student's Name and it will take you right to the video!
Bachelor of Kinesiology

Human Kinetics (HK)
The Human Kinetics major will prepare you to work in the areas of physical fitness appraisal, exercise rehabilitation, counseling, exercise leadership, lifestyle management, health promotion and wellness. You will focus on both individual and community based programming; incorporating a strong understanding of physiology, biomechanics and movement behaviour. All students will learn about disability and the relationship to physical activity, assessment and rehabilitation.

Health Promotion (HP)
Health Promotion focuses on 'preventative health' strategies. From a solid foundation in movement science, you will learn how to assess, develop and implement programs that are designed to attain specific health outcomes.

Gerontology (GERO)
Gerontology is the study of social, psychological, and biological aspects of aging. This major takes an ‘active health’ approach to anticipating the needs of an aging population.

Bachelor of Sport & Recreation Studies

Sport and Recreation Management (SRM)
In Sport and Recreation Management you will develop a theoretical and practical understanding of the importance of recreational and leisure pursuits to a healthy, active and balanced lifestyle. You will also learn about the administration of sport at the local, provincial and national level. If the combination of business and sport sounds appealing, then the Sport and Recreation Management major is for you.

Therapeutic Recreation (THRC)
Therapeutic Recreation uses a thorough understanding of recreation and leisure theory to elicit changes in functioning. Completion of this major will guarantee eligibility to write the exams through NCTRC (National Council for Therapeutic Recreation Certification) to become a Certified Therapeutic Recreation Specialist (CTRS).

Bachelor of Health Studies

The Bachelor of Health Studies is a joint degree between the Faculty of Kinesiology and Health Studies and the Faculty of Arts in partnership with the First Nations University of Canada. It aims to provide students with an integrated understanding of the ways in which social, economic and cultural "determinants of health" shape individual beliefs, attitudes and practices, which in turn affect physiological and biological functioning of individuals.

The degree promotes an interdisciplinary understanding of health, drawing on both the social sciences and the natural sciences, and aims at promoting knowledge development and action conducive to health. This program meets the needs of Saskatchewan and Canada as health issues continue to dominate public policy choices. A key feature of this program is its emphasis on understanding indigenous health needs.

Graduates of the Bachelor of Health Studies work in the health field (government, community health programming) or pursue further education (medicine, graduate school).
Alpha Physiotherapy and Rehabilitation Center is a primary clinic in Regina, SK with two physiotherapists, an exercise therapist, two massage therapists, an acupuncturist and an office administrator. At the clinic, Alpha deals with WCB and SGI clients as well as individuals who have a variety of injuries. Alpha Center is a client-focus clinic dedicated to improving quality of life in Regina. The role as the fieldwork student is to work alongside the exercise therapist. The student will perform biomechanical assessments and create exercise programs based on the client’s injury. The student will also have the opportunity to help chart in clients, record clinical findings, perform functional testing and assist in office administration duties.

Alpha allowed me to build confidence in my ability to work independently and allowed me to feel comfortable with working with the clients. Being able to learn from many different disciplines at Alpha allowed me to feel very prepared to start my professional career.

Multidisciplinary rehabilitation services focused on client satisfaction, encompasses Regina Sports and Physiotherapy Clinic (RSPC). The staff provides varying treatment for acute and chronic injuries, chronic pain, psychological concerns, pelvic floor/urinary complications, vestibular abnormalities, dry needling, and bone health. As a student, I was able to work amongst RSPC professionals to work as a fully functioning Exercise Therapist. As a full staff member, my daily job demands included functional assessments, exercise prescription, conditioning programs, progressing/modifying exercises, designing plans for return to work, and establishing trainer likeability relationships with clients.

Throughout my placement, I gradually became familiar with the rehabilitation process from primary care, through to secondary and tertiary, which allowed me to better understand the fundamental skills required to practice as an Exercise Therapist. The most important skill I have learned is how to act and react on the spot. A major element to Exercise Therapy is adapting to situations as they ensue, so clients are supported throughout their program and the trusting client-therapist relationship is maintained.

“Nearing the end of my 4-month fieldwork placement at RSPC, I had gained the skills and confidence that I needed to manage clients independently in the clinic. I worked one-on-one with individuals, teaching them to use strength and conditioning strategies to help them self-manage their pain and meet their goals. Clinic employees supported me through my placement and provided me with ample opportunity to interact with clients as well as professionals of various specialties. Through this experience, I am better equipped to transition into my next venture of education and work. The work ethic demonstrated by the RSPC staff, in the relaxed clinic environment is an ideal condition for a student to mature as a future professional in the field of rehabilitation.”
Brody Blackwell
Dr. Paul Schwann Centre and U of R Athletic Therapy, Regina, SK

I performed my fieldwork at University of Regina with the Athletic Therapy clinic and with the Dr. Paul Schwann Centre (DPSC). While I was at the athletic therapy clinic I helped perform assessments, helped perform specific therapeutic modalities and helped out with the maintenance of the clinic. When I was in the DPSC I helped with several testing procedures and look over the University of Regina Rams workouts. These two programs gave me a lot of great knowledge about how to properly design an exercise program as well as the proper procedures and techniques for assessments in athletic therapy.

“Both of my supervisors, Nicole and Jon, were able to answer any questions I had and made sure that I was learning what I wanted to learn. They allowed me to make my own choices which gave me more knowledge than I thought I would have gained.”

Designing an exercise program for curlers.
Designing an exercise program for curlers involved me testing the curlers and designing a program based off of the results from these tests, what position they play and what phase of the program they are in. This also included the structuring of the workouts and the need to design a program that fits best with the sport.

Ahleah Baker, Haztech, Regina, SK
Health Promotion & Human Kinetics

Haztech is one of Saskatchewan’s premier industrial workplace safety companies, and continues to grow as it extends its services across Canada. My role as the Junior Kinesiologist at Haztech’s Health Centre consisted of much of the same duties that would typically be expected of an Occupational Health Technician. In order to support occupational health and safety, employers from various industrial backgrounds seek out Haztech to administer a number of pre-employment, pre-access, and post-incident services. These include drug and alcohol testing, nurse medicals, audiometric testing, respiratory mask fit testing, pulmonary lung function testing, and musculoskeletal assessments for evaluating work-related fitness.

*Working at Haztech has been a unique experience and has provided an opportunity to learn a variety of new skills that I never would have expected. Being exposed to the occupational health and safety industry*

Office/Workplace Wellness
The aim of my special project was to support Haztech’s office personnel work toward their goal of establishing and maintaining healthy lifestyle habits. Through an 8-week plan, I provided a variety of resources and tools along with activities conducive to work-life balance as well as general health and well-being.
First Steps Wellness Centre has been an amazing opportunity to learn more about the rehabilitation of spinal cord injuries and neuromuscular diseases. Specializing in activity therapy, First Steps focuses on stimulation of motor and sensory processes below the level of injury. They achieve this through functional activity-based therapy methods such as crawling, gait training, sit-to-stands, biking, and Active Nervous System Recruitment. First Steps clients also use strength training, Functional Electronic Stimulation, and reflexology methods to help regain motor and sensory function. This placement serves as a unique opportunity to expand your knowledge of Anatomy and Physiology while also providing valuable experience working with members of an injured population. On top of this, First Steps gives its fieldwork students an inside look into a client first business model which will help you be successful in all future endeavors.

