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.
**Bachelor of Kinesiology - Human Kinetics**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Field of Study</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Stephen</td>
<td>Abrametz</td>
<td>Alpha Center Physiotherapy and Rehabilitation</td>
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</tr>
<tr>
<td>Chaydin</td>
<td>Inverarity</td>
<td>CBI Health Group</td>
<td>5</td>
</tr>
<tr>
<td>Veronica</td>
<td>Jack</td>
<td>The Terry Fox Foundation</td>
<td>6</td>
</tr>
<tr>
<td>Alex</td>
<td>Leshures</td>
<td>Swift Current Broncos Hockey</td>
<td>6</td>
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<tr>
<td>Kira</td>
<td>Tufts</td>
<td>Courtside Sports Medicine and Rehabilitation</td>
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</tbody>
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**Bachelor of Sport and Rec Studies-Sport and Rec Management**

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<th>Location</th>
<th>Field of Study</th>
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<tr>
<td>Charles</td>
<td>Bennett</td>
<td>Saskatchewan Roughriders</td>
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<tr>
<td>Devin</td>
<td>Brown</td>
<td>Niagara River Lions</td>
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</tr>
<tr>
<td>Derek</td>
<td>Houndle</td>
<td>True North Sports and Entertainment</td>
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</tr>
<tr>
<td>Allie</td>
<td>Lindal</td>
<td>Saskatoon Blades Hockey</td>
<td>10</td>
</tr>
<tr>
<td>Shea-Lynn</td>
<td>Yuzicapi</td>
<td>Kidsport Calgary</td>
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**Bachelor of Health Studies**

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<th>Credits</th>
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<tbody>
<tr>
<td>Lincoln</td>
<td>Brown</td>
<td>All Nations Hope Network</td>
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<tr>
<td>Chantelle</td>
<td>Hayes</td>
<td>The Cathedral Centre for Wellness</td>
<td>12</td>
</tr>
<tr>
<td>Barbara</td>
<td>Khyne</td>
<td>First Nations and Inuit Health Branch-Health Canada</td>
<td>13</td>
</tr>
<tr>
<td>Jessica</td>
<td>Odpahl</td>
<td>Astonished!</td>
<td>13</td>
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**Bachelor of Sport and Rec Studies- Therapeutic Recreation**

<table>
<thead>
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<th>Name</th>
<th>Location</th>
<th>Field of Study</th>
<th>Credits</th>
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<tr>
<td>Britney</td>
<td>Gerry</td>
<td>College Park II Retirement</td>
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<tr>
<td>Madelledaine</td>
<td>LaBrash</td>
<td>Royal University Hospital</td>
<td>15</td>
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<tr>
<td>Keeley</td>
<td>Raynard</td>
<td>Ridgewood Veterans Wing - Horizon Health Network</td>
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</tr>
<tr>
<td>Sara</td>
<td>Stochmal</td>
<td>Wascana Rehabilitation Centre</td>
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**Joint Degree-Bachelor of Kinesiology and Bachelor of Education**

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<tbody>
<tr>
<td>Katherine</td>
<td>Collins</td>
<td>Dr. Martin LeBoldus High School</td>
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</tr>
<tr>
<td>Steven</td>
<td>Fraser</td>
<td>Balfour Collegiate</td>
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**Sport and Recreation Studies 130: Junior Practicum Sport and Rec Management**

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<th>Name</th>
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<th>Field of Study</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Chelsea</td>
<td>Jones</td>
<td>U of R Ram’s and Cougar Athletics</td>
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<tr>
<td>Alexander</td>
<td>Watson</td>
<td>U of R Athletics Communications</td>
<td>21</td>
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<tr>
<td>Thomas</td>
<td>Judek</td>
<td>U of R Athletics</td>
<td>21</td>
</tr>
<tr>
<td>Brett</td>
<td>Kozak</td>
<td>U of R Men’s Hockey</td>
<td>22</td>
</tr>
<tr>
<td>Tristen</td>
<td>Amyotte</td>
<td>U of R Men’s Basketball</td>
<td>22</td>
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<tr>
<td>Danielle</td>
<td>Bennett</td>
<td>Saskapalooza</td>
<td>23</td>
</tr>
<tr>
<td>Bailey</td>
<td>Kohlman</td>
<td>U of R Women’s Volleyball</td>
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<tr>
<td>Morley</td>
<td>Sowa</td>
<td>U of R Rams</td>
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<tr>
<td>Derek</td>
<td>Wagner</td>
<td>U of R Ram’s Football</td>
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</tr>
<tr>
<td>Parker</td>
<td>Florell</td>
<td>Astonished!</td>
<td>25</td>
</tr>
<tr>
<td>Mathew</td>
<td>Rathwell</td>
<td>U of R Recreation Services</td>
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</tr>
<tr>
<td>Kyle</td>
<td>Moortgat</td>
<td>U of R Intramural &amp; Recreation Services</td>
<td>26</td>
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**Experiential Learning Opportunities Within the Faculty of KHS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Field of Study</th>
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</thead>
<tbody>
<tr>
<td>Dr. Larena</td>
<td>Hoeber</td>
<td>SRS 440 Applied Sport Marketing &amp; Sponsorship Development</td>
<td>27</td>
</tr>
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</table>
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?

All videos can be found on the UR Kinesiology Youtube Channel

https://www.youtube.com/channel/UCpJPFF4ij6ApzIkSVFc8Ifw/videos

Type in the Student’s Name and it will take you right to the video!
Degree Programs in Kinesiology and Health Studies

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).
Bachelor of Kinesiology
Major: Human Kinetics

Stephen Abrametz
Alpha Center Physiotherapy & Rehabilitation, Regina, SK

“My experience in Alpha Center has taught me hands on experience in how to apply exercise to clients with injuries in a clinical setting. This has helped me with achieving my learning objectives, which is to use the skills and experiences learned at Alpha Center to acquire my CSEP-CEP, and work as an exercise therapist treating injured patients in a clinical setting. I learned how exercise therapists work alongside the physiotherapists in prescribing exercises to injured patients, and use different exercise techniques to help assist in the rehabilitation of clients”
-Stephen Abrametz

Alpha Center Physiotherapy is a multidisciplinary clinic that focuses on treating work related injuries, car accident related injuries, and sports related injuries. There are four different specialists working at Alpha Center. There is a physiotherapist, an exercise therapist, two massage therapists, and an acupuncturist. I worked under the supervision of the exercise therapist (CEP) in helping treat clients with exercise prescriptions. Duties included performing supervised assessments of new clients, assisting the exercise therapist in prescribing correct exercises based on the client’s stage of rehabilitation, and writing up follow up reports for clients after they complete their exercises for the day.

Chaydin Inverarity
CBI Health Group, Saskatoon, SK

At CBI Health Group, we work with a large variety of clients who have been taken off work due to a physical injury or a mental health issue. I was able to learn in depth about the mechanism and treatment of different types of soft tissue injuries. I also was able to work with clients who had been taken off work due to their mental health status. It was interesting and exciting that mental health is being recognized and treated in the health care system with exercise.

I had the opportunity shadow other professionals (Occupational therapy, chiropractic therapy, physical therapy, psychological therapy) and see what their role in treatment was. CBI was a great place to complete my fieldwork, I learned valuable skills about being a professional in this field. I was able to work with clients and develop rapport and develop my problem-solving skills along the way.
Veronica Jack
The Terry Fox Foundation, Regina, SK

The Terry Fox Foundation raises money and awareness for cancer research by continuing Terry Fox’s legacy through the Terry Fox Run, National School Run Day, planned giving, and memoriam donations. The Terry Fox Foundation is a unique non-profit organization in that 82 cents of every dollar goes directly to cancer research, every run and event is 100% organized and operated by volunteers, and the Foundation operates independently without corporate sponsors.