Lukas McConechy

“First Steps Wellness Centre served as an amazing experience in the field of rehabilitation. They have taught me training methods, techniques, and ideologies that have completely changed my perception on the field of kinesiology. Being at such a hands-on facility really helped me conceptualize all of the information from my degree and allowed me to better learn how to interact with clients and apply this knowledge.”

Back in Action Social Club – Back in Action is a brand-new Regina based social club for people with spinal cord injuries, neuromuscular diseases, and really anyone who wants to become more involved within the community. Back in Action involves First Steps Wellness Centre, Spinal Cord Injury Saskatchewan, and Saskatchewan Wheel Chair Sports to put on accessible events in and around Regina that are both fun and accessible. One of the most valuable assets of Back in Action is the network they provide for its members to connect, communicate, support and gather independently.

Joseph Grams

My experience at FSWC has allowed me to broaden my professional knowledge and undergo invaluable personal growth, which has guided me towards the type of professional that I aspire to become.

Analyzing Progress Below the Level of Injury. Electromyography (EMG) was used to monitor client progress following the implementation of an exercise program targeting below the level of injury. Electrodes measured the electrical activity within the quadriceps during exercise. This project provided an alternative method to measure client progress following intensive exercise therapy. As a result, EMG has practical applications, which can be used in the future to monitor client progress and measure electrical activity within muscle tissue below the level of injury.
Courtside Sports Medicine and Rehabilitation (CSMR) is a multidisciplinary clinic that focuses on an active rehabilitation approach. As a student at CSMR I have been given the opportunity to work with clients, perform health education, execute functional capacity evaluation testing, join and observe job site visits with the occupational therapist, and help with tasks that help the clinic run day to day.

Having the opportunity to be a student at CSMR has been beneficial for myself, as I could put theory into practice; I found I learned more in the clinic than a classroom setting could provide. As a student, there is ample opportunity at CSMR to learn about rehabilitation practice, injuries and health education in a clinical setting. The environment is very welcoming and open to answer any questions or provide you with the experience you wish to have.

“The favorite part of my experience was the ability to be a positive influence for clients and promote wellness that they can implement into their lives during and after program.”  -Rebecca O'Krancy

Alternative Remedies for Muscle Soreness

Brody Luhning

“My time at Courtside provided me with the most knowledge throughout my Kinesiology degree. Having hands on experience with clients allowed me to use the knowledge I learned in the classroom. The relationships I gained from co-workers and clients made the experience very enjoyable as well.”

- Brody Luhning

Rebecca O’Krancy
Human Kinetics & Health Promotion

Diabetic Information Brochure
Melissa Klingelhofer  
**Momentum Health, Calgary, AB**

Momentum Health is a healthcare and rehabilitation clinic in Calgary, which strives to combine the practise of physiotherapy and kinesiology for best overall care to patients. They also offer chiro and massage and as a student they encourage learning as much as possible about the multidisciplinary approach to rehab. Students can expect to learn about treatment and be challenged on their knowledge of human anatomy and exercise therapy. My role as a student was to assist both my supervising physio and kinesiologist, to provide treatment to patients. My experience at Momentum has benefited my education and future career, as I learned various therapeutic modalities such as IFC, EMS, TENs, therapeutic ultrasound and shock wave. I was also taught how to administer soft tissue techniques such as cupping, ISTR and myofascial release. As my time progressed and I became more confident in therapy, I was given more responsibility to administer these treatments and teach patients exercises and stretches on my own. Through this placement I gained a new understanding of what a kinesiologist and physio do and the importance of client empowerment.

Coffee Hour Presentation on **Cervicogenic Dizziness**

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Rachelle Karppinen  
**The Terry Fox Foundation, Regina, SK**

The Terry Fox Foundation is an organization that focuses on cancer research, cures and treatment avenues. The organization is very firm in staying in line with the vision Terry Fox had when he made his run across Canada. He wanted the money to go to the cause and The Foundation abides by that to this day. The feel within the organization is like family, the Fox family as well as the board members will meet with anyone via skype or speak with them on the phone. Whether the request be from a student of a director, they want to make sure everyone is well taken care of. The student role is usually one of recruitment. To reach out to groups that have not yet been tapped and get them engaged with The Foundation.

“The staff at The Terry Fox Foundation allowed me to really guide my fieldwork experience and trusted me to work independently on school projects as well as on organizational goals.”

My supervisor explained to me that “some patients need a little physio and a big therapist”, this really stuck with me as my time progressed and I saw how a client-first approach to therapy, provides the best results. This group of professionals has done well at welcoming me into the team and showing me they care about a student’s educational journey. They taught me more than I had expected and gave me numerous opportunities to provide clients with treatment.

Special project was to create new relationships within the community. This included reaching out to the mall walker group at Northgate mall, SaskAbilities, Elmview Extendicare and more.
PT Health Physiotherapy is a private clinic that offers massage, chiropractic care, pelvic health physiotherapy, as well as physiotherapy. Patients are treated with a variety of injuries with the help of a personalized treatment plan created by clinicians. Treatment plans include the use of modalities such as laser, ultrasound, traction, shockwave, TENs, IFC, and acupuncture. The clinicians use a variety of manual therapy techniques including joint mobilization and manipulation, active release and soft tissue release.

Physiotherapy Interventions for Concussion and Concussion-like Symptoms;
Discussing how physiotherapy can benefit patients with musculoskeletal pain, vertigo, proprioception difficulties, and concussions to promote recovery and manage symptoms so they can resume their healthy lifestyles.

Danielle Pitzel
CBI Health Group Park Street, Regina, SK
CBI Health Group provides a multi-disciplinary approach for clients seeking rehabilitation after injury. The focus of CBI Health Group is to provide personalized care by means of physiotherapy, occupational therapy, exercise therapy, counseling, and other services to those impacted by an injury to get them functionally back to their daily lives and activities. For primary, secondary, and tertiary rehabilitation programs, therapists at CBI work diligently with the clients on managing pain, posture re-education, recovering range of motion, and regaining strength.

Working alongside Exercise Therapists at CBI has given me invaluable hands-on experience. Being exposed to many different injuries and pathologies has broadened my knowledge and given me confidence for future endeavors.