As the Programming & Advocacy Coordinator, my focus was on raising awareness about Terry Fox, advancements in research, and the importance of finding a cure for cancer. I presented to schools and communities with a health and wellness perspective, and I complimented these presentations with a replica of Terry’s prosthetic leg, a running blade, and my knowledge of biomechanics. This experience matched my learning objectives of developing this new position through the planning and implementation of educational programs in the Manitoba and Saskatchewan region. I also gained immense knowledge about a piece of Canadian culture and history, and I created many strong relationships with staff and community members. -Veronica Jack

Alex Leshures
Swift Current Broncos Hockey Club, SK

Working for the Swift Current Broncos has been a rewarding experience. I worked for Jamie LeBlanc, the Athletic Trainer and Equipment Manager. I worked almost every day with the team, supervising practice and managing their workouts. I also treated players on a daily basis as well as aided Jamie with player treatment. I observed Jamie when necessary and took part in assessments with both Jamie and the team doctor. I stood on the bench for games and assisted in any injuries that may have happened during play. I tried my hand at mending hockey equipment, but unfortunately most equipment fixes had to be done quickly and properly. I was able to accomplish most of my learning objectives and then some. I realized very quickly that the real deal is very different and almost opposite from what they teach you in class, and I feel that this experience has made me a better professional and a better person all around.
Human Kinetics

Kira Tufts  Courtside Sports Medicine and Rehabilitation  Regina, SK

Courtside provides rehabilitation through an active functional rehabilitation approach. This is achieved by empowering the clients with the techniques, tools and knowledge needed to facilitate their own recovery. Courtside is a multidisciplinary center that treats a variety of clients including private clients, individuals injured at work or in motor vehicle accidents, and those sponsored by insurance companies.

Students at Courtside perform a variety of duties that contribute to the operation of the clinic. They spend much of their time shadowing and working with a certified exercise therapist. Students are given an active role with clients and participate in functional testing, exercise prescription and supervision. Students are also responsible for daily operations of the clinic including laundry, charting, billing, and providing hot and cold packs for clients.

“My experience at Courtside has taught me how to apply the knowledge I gained throughout my degree to a practical setting. It has given me the opportunity to grow professionally and develop my skills as a kinesiologist. I have gained experience working with various clients in a rehabilitation setting. This includes developing and supervising exercise programming, building a relationship with clients, and conducting functional testing. I now feel confident and am looking forward to transitioning into a career in this field.” - Kira Tufts

The Saskatchewan Kinesiology and Exercise Science Association (SKESA) is a non-profit organization whose purpose is to develop, train and promote kinesiology professionals in the exercise science industry – to advocate fitness, performance and health promotion throughout the province of Saskatchewan. skesa.ca

SKESA currently has 220 members in the province, and the association is growing every year. Members primarily work as Kinesiology Professionals in the province (as CSEP-Certified Exercise Physiologists (CSEP-CEPs) or CSEP-Certified Personal Trainers (CSEP-CPTs)).

SKESA is a ‘CSEP Silver Certified Affiliate Member’, meaning that SKESA and the Canadian Society for Exercise Physiology (CSEP) work collaboratively to serve the CSEP membership in Saskatchewan (which is close to 450 members), representing and promoting the profession and protecting the best interests of CSEP members.

The mission of the Saskatchewan Kinesiology and Exercise Science Association (SKESA) is to develop, train and promote Kinesiology Professionals in the exercise science industry – to advocate health promotion, disease prevention and management, fitness and functional performance throughout Saskatchewan. SKESA is charged with providing its members with education and career opportunities as well as representing the profession to the general public, private and government organizations. SKESA is a Canadian Society for Exercise Physiology (CSEP) – Silver Certified Affiliate – whereas CSEP and SKESA work together collaboratively.