Future Fieldwork Student Ergonomic Workbook
My Special Project was to create a Student-Friendly Ergonomic Workbook for future fieldwork students wishing to accompany Kinesiologists as they conduct ergonomic assessments. The Workbook outlines the interview process, the measurement and adjustment process, and the consolidation of information for reporting. The workbook also includes a comprehensive worksheet to concisely organize all information gathered during the assessment.
Preston Liebrecht
Anytime Fitness Yorkton, SK

Anytime Fitness Yorkton was the perfect atmosphere to continue my education, learn new skills, reflect on situations and grow as a kinesiologist. Being able to work alongside an amazing and helpful staff has gave me exactly what I needed to further my career.

“Working at Anytime Fitness was a step in the right direction for my future career. I was given the opportunity to complete all my learning objectives and create new ones. I am truly grateful for my experience with Anytime Fitness, being able to work with people of all ages and genders was the most important part of this fieldwork. Doing this has provided me with the skills and knowledge that I will need for any future career’s that I have”.

Jill Kistner
Health, Safety and Wellness Department, University of Regina, SK

My fieldwork agency was the Health, Safety & Wellness Department at the University of Regina. This department is responsible for ensuring the university is a safe and healthy place/environment to study and work. The team is made up of several advisors who focus on different aspects related to the health and safety of all individuals at the U of R. A director oversees the team, leading and guiding them to success.

My role within the team was to assist the team with the initiatives they are responsible for, including the campus-wide emergency drills at the beginning of the semester and the flu clinics organized by the department. In addition, I shadowed each advisor on the team, assisting when appropriate. The major focus of the role was working on a mental health research project for the university.

The impact of my experience is deeply beneficial from an educational standpoint, as well as personal. I was able to apply my education in a significant way, as well as challenge myself in a new environment. I was welcomed and supported by the entire HS& W team, which made my experience so special.

I not only gained knowledge and experiential skills that will add a great deal to my resume, but I was able to develop confidence in my abilities because of the support I received from the entire HS & W team.
Bachelor of Sport & Recreation Studies
Major: Sport and Recreation Management
Helen Chen Wheelhouse Cycle Club, Regina, SK

Description of Experience: Wheelhouse Cycle Club is a local spin cycling studio that is community based, music driven and growth and measurement focused. There are three studios – two in Regina and one currently opening in Winnipeg, MB. As the marketing specialist for WHCC, my role worked closely with the marketing manager to create authentic content within the community. The marketing specialist was responsible for creating content, event planning and working as a member of the People Team. All these components allowed the marketing specialist to plan and execute daily happenings in the studio and special events to better understand how to tell a story through different mediums. Content was strategically created for media and branding within the organization to educate and motivate followers. Event planning required the marketing specialist to create events that were memorable while documenting the entire process. Lastly, as a member of the People Team, in order to achieve the brand’s promise – creating a positive environment with unparalleled energy was also part of the marketing strategy. This experience has allowed me to push myself out of my comfort zone to achieve the learning objectives that I established. Most importantly, I gained an incredible amount of knowledge and positive mind-set.

“I’m glad I found a place where I’m able to challenge myself every day and have the opportunity to work with a group that constantly strives for growth and measurement.”

WHEEL PREP – is a program developed for beginner riders but not limited to those. It consists of six rides over the course of two weeks. Each ride is 45 minutes and will focus on the basics of spin. The program will ensure that each rider understands the concepts and proper techniques to prepare them to be transitioned into a regular ride.

Mathew Rathwell
YMCA Calgary, AB

YMCA Calgary is a non-profit organization that responds to the needs of Calgarians. Thousands of Calgarians are involved each year through health and wellness programs, leadership, and community outreach programs, childcare, and day and overnight camps. Guided by four core values honesty, caring, respect and responsibility, YMCA Calgary strives to offer programs and services that give children, youth and adults the opportunity to belong, grow, thrive and lead.

YMCA Calgary has allowed myself to be apart of an organization that furthers the development of youth through sports, and has significantly prepared me for a career as a Sport & Recreation Management professional.

Youth Basketball Curriculum:
This special project involved developing 14-week lesson plans for five age groups. These age groups included U7’s, U9’s, U11’s, U13’s, and U15’s. Each lesson plan is designed to build off of one another; which incorporates aspects such as fundamental movement skills, physical fitness, physical literacy, life skills and basketball skill development.
St. Lawrence University is a Private Liberal Arts College Located in Canton, New York. St. Lawrence University Athletics have 33 varsity sports teams that compete in the NCAA Division III and have Men and Women's Hockey that competes in NCAA Division I. For my Practicum experience I worked directly with the Football program lead by Head Coach Dan Puckhaber. I worked under Defensive Coordinator and Defensive Backs Coach Keith Bruno. During practice I assisted Coach Bruno with drills I also worked independently to coach the Corner Backs, ran position-specific drills with them, made film cut-ups for meetings, helped create weekly scouting reports, as well as recruited potential student-athletes from all over the US and Canada. During Game-day I helped with the field set up and the Game-day schedule, making sure each group was on time getting to the field for warm-ups and that we followed the schedule to remain on time leading up to the opening kick-off. During the game, I helped with substitutions, game day charting, and of course, coached. After the season was over I got the chance to go on the road recruiting for 2-weeks. This consists of traveling to different high schools and talking to senior HS football players and recruiting them to come to study and play football at St. Lawrence University next fall. I was able to travel to D.C., Baltimore, Virginia, and Boston.

It was an incredibly unique experience. I got a chance to coach football at the College level with a great coaching staff led by Dan Puckhaber. One of the more important aspects of coaching is building relationships with the other coaches and players in order to gain their trust. Coach Bruno trusted me enough to run my own positional drills and the players trusted me enough to listen and follow my direction. I was able to experience and do far more than I ever expected and I believe this is in part due to my passion for the game of football. The experience I gained will be valuable as I now know what it takes to be a College football coach and the roles of a coach that far extend off the football field. This season reassured me that I want to continue to pursue coaching as a career and am going to get a chance at this thanks to Coach Puck, Coach Bruno, and the rest of the coaching staff at St. Lawrence University. I am very grateful that they welcomed me in and I was able to be a part of the football brotherhood here at St. Lawrence.
Crystal Toth
Wascana Rehabilitation Centre, Adult Rehabilitation Program, Regina, SK

Wascana Rehabilitation Centre is a multi-disciplinary rehabilitation facility serving those living in southern Saskatchewan. The Adult Rehabilitation program, is one of several programs within Wascana, providing out-patient services to neurological and orthopedic clientele. Clients may receive treatment from physiotherapy, occupational therapy, exercise therapy, social work, vocational counseling, and recreation therapy. Within the Adult Rehabilitation program, the student’s role is to participate in the functions as a Recreation Therapist. The previous experience of the student, as well as their comfort level, may determine the level of independent work they may take on – such as assessment, program facilitation, evaluation, and client relationship building. The student has the opportunity to work with a variety of clients, as well as learn to work within a multi-disciplinary team. My placement at Wascana Rehabilitation Centre has given me the opportunity to put theory into practice, as well as gain confidence professionally. The greatest lesson I can take from this placement is that perfection is not something we strive for, building relationships and creating connections with clients matters more.