csep.ca

Kinesiology Professional

A Kinesiology Professional is an individual who has achieved the academic standards (a University degree or College diploma in Kinesiology, Physical Education, Physical Activity Studies or another Kinesiology-based program), and also holds a certification (must be current) with a professional association such as CSEP, ACSM or NSCA. Kinesiology Professionals are eligible for Professional Liability Insurance for services provided within appropriate scope of practice that accompanies their specific certifications. Kinesiology Professionals should be in good standing, have the right to attend all SKESA meetings and the right to vote at these meetings.
The Saskatchewan Roughriders are a community owned, professional football team, in the Canadian Football League. The Roughriders were founded in 1910 in Regina Saskatchewan, as the Regina Rugby Club. Today they are the third oldest professional football team existing in North America. The Saskatchewan Roughriders are supported near and far by Rider fans from across Canada, who are proudly known as Rider Nation. My role during my fieldwork placement this semester was to act as the assistant of strength and conditioning to Coach Clint, assisting with workout sessions and exercise therapy. Throughout the placement I had to learn how to implement new strategies and exercises to help players make great fitness strides throughout the season, as well as keeping them motivated and competitive in the work place.

“To have the opportunity to work with professional coaches and professional athletes was nothing short of amazing. My time with the Roughriders’ high caliber organization was an experience that I will never forget and one that has taught me many career and life skills.” My placement was definitely a positive experience, as I was able to see hard work turn into success. This began with team and individual workouts and ended when the organization made it to the semi final game before the Grey Cup. Over the semester I learned many new things about the coaching “lifestyle” at the professional level. One of the biggest lessons that I learned during my placement and one that had a significant impact on my future career goals is that the coaches who are from the United States and are away from their families 8 months of the year. I began to understand that the greatest battles are not always against the opponents each week – for them it is often not being there to watch their children grow up.
The Niagara River Lions are a professional basketball team representing the Niagara Region in the National Basketball League of Canada. They compete out of the Meridian Centre in St. Catharines, Ontario and their front office is located in downtown Thorold. The River Lions were formed with the purpose of providing the Niagara Region with an affordable, premium entertainment option while growing the sport of basketball. As a Marketing and Communications intern, my responsibilities included: assisting in the planning and execution of events, drafting marketing and promotional materials, creating and maintaining content for social media, and attending events in the Niagara Region. Since I had prior experience in the field, I was familiar with the majority of the tasks and I used this internship to build on and refine my skill set.

“The best part about my fieldwork placement was working on my special project and following through with it from start to finish. I was able to engage fans and provide a huge River Lions fan with a memorable experience with my exclusive one day contract contest.” - Devin J Brown

True North Sports & Entertainment is the premier sports and entertainment organization in Manitoba. True North are the owners and operators of the Winnipeg Jets, Manitoba Moose, Bell MTS Place, MTS Iceplex, and Burton Cummings Theatre. True North believes in continuous improvement as one of its core values. Team, trust and respect, and doing the right thing are also values that are showcased within True North. These values are emphasized and exemplified within all levels of the organization and contribute to the positive and engaging work environment of True North. My role with True North was a Community Relations assistant. The Community Relations department is in charge of planning all events for the players, fans, and organizations that True North associates with. The duties with this position included processing donation requests, inventory management, event planning for both the Jets and Moose, research and analysis across the NHL, and representing True North out in the community. By the end of the placement students will have worked a wide variety of events while also networking with a lot of great people. Students get to experience a fast-paced environment where each day is different, which will end up in them growing in a multitude of ways.

“Doing my placement with True North Sports & Entertainment was everything that I could have asked for. Being able to work for and understand the management of a professional sports team while also giving back to the community was the reason I wanted to do my placement with them. The guidance and support from the True North staff is what made each day so great.”
Allie Lindal  
Saskatoon Blades Hockey Club, Saskatoon, SK

The Saskatoon Blades are a community oriented and established hockey team in the Western Hockey League. The Blades culture is the same on and off the ice they aim to create a positive environment in which people can make the most of their abilities. They are a collaborative group and welcome everyone’s input, thinking no one has a monopoly on great ideas and some of the best ones come from surprising sources.

“My overall experience working with the Saskatoon Blades was a amazing. I was given a lot of opportunities to not only learn a lot from my supervisor but also given the opportunity to work with many other aspects of the business organization such as ticketing, working with hockey operations, working with communication coordinators as well as upper management. As well as all the opportunities that I had within the organization I was given an opportunity to be a part of the community by attending meetings and ensuring that everyone was aware of the community event. I feel that I was also given a lot of opportunities to network. Between the knowledge I gained and the networking I was able to do while I was doing my placement with the Saskatoon Blades, I believe will help me in my future professional career. If you are looking for a face paced, welcoming, and a placement full of opportunities the Saskatoon Blades is a great organization to work with.”

Shea-Lynn Yuzicapi  
KidSport Calgary, Calgary, AB

KidSport Calgary is a non-profit organization that helps remove financial barriers to fund children’s registration fees so that they can participate in sports. They serve Calgary and surrounding areas including Cochrane, Airdrie, Strathmore and High River. My time here was spent in the office and out at fundraising and promotional events throughout Calgary. I was in charge of the applications that came in daily and communicating with the families and sport organizations located in Calgary and surrounding areas. During events I assisted with volunteer management this included setting them up at the start of their shift and checking in on them periodically through the event.

“I had an amazing time working with KidSport Calgary. It is a great organization to be a part of and I love that I am giving back to the children. Sport is essential part of growing up and I was able to help support the opportunity for those to participate in organized sports. I learned so many aspects of running a successful non-profit organization including volunteer management, the day to day operations and planning events.”
Lincoln Brown  
All Nations Hope Network, Regina, SK

All Nations Hope Network is a non-profit organization that has been providing education, service and support to communities, families, schools and organizations in the province of Saskatchewan since 1995. The organization (ANHN) was established as a collective of Aboriginal people, organizations and agencies who care about HIV, AIDS and Hepatitis C (HCV) among First Nations, Inuit and Métis people. All Nations Hope is the only Aboriginal AIDS Service organization in Saskatchewan.

All Nations Hope Network provides HIV, AIDS and HCV education, prevention and support to the community and is currently running the Indian Residential School Resolution Health Support Program (RHSP).

Being part of the staff at All Nations Hope Network as a student intern was an enriching experience and has provided me with the ability to learn a lot about the needs and struggles of the Indigenous peoples of this land. My worldview has thus changed and I now know the importance of grounding our work in ceremony, cultural protocols and tradition. The struggle is real and it’s global, so let’s address the real issues in our communities and acknowledge that HIV is a global Human struggle. This is possible through working together and addressing the issues of injustice - HIV thrives where injustices persist.

Chantelle Hayes  
Cathedral Centre for Wellness, Regina, SK

“My field work placement at the Cathedral Centre for Wellness has been an incredible experience that has allowed me to work alongside professionals in the field of Naturopathic Medicine. The knowledge and experiences I have gained during my placement have helped create a better understanding of what all is entailed in Naturopathic Medicine and will be invaluable in my future endeavours.”

The Cathedral Centre for Wellness is a Naturopathic clinic that emphasizes the importance of education, collaboration, engagement and unconditional positive regard in their health care model. Their vision of health care is unique as they aim to provide their patients with comprehensive and holistic care, which allows the health care providers to view the totality of their patient’s health and create custom recommendations that are unique to their patient’s needs. The goal is to empower their clients through education and allow the patient, not the Doctor, to become the true healer. The role of a fieldwork student at this clinic is comprised of a variety of tasks, which include working alongside reception in the front end of the business, shadowing Naturopathic Doctors during patient appointments to observe and experience patient intake processes and how recommendations are formulated, and being an active participant in the preparation and administration of IV treatments for patients. There are endless opportunities for fieldwork students to learn and become more involved by participating in research and community events.
Barbara Klyne  
First Nations and Inuit Health Branch of Health Canada, Regina, SK

I was surprised to see the behind the scenes of what happens in a government agency. The staff here, from the call centre to the management teams have one thing in common, the desire to serve their First Nation clients.