Steps to Connect - Moving from group to 1:1 facilitation: I adapted a group-based leisure education program to be used within a one-to-one format. The RT department typically sees clients with a 1:1 environment, and a group-based program would not allow for appropriate facilitation.

Haley Wilde
Eden Care Communities, Broadway Terrace & Regina Lutheran Home, Regina, SK

I split my time with Eden Care Communities between two buildings: Broadway Terrace and Regina Lutheran Home. Eden Care Communities is a not-for-profit organization which follows the Eden Alternative Philosophy. The organization focuses on providing person-centered and person-directed care. They strive to create meaningful intergenerational relationships and companionships. Broadway Terrace is a 55+ independent seniors living home which offers 123 two-bedroom suites, as well as a 15 room personal care home, Harvest Haven. Regina Lutheran Home is a 62 room Long Term Care Home. As a student sharing time between two separate buildings, roles vary daily and seasonally. As a student you also learn so much more than just facilitating programs and utilizing different assessment tools. You learn to be truly compassionate and patient. You learn what family really feels like.

“Having clients let me know that I have left a positive impression on them, is a reminder to me on how important recreation/leisure is in a person’s life.”

In four short months I was able to learn so many lifelong skills, both from staff and Elders. I created so many meaningful relationships with everybody here. Eden Care Communities really has a home feeling.

My special project was to create an all-encompassing volunteer handbook that included all the buildings associated with Eden Care Communities in an effort to make recruiting volunteers more efficient and effective.
College Park II Retirement Residence is a great place for individuals to live, perhaps to gain a sense of purpose, to be a part of a community and to meet so many other wonderful people. There are so many activities to choose from, residents do not have a chance to feel bored. My professional role was to conduct assessments on residents to observe their activity levels and interests and encourage them to participate when they can. Lastly, it is significant to document their goals, weaknesses and successes. This experience has given me perspective and experience to strengthen my abilities and skills as a recreation therapist.

The student role is one that develops daily with various responsibilities that become routine. It is important for the student to keep on track and to become comfortable with self-administering, prioritising the needs of the daily activities, preparation, set up, and facilitating assessments. All residents having purpose, quality of life and engaging within the activities that can assist them in maintaining their independents for as long as possible has been my goal. My fieldwork experience within College Park II has been nothing short of an enlightening and educational experience that I have grown from and will be forever grateful for.

“I am so grateful to have had the opportunity to do my placement at College Park II. I have a wide range of experience with different populations but working with seniors was one I was lacking. I made so many special bonds with the residents and this only made me more comfortable in my professional role. Due to this, I was able to improve my communication skills, my leadership style and my confidence as a successful recreation therapist, as my assessment and documentation skills have improved as well. I only hope it continues down the road into my future career and I will have College Park II to thank for it.”

I have developed a Therapeutic Recreation Department Manual. This is a manual that will allow anyone in need of knowing how or where to locate items, tools or the knowledge necessary to positively impact the residents in a Therapeutic Recreation role.

Take the time to hear the voice of the individual you assist; rather than wonder later – If it was beneficial to you or to the individual.

Evidence-Based Practice Activity Guide
Each activity offered at College Park II will have the evidence to back up the benefits of the activities and therefore explain why they are offered at CP2. This will inform the residents themselves and the family members as well as to why their loved ones are doing the activities they are.
Kristin Hawayhe
Carry the Kettle Health Administration, Carry the Kettle First Nation, SK

“...Invaluable to me because I was able to attain knowledge and understanding of the health outcomes of the community...”

Hassan Osman
Creative Option Regain, SK

“Professionalism consists of certain attitudes, beliefs, and behaviors sometimes known collectively as virtue or good character this will push me forward to exceed expectations in future objectives.”

This agency provides a variety of health services to the community provided by health professionals in many areas. The mission statement and philosophy of this agency reflects on the value of services offered and is as follows: “The mission of the Carry the Kettle Health Administration is to provide health related service, on a continuous basis”, “It is the philosophy of the Carry the Kettle Health Administration that every member has right to live as a normal life as possible despite problems of aging, physical abilities, illness, or social economic situations.”

As a Bachelor of Health Studies practicum student, I was able to apply my knowledge to the planning and organizing of the after-school programs in ways to provide the best benefit for the youth in the community.

Jordan’s Principle (Youth Mental/Physical Wellness)
This special project was to enhance the physical and mental health of the children of Carry the Kettle First Nation. The aim of the special project was to also help children acutely prevent chronic illnesses in their adult age by developing and providing them with the tools of success that they need for both physical and mental wellness and to increase their quality of life.

Creative option is non-profit organization where mission statement is to develop innovative support that facilitates opportunities for personally meaningful growth and interdependent relationship where people feel safe and valued. Or on the other hand is focused on offering support to individuals experiencing disability whose support-needs are not at present being satisfied. At COR, supportive living envelops an extensive variety of in-home support dependent on individual needs, individual way of life inclinations, community standards and equality of citizenship, while COR's Daytime program is fundamentally community based and endeavor to meet to personal goals and objective of the general population served through using local services and business for alternatives and safety nets. Support given by COR commends the independence and value of each individual and focuses on the improvement of meaningful connections.
Hadiseh Samadyar  
Public Health Agency of Canada, Regina, SK

As a fieldwork student at PHAC (MB/SK region), I worked with an Analyst in the Public Health Capacity and Knowledge Management Unit. My role as a student was to become familiar with and support Public Health activities underway in the region. Also, I took part in numerous opportunities to learn more about the role of PHAC and public health issues in general. I contributed to timely and thematic environmental scans on public health issues and social determinants of health, ongoing regional policy planning, and intergovernmental affairs, as well as the development of stakeholder profiles.

Working at PHAC as a fieldwork student has been a great opportunity in many ways. I gained experience that will allow me to learn, develop, analyze, and implement health policy. Also I was able to apply the knowledge and skills gained from University of Regina to health issues and challenges in Manitoba and Saskatchewan. I have found PHAC to be an extremely welcoming and friendly work place, with an active office social committee. Coming in to the office and being surrounded by such intelligent, driven, and fun people has really made the fieldwork an enjoyable experience.

A quote that would relate to my experience at PHAC and to my career goals would be “… it’s not just learning that’s important. It’s learning what to do with what you learn and learning why you learn things that matters”.  
– Norton Juster

Infectious Disease Knowledge Mobilization for Children’s Programs. The purpose is to aid regional PHAC staff in sharing information with community stakeholders on flu vaccinations, immunization and antimicrobial resistance.

Special Thank you to Staff at the Career Centre at the University of Regina for supporting our Pre-Fieldwork Students

Kinesiology and Health Studies students are required to take KHS 300 (Pre-Fieldwork Seminar) to learn about the process of finding a Fieldwork Placement. As part of their preparation in this course, the KHS Faculty partners with Kevin Bolen at the U of R Career Centre to deliver degree specific workshops to support our students. Kevin facilitates 3 separate workshops: Professional Skill-Based Resume Writing, Interview Preparation, and Job Search & Networking.

In addition, Kevin provides support in making sure each student has a critique of his/her resume. In partnership with various KHS Staff and Faculty, Kevin and the Career Centre Staff perform Mock Interviews for each one of our Pre-fieldwork students!!!

Thank you to all of you for continuing to provide this support for our KHS students!
Joint KIN/BEd Degree
Bachelor of Kinesiology (Major: Physical Literacy)
Bachelor of Education (Major: Physical Education)

This is a five-year program offered jointly by the Faculty of Education and the Faculty of Kinesiology and Health Studies (under the supervision of a joint coordinating committee of the two faculties). Once students enter the program they must complete the entire integrated program to graduate with both degrees.

Regular Physical Education (PE) Major students participate in Kinesiology and Health study classes, such as:

- Personal Fitness and Wellness
- Educational Gymnastics
- Rhythms and Dance
- Lifespan Growth and Motor Development
- Motor Learning and Control

Joint Degree Physical Literacy Major’s study PE regular classes with an additional number of Kinesiology classes including:

- Indigenous Health and Sport in Historical Perspective
- Introduction to Sport and Exercise Psychology
- Research Methods in KHS
- Exercise Physiology
- Biomechanics
- Movement Education
- Developmental Sports and Games
- Rec, Persons with Disabilities
- Human Anatomy

Joint degree students complete the Education Internship rather than a KHS “Fieldwork Experience”.
Prior to their internship, Joint Degree students are asked to submit Learning Objectives to share their plans to explore the KHS and Physical Literacy portion of their course. Students are challenged to think about how to combine a passion of their own with a need of the school and community and find a way to make a difference in creating healthy and happy lifestyles.

Sample Learning Objectives and Activities to help achieve them

Develop strategies for working with students with diverse needs and capabilities.
Activities:

- Discuss previous and new strategies/tactics with other staff members or principle
- Identifying strengths and needs for all of my students without singling them out
- Implementing differentiated instruction and assessment into my lesson planning to adapt/modify to diverse classroom settings. Use background from kinesiology for biomechanical adaptations for students.

To further students’ knowledge and experience with physical literacy.

Activities

- Create an extra-curricular program that gives students the opportunity to learn about the concept of physical literacy
- Attend a workshop/conference to gain insight on how to educate physical literacy. (professional development)

Become involved with school’s surrounding community

Activities

- Attend events the community is hosting
- Read local newsletter
- Attend Brian Lewis’s G.Y.M after school program and other after school programs like this.

Promote and implement healthy life-styles to all students and provide them with the opportunities to become life-long learners.
Activities:

- Promote the value and importance of the four aspects of health (Physical, emotional, mental and spiritual).
- Include multiple opportunities to provide critical thinking and have a deeper understanding for life-long health awareness and personal lifestyle choices.
- Background from sport and health psychology classes help immensely with action planning and behaviour change projects.
Learning Objective Priorities:

Incorporating traditional or outdoor activities into physical education lessons.

I will be teaching physical education in a northern community school. My experience will end up being a variety of physical education classes. I will be teaching all grades from 1-12. These classes are all co-ed and many different cultures and backgrounds in each class.

“They almost always end up being good kids…. 10 times out of 9.”
- My PE teacher in grade 10

Alexandra Hendren
O’Neill Catholic High School & Sacred Heart, Regina, SK

During my internship, I was fortunate enough to not only be at one school, but rather split my time between two schools; I was at Sacred Heart elementary for two months and then O’Neill high school for the final two months. I realized throughout my experience that PE is so much more than just ‘sports’, but rather physical literacy and transferrable skills that these students can use outside the school environment, as well as creating positive experiences that will stick with them and remind them how enjoyable it can be when they are engaging in physical activity.

“Physical literacy is not only about giving and teaching your students skills, but more importantly the motivation, physical competence, and confidence to become active for life.”

Learning Objective Priorities:

I not only spent my time teaching and coaching, but also volunteering with a program called Growing Young Movers (GYM), which is a non-profit after school program offered to students that may not be able to afford other activities outside of school hours. This program is great as it focuses on physical literacy in young students, as well as it provides a mentorship experience that involves local high school students. The mentorship program is a great aspect of the program as it shows young kids what it takes to be a good leader and an advocate for physical literacy, which will hopefully inspire them to be mentors in their futures. It is so great that this program opens a door for students who might not have otherwise had a chance in joining programs and being a part of the community.
Fieldwork/Internship

Justin Isinger, Indian Head High School, SK
MINOR: HEALTH/INCLUSIVE EDUCATION

The experience I have had at Indian Head High School has been tremendously beneficial to my growth as a beginning teacher. I have been given the opportunity to be an ambassador for physical education and health by teaching in the fields of physical education, health and health science. The goal of the physical education program at the school is to promote lifelong physical activity by equipping students with the tools they need to be successful in future physical endeavors. My responsibility was to teach students according to these guidelines, using a variety of activities as vehicles to do so. In addition to teaching, it was also my role to positively reinforce and support students of all abilities as they progress through their learning.

Learning Objective Priorities:

Coming into my internship experience, my learning objective goals were to use a variety of activities to teach curriculum to the students, not just traditional sports. I also wanted to become involved in the school community by engaging in extra curricular activities. I was able to execute these goals by spending time researching new games and analysing how they aligned with curriculum as well as coaching the offensive line for the football team, chaperoning school dances and helping out/supporting basketball teams. As my internship progressed, these objectives stayed the same, however, they grew into using more treaty education and student voice in how our learning was accomplished.

“Physical education, to me, isn’t about developing top athletes. It is about providing all students with the skills, confidence and passion needed to pursue physical activity opportunities that they might otherwise avoid.”

– Justin Isinger

Bailey Kowalyk, Campbell Collegiate, Regina, SK
MINOR: HEALTH EDUCATION

Campbell Collegiate is a grade 9-12 school that houses over 1400 kids this year. Throughout this experience I had the opportunity to work with students that had some complex needs and learn how to make adaptations on the fly for these students to maximize their experience in their Phys. Ed classes. My co-op provided me an outstanding atmosphere for mentorship to enhance my learning and understanding of the curriculum. I was able to learn how to create both short term and long-term plans, create purposeful assessments and experience an understanding that to many of our students we are more than just their “teacher”, we are role models and people they look up to. I also had the opportunity to be an assistant coach for the Jr. Boys volleyball team, participate in lunch hour supervision and after school supervision of the fitness center.