Non-Insured Health Benefits is a complex branch of the First Nation and Inuit Health Branch, soon to be the Department of Indigenous Services Canada, (DISC). The agency provides services to First Nation clients who require services not provided by the provincial government or through private insurance. There are many different units within the department which include transportation, optical, community development and medical supplies. On another floor there is an area that verifies all transportation billing before it can be sent to Ottawa for payment. Jordan’s Principle is included in NIHB so there are no gaps in coverage for any First Nation child. From the first day students can expect to be immersed into a frantic world of what appears to be mass chaos. But in reality it is like a well-oiled machine that runs smoothly throughout the building. If one department falls behind, it affects all the other parts of the structure. Future students need to be well versed in computer programs such as Microsoft excel and word. In this fast pace there is no room for mistakes, although it is inevitable that some will be made, by students and well versed staff. Students can expect to learn the different benefits provided by NIHB and about each unit within the department. Data entry, clerical skills and learning about different grants, programs and funding arrangements are some of the things to learn about at NIHB. A student’s role is program support, helping others and reducing the workload.

Jessica Opdahl  
Astonished! Regina, SK

“I am incredibly grateful for the learning opportunities I have had in the area of disability. As a professional, I hope to work in this field and utilize what I have learned about person-centredness, my leadership skills, and developing programs.”

During my four months at Astonished! I had the opportunity to work in a user-led, person-centred program for young adults with complex physical disabilities (Core Members). We are working towards building inclusive community and creating age-appropriate opportunities for Core Members. Core Members have the opportunity to identify and explore their interests and work towards personal goals. Our day-to-day activities range from doing yoga, creating Bitmoji’s, reading a novel, and going to the Owl. Our social events once a month are things like going to the Cathedral Social Hall for food and drinks, or attending a Cougars hockey game. I had the opportunity to design and implement a seminar series based on topics that were of interest to Core Members related to health, communication, and social skills. Along with my direct involvement in program, I worked in the office as well. I developed a Needs Assessment, and assisted with planning and implementing the Astonished! Walk and Roll which is an annual fundraiser.
Astonished! 6th Annual Spring Gala

We invite you to support the 6th Annual Astonished! Spring Gala

- Each year, we work diligently to raise a minimum of $200,000 with 80% of our budget coming from the generosity of the community.
- With your help, Astonished! is supporting young adults with complex physical disabilities to utilize their strengths and work towards their dreams; thus creating an innovative and vital expression of social inclusion.

Astonished! Inc.
6th Annual Spring Gala

Join us as we support and celebrate the Astonished! Members and rock to Darke Hall Five

Saturday March 10th, 2018

St. Martin’s Parish Hall
4720 Castle Road, Regina SK

Champagne & Fundraising 6:30 p.m.
Appetizer Service 7:30 p.m.
Cash Bar
Entertainment by Darke Hall Five

Tickets
Per table of 6 $450
Individual ticket $75
Children aged 6-10 $10
5 & under free

Contact
Bonnie Cummings-Vickaryous
BCV@beingastonished.com

Astonished! 6th Annual Spring Gala

We Are Better Together
A society where everyone benefits from truly meaningful interaction and friendship.

We invite you to support the
6th Annual Astonished! Spring Gala

Astonished!

a grassroots, user-led, charitable organization

- We work 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.

- We focus our efforts to address barriers so young adults with complex physical disAbilities can engage in teaching and learning, experience social/recreational/cultural events, and develop opportunities for accessible employment.

- Close to fifty adults with complex physical disabilities make up our ‘Core Membership’ and represent Astonished!