Learning Objective Priorities:

My priorities were to get involved in any way I could to be engaged with the students and their learning. I was involved in two after school, extracurricular activities with the students to get to know the school culture on another level. This school has 1400 kids so is very unrealistic to have an expectation to get to know every student but I tried to get to know as many students as I could. Also, from taking the three psychology classes that us Joint degree students take I was able to apply the knowledge of behaviours into practice with these students.
Ryan McAleese, Sheldon Williams High School, Regina, SK
MINOR: OUTDOOR EDUCATION

I was responsible for teaching two sections of wellness 10, science 10 and workplace and apprenticeship math 10. Regardless of the subject I value the importance of helping students develop transferable skills, and competencies that they can continue to use outside of the school setting. While at Sheldon, I started a resistance-training club that met everyday during the week at lunch. This program helped students create their own resistance-training routines, ensure they developed proper lifting techniques, and nutrition. After school, I was the head coach of the junior boys volleyball team, as well as the hockey team. I truly enjoyed getting to know each of my students and I will forever be grateful for this experience. There is no better feeling than watching your students continue to develop over the course of the semester.

“Every student brings something positive to a class. It is up to you as a teacher to discover what that is and help them flourish as a learner.”

Learning Objective Priorities:

One of the main goals I wanted to accomplish throughout my placement was to help my students become intrinsically motivated to improve their overall health and wellness. With a focus on student learning, I was able to provide my students with learning experiences that extend beyond the classroom that they can utilize for years to come. I also wanted to develop strong relationships with my students. I truly care about each of my students bring something positive to a class. It is up to you as a teacher to discover what that is and help them flourish as a learner.”

Omot Apijiu Omot, Vanier Collegiate, Moose Jaw, SK

Vanier Collegiate Institute is a Catholic high school located in Moose Jaw. Vanier provides a wide range of extracurricular opportunities to be involved in. The school is well known for its excellence in many sports. Vanier’s PE goal is to create movers that will be active for life. My role at Vanier included teaching two PE 90 classes, a wellness 10 class plus other non-PE classes. I also restarted and coached boys’ soccer team as well as supervising basketball at lunch times. These experiences provided me ample opportunity for teaching physical literacy.

“Many of players on the team had never played soccer before but they gained enough skills in the short period of training to give established teams good competition. My proudest moments are not only winning games but seeing an increased confidence and competence in students who had never played soccer before and to know that they have fallen in love with the sport and are now committed to playing again next year”

Learning Objective Priorities:

Lack of skillful movement and confidence are obstacles that hinder people from participating in sports. While recruiting for players, many students were new to soccer and expressed concern about their lack of skill. Through convincing I succeeded in getting these students on the team. Now they are committed to rejoining when soccer resumes next year because they have gained the skills, confidence and most importantly love for sport. According to the principal, I saved the future of the program because if Vanier did not have a boys’ soccer team again this year, the program would have been scrapped.
My biggest priority of my internship was creating meaningful relationships with my students. Since this school is very transient, it was extremely important for me to create a small relationship with every student that walked through the door. This helped me to be a better teacher for them because I could relate with them at a more personal level and it gave me the opportunity to learn about where they come from and how they were feeling day to day to better understand them.

"Never underestimate the power of a simple “Good Morning!”"

Bert Fox is a very diverse school in that many students come from vastly different backgrounds. The philosophy that is mainly used in the school is that everyone can succeed given their own time and tools. Many students come to me with personal problems because they know I am always willing to hear them out and help them with what they need. These conversations with my students have shown me how important it really is to understand where my students’ heads are at before I can begin filling their minds with new knowledge. Sometimes it is more important to talk to a student on a personal level than to teach them curriculum.

Caitlin Zacharias, O’Neill High School, Regina, SK

During my time at O’Neill I taught 2 Wellness 10 classes, a grade 9 Physical Education class and a Sports Performance 20 class. These classes really allowed me the opportunity to implement and work with my physical literacy background. I taught things from basic skills and sports knowledge, to periodization, complex workouts and nutrition. Not only was I able to implement my physical literacy background within the classroom/gym, I was also able to transfer it to my extra-curricular activities. I had the opportunity to coach the junior girls basketball team at O’Neill. This was a new experience for me and it has proven to be challenging as well as rewarding. Many of my players have never played before. I’m happy to see many of my students taking the risk, trying out and learning the fundamental skills and basic movement patterns.

"Don’t let physical activity become a chore. Take chances, try new things and find activities you love!"
Sport and Recreation Studies (SRS) 130: Junior Practicum  
Bachelor of Sport & Recreation Studies, Major: Sport and Rec Management

The Junior Practicum is designed as an introductory practicum experience that will introduce students to professional roles within sport and recreation management. Students will engage in work related experiences on campus for an average of 9 hours per week over the course of the semester, participate in weekly seminars, and complete relevant assignments.

COURSE OBJECTIVES
1. Introduce students to the fieldwork program and provide a professional experience
2. Have students gain experience in sport or recreation management
3. Have students broaden and develop their professional skill set
4. Provide a management type experience as a frame of reference for upper level classes
5. Introduce degree/career portfolio development

All practicums are on campus and supervised by program leaders.

A Special Thank You to all the supervisors from this Fall.

Alison Fisher, Intramural Sports & Summer Camp Coordinator (2 Students)  
Matthew Litke, Game Day & Promotions Coordinator  
Braden Konschuh, Sports Information  
Bonnie Cummings-Vickaryous/Katherine Taylor, Being Astonished! (2 Students)  
Tanya Reynoldson, Sponsorship & Marketing Coordinator  
Sarah Hodges, Women’s Hockey (2 Students)  
Todd Johnson, Men’s Hockey (2 Students)  
Lisa Robertson, Director of Sport, Community Engagement & Athlete Development

Thank you all very much for hosting a SRS 130 Junior Practicum Student this Fall!

I realize that it takes extra planning, effort and nurturing to support these students, in what is for some, a first experience in this field. Though some of you had to show some 'tough love" along the way this semester, I noticed significant growth in many of the students through conversations and reading their reflections.

I also appreciate the extra support that many of you demonstrated by attending the "Portfolio Sharing-3 minute Presentations" and taking the time to meet with me to discuss the students' performance and progress on their learning objectives. The time that you have spent providing written feedback on their performance evaluations, oral support in meetings and weekly interactions have proved to be invaluable to each of these student’s professional development.

It is wonderful to hear that a few of the 130 students were lucky enough to stay on as paid employees and that others plan on further volunteering with your agency!

Thanks,

Brandy  
Instructor, Experiential Learning Coordinator
MacKenzie Anderson

This practicum placement has been a great experience. I got to learn more about the kind of things I want to do in the future and what environment I would like to work in. I overall gained a ton of knowledge and new connections, which is exactly what I was looking for. My supervisor, the head coach of the women’s hockey team, Sarah Hodges has been influential to me since the practicum began. I learned so much from her, especially about the background work that needs to be done. I focused more on the managerial and administration work because I was less familiar with the work behind the scenes and just knew the sport and what coaches look like during game time. Being responsible for paperwork, team meals’ and accommodations was something new to me but I am glad I took on all the tasks that I was asked because it really helped me achieve my learning objectives. I was able to work on my planning and organizing skills as well as improve professional written and oral communication through the new connections I made and the new experiences I went through during this practicum.

“\textit{I want to stay involved in sports, mainly hockey and see if I can get an opportunity within an organization. Working with a team or group of athletes/players and sports personnel is definitely one of my ambitions.}”

-MacKenzie Anderson

Supervisor: Sarah Hodges, Head Coach, Women’s Hockey

Daniel Harnack

My experience was great as I made connections that I hope I can rely on later on after school. It helped me understand the field of sport and recreation. It also furthered my knowledge and understanding of the game of hockey; more from the managerial side of the sport.

“It helped make my experience more enjoyable as I knew a lot of things that I was doing with the team. It helped me benefit from my experiences, positive or negative and all the drawbacks and failures that I faced through sport.”  –Daniel Harnack
The Big Sky Centre for Learning and Being Astonished! Inc.

The Big Sky Centre for Learning and Being Astonished Inc. is a not-for-profit registered charity that works in inclusive community to address barriers facing young adults with complex physical disabilities by creating opportunities for teaching and learning, social, recreational and cultural engagement. The role involved aspects of organizing and planning the 4th Annual Walk and Roll Fundraising event put on by Astonished! The role included tasks such as team recruitment, team organization, communicating with teams, reaching out and communicating with sponsors, touring the venue, communicating with the venue, and developing plans for the event day. The role allowed for a look at what happens behind the scenes of smaller events as well as a look into the area of fundraising.

Brooklyn Weisgerber

“I was welcomed into the Astonished! family and was entrusted with a wide variety of tasks that allowed me to expand my knowledge of event planning, event management, and sponsorship. I loved seeing all of our hard work come together at the end and loved knowing that people were going to benefit from the event we put on. My experience with Astonished! furthered my love of event planning and giving back to my community and the people around me.”

For the duration of my placement, I assisted with the planning and managing of Astonished!’s annual Walk and Roll fundraiser. This involved, promoting the event on social media, sending sponsorship and donation request emails, managing participant registration and fundraising progress, and managing the event itself.

“For the duration of my placement, I assisted with the planning and managing of Astonished!’s annual Walk and Roll fundraiser. This involved, promoting the event on social media, sending sponsorship and donation request emails, managing participant registration and fundraising progress, and managing the event itself.

“Throughout this experience, I learned a lot about the behind the scenes aspects of planning and implementing a fundraiser, and was able to enhance my fundraising and promotion skills. The most valuable thing that I learnt is that no matter how much planning you do, obstacles will arise and things are bound to change, and you need to be able to adapt to the changes in order to succeed. My time with Astonished! has been a great learning experience. Not only did I learn the ins and outs of something I am passionate about – event planning, but I also met new people and made connections that I will hold on to as I continue on my journey in this field.”

Supervisor: Bonnie Cummings-Vickaryous, Executive Director

Supervisor: Katherine Taylor, Program Coordinator

Adeena Cox
Astonished! Inc. is a grassroots and user led charitable organization based in Regina, Sk. Astonished! works towards inclusive community where young adults with complex physical disAbilities can share their dreams, explore their strengths, and lead others to a more authentically inclusive society. The annual Spring Gala serves as a significant fundraiser for Astonished! Raised funds contribute directly to Astonished’s ability to offer 4 initiatives to their membership. Astonished! gladly and graciously accepts product donations for their silent auction and is always looking to add business supporters. To attend the event or make a donation please contact Bonnie at BCV@beingastonished.com
Sara England

I was completing my practicum in Recreation Services located in the Kinesiology building of the University of Regina. I was focusing on the event coordination of the 2018 NIRSA Canada West Region Conference. I was working office hours on average of 10 hours a week within the Intramurals office. As a student, I was placed on the Host Committee and was giving different types of tasks to compete that would future my knowledge in certain areas I was personally interested in. I learned how board meetings were conducted; agendas, documenting minutes and presenting your updates. Also got to experience how different types of documents are created; budgets, sponsorship request forms, schedules, letters and information emails.

“The biggest take away from my Junior Practicum Placement was getting to know and understand all the aspects of event planning. Event planning was a field of studies that I found the most interesting and potentially thought it could be a career choice. Now after my placement I know that event planning is the field I want to pursue.”

Chase Pelletier

I did my practicum through Recreation Services; it included assisting with Intramurals, Sports Clubs, and being a part of the organizing committee for the NIRSA conference. My tasks include assisting with the day-to-day operations, being associated with the organizing and planning prior to the conference, and I dealt with the volunteers involved with the conference. My experience has opened my eyes to the recreation side of the Sports and Recreation Management degree and has given me skills I’ll no doubt need and use in the future.

“You’ll never know how much you’ll enjoy your yourself till you apply yourself.”
If you love hockey, this is the placement for you. During my time with Todd Johnson and the Cougars organization I have gained multiple new skills and knowledge through a multitude of activities. Many of the activities I participated in were directly involved with the product of the team on the ice such as tracking live individual player stats, coding games, filming practice and pre-scouting upcoming opponents online. I also participated in off-ice activities such as helping to organize the Cougar Dinner raffle prizes, sending thank you letters to local businesses and redesigning the Cougar playbook. These activities have helped me develop many skills such as organization, technological, time management, professional oral/written communication and also improved my knowledge of the sport from a new perspective. If you are passionate about the sport of hockey and are looking to gain valuable skills and experiences, the Cougars are the perfect fit for you.

“Working with Todd Johnson and the Cougars Hockey team opened my eyes to what it takes to build and maintain a successful collegiate hockey program. I assisted with film, statistics, Cougar raffle sponsorship, and helped build and edit the team playbook. I enjoyed my time working with the hockey team and working with the coaches, players, and trainers and helping out in any area I could.”
Josea Goudy-Gervaist  
U of R Athletics

I did my placement with Cougar Athletics her at the University of Regina with Cougar Athletics. They have 8 teams that compete in CanWest conference. I helped create a survey system that will be used by the athletic department to help evaluate the coaches, trainers and administration. As well as, setting in on different meetings and conference calls. This was a very positive experience where I learned a lot about what goes into running the department. The most important thing I can take away from this is doing a project from start to finish. Doing research and communication with different people in order to complete a project. One lesson I learned during my placement is to have an open mind about what you want to do. You never know what you end up liking. This is because I never got the placement I wanted to. When I get out, I want to work within a sports organization. This has fuelled my passion for sports management and a side of it of it I never thought I would enjoy.

Elijah Louttit  
U of R Athletics

Supervisor: Tanya Reynoldson, Sponsorship & Marketing Coordinator

My experience working in the Athletic Department at the University of Regina was extremely useful and beneficial for myself to develop my professional skills. I was able to develop a lot of my professional skills through communication with respected individuals in the community. I have created connections with these individuals, which will help me when I have graduate from the University. Working with Tanya Reynoldson to create an event that encourages youth to develop awareness about mental health & physical activity was a great way to work on communication skills, organization and scheduling and working with a set budget. My role was to take the lead on this project to ensure that everything is set in place prior to the event, meet with certain individuals and plan the day. I worked everyday sending emails, speaking on the phone and meeting with individuals to acquire their help for the event. Overall I will be able to take the information and skills that I have learned from this placement to the workplace in the future to help develop programs, events and other activities.

Shane Patmore  
U of R Athletics

Supervisor: Matthew Litke, Game Day & Promotions Coordinator

Learning how to coordinate and run cougar athletic events, such as Basketball, Volleyball, Hockey and Soccer games. This placement has taught me a lot about myself and what goes into an event. It has always been an interest to me to learn what goes on behind the scenes of athletics events. SRS-130 provided me with that opportunity.

Stephen Shields  
U of R Athletics

Supervisor: Braden Konschuh, Sports Information
MASTER OF KINESIOLOGY
Clinical and Applied Movement Science

The Master’s of Kinesiology (MKin) in Clinical and Applied Movement Science will provide students with a unique opportunity to gain advanced knowledge and experience through evidence-based teaching and applied engagement.

From Research to Clinical Practice

PROGRAM DETAILS
This practicum-based degree is the only one in Canada that focuses specifically on clinical and applied movement sciences. The interdisciplinary skill-set acquired by students will be unprecedented leading to greater employment and mentorship opportunities.

Considering the MKin degree, but not sure where to start? A Graduate Certificate in Clinical and Applied Movement Science may be the right fit for you. This certificate allows you to transfer into the MKin degree program if you decide to continue your education.

GENERAL ADMISSION CRITERIA
MKin Degree or Graduate Certificate
Bachelor of Kinesiology, or related degree (minimum average of 70%) with courses in the areas of Human Anatomy, Human Physiology, Exercise Physiology, Biomechanics, Motor Control, Sport/Exercise Psychology.

GRADUATE CERTIFICATE: 4 Classes
DEGREE: 8 Classes + Practicum

CLASSES
KHS 800 - Psychology of Human Movement
KHS 805 - Ethics
KHS 860 - Clinical and Applied Exercise Physiology
KHS 862 - Pathophysiology and Metabolism
KHS 884 - Applied Motor Learning and Motor Control
KHS 885 - Biomechanics and Movement Analysis
KHS 896 - Ergonomics
KHS 892 - Physiology of Aging

PRACTICUM
600 hours of workplace and applied experience

Funding opportunities, including University Teaching Fellowships, are available.

For application and program information contact the Associate Dean - Graduate Studies and Research (the.g.associate.dean@uregina.ca)
Learn more at www.uregina.ca/kinesiology/graduate-program
Background:
The Bachelor of Sport and Recreation Studies - Sport and Recreation Management (BSRS-SRM) major has been an area of study for undergraduate students in the Faculty of Kinesiology & Health Studies since the creation of the Faculty in the early 1980s. Inherent in this degree program, since its inception, has been a focus on experiential and applied learning through the Fieldwork program. The current Fieldwork program requires students to complete a tuition based, mandatory 15 week (560 hour) nonpaid placement with students earning 15 credit hours toward the BSRS - SRM through the completion of Fieldwork. The current BSRS-SRM major program will remain as is for the majority of students.

The BSRS - SRM Paid Internship program will be a restricted, competitive entry program with a maximum of 10 students admitted annually. Minimum requirements include a PGPA of 70% and Major average of 75% with an application prior to completing 75 credit hours.

This revision to the major will replace the Fieldwork component, for the students admitted to this program, with 15 credit hours of course work. The paid internship experience is a minimum of 8 months and a maximum of 12 months in duration. The internships will be managed by the University of Regina Career Centre Co-operative Education & Internship Office in collaboration with the Faculty of Kinesiology & Health Studies Experiential Learning Coordinator.

In recent years the Faculty of Kinesiology & Health Studies has been approached by a number of traditional and non-traditional Fieldwork Sport and Recreation agency partners who have expressed an interest in paid internships beyond the current 4-month Fieldwork placements. This revised program is in response to this demand.

If your organization is interested in supporting a student through the Sport and Recreation Management Paid Internship, please contact us for more details!

Khs.fieldwork@uregina.ca
“I am uncertain of how the fieldwork program works within the hands of the university and the eyes of my supervisor’s boss. However, I strongly feel that Alynn Skalicky is one of the most hard-working young women that I know. I am hopeful that in some way she is acknowledged for her extra hours, efforts, unique ability to juggle the various hats that she wears like being on the Regina Therapeutic Recreation Association, and the hours that such a respected position demands of her. Not only is she juggling those positions but her role is also inclusive of the many hats she wears while in the scope of work at College Park II. The residents know her as their shoulder, their answer, problem solver, the one that helps them maintain independence and so much more. Alynn Skalicky answers to a number of people yet she is so caring for our loved ones. I would hope that in some form Alynn Skalicky is not only recognized for her outstanding ability to prepare a student for the real world of a career within the private sector of Recreational Therapy; but also for the work that she does, and for what she is worth.

As a student that has always struggled to learn, I appreciated having the opportunity to learn from someone who wants you to do your best and who tries again and again to help you achieve your goals. I have not felt so much growth in many years as I now have known over the past few months working under the educational guidance of my supervisor. I cannot thank her and the university enough for the single best educational experience I have gained over my years.”

-Ashley Ackerman
(Therapeutic Recreation Fieldwork Student Fall 2018)
College Park II Retirement Residence
Supervisor, Alynn Skalicky

“The connections I was able to make through my fieldwork experience, as well as my major project, have helped me focus in on the direction I want to take in my career. I really enjoyed building relationships with other individuals at the various Canadian universities I connected with as part of my project. I was thrilled to find the work in the health promotion area interesting and meaningful. Being able to have in-depth discussions with other health promotion specialists made me feel validated in the education I have chosen to pursue over the past 4 years. The networking was also a great way to find various opportunities in terms of possible employment options. Health promotion is only going to become more and more recognized as an important part of health care, I feel fortunate to be able to speak to others who have made successful careers for themselves in this field.”

-Jillian Kistner
(Health Promotion Fieldwork Student Fall 2018)
Human Resources, University of Regina
Supervisor, Darren Cherwaty