Astonished! Programs

1. The Astonished! Teaching and Learning Centre
2. The Astonished! Social Club,
3. Summer Literacy Program,
4. Path to Future Endeavors.
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)

Britney Gerry
College Park II Retirement Residence, Regina, SK

College Park II Retirement Residence, located here in Regina, is one of the two All Seniors Care buildings within the city. All Seniors Care is an established company in retirement residences across Canada. College Park II supports All Seniors Care traditions and values. They are committed to delivering support services for residents to achieve ongoing quality of life and grow as a part of a healthy, active community. The building supports a person-centred philosophy focusing on each residents’ unique needs, values, and attributes. College Park II is currently home to over 200 residents.

“As a student, my role was to facilitate, plan, and prepare for daily programming. I have learned valuable communication skills, leadership skills, assessment practices, and understanding of recreation programs that are appropriate for our residents. During my fieldwork experience I have had the opportunity to build relationships with many of the residents and staff. I have gained so much knowledge about what it means to be part of a large and caring community.”
Madelaine LaBrash  
Acute Care Pediatrics, Royal University Hospital, Saskatoon, SK

The Acute Care Pediatric unit at Royal University Hospital (RUH) treats patients up to the age of 16 years old. The unit can house up to 44 patients with varying conditions and is intended to be a short-term stay for most. In this setting, recreational therapy is focused on patients who are frequently hospitalized, have little social support, or are having trouble coping with hospitalization. The expectations and duties of a fieldwork student include assessing patients, planning/implementing interventions, and documentation. It also involves working as part of an interdisciplinary team with physical therapists, occupational therapists, and nurses.

“I am so grateful for my time spent here in pediatrics. While this environment is not always easy to work in, it has been one of the most rewarding experiences in my life so far. The connections I have made with patients is something I will always value. I am also more confident in my abilities relating to program planning, communication, and assessment. I hope to take this confidence with me as I move into the professional world.”

Keeley Raynard  
Ridgewood Veterans Wing, Horizon Health Authority  
Saint John, NB

Ridgewood Veterans Wing (RVW) is a long-term care facility for Veterans in Saint John, New Brunswick where I worked on the secure dementia unit called Liberty Lane. I have learned how to follow the therapeutic recreation process in a practical way and how to document on patients, develop goals and objectives, and how to maximize the success for each individual. I was very involved with implementing interventions from day one, starting with co-facilitating them with my supervisor and then moving to facilitating interventions on my own. I created two specific program protocols for the facility and I created benefit posters for 48 specific program protocols that existed within Horizon Health Network. Not only did I build strong relationships with the residents but I also learned how to program plan, complete assessments, document, and work with an interdisciplinary team.
The Adult program at Wascana Rehabilitation Centre has been full of opportunities to practice recreational therapeutic processes. I have had opportunities to work hands on with clients here at the facility as well as with clients living out in the community. Using assessment and evaluative tools alongside the skills obtained through my education at the U of R, I have successfully practiced the functional steps required to act as a professional member of a multi-disciplinary circle of care team through the implementation of programs. The most influential part of this experience has been the development of meaningful relationships with the clients I’ve had the opportunity to work with.

The adult program is only one of several different programs that are offered through Wascana Rehabilitation Centre. Similar to the A.P.I.E process (Assessment, Planning, Implementation and Evaluation) the RT service delivery model in the adult program is comprised of promoting an active leisure lifestyle using these critical steps in meeting the needs of each client. The recreation service program focuses on a functional approach using three main therapy components: Leisure education, Active functioning and Community integration. By utilizing these three components while incorporating the steps of assessment and the implementation of programs work to assist the clients in reaching their goals as they relate to functional improvements as well as increasing quality of life.

Completing my fieldwork experience at Wascana has been equally challenging as it was rewarding. Everyday was an opportunity to learn something new, whether it involved the TR process, professionalism or how to build relationships with the clients. I have developed as a professional, as a student and as a future Recreation Therapist. I would not have gained this knowledge without the practical experience this placement has provided me. – Sara Stochmal

Kathy Park
Academic CTRS Supervisor

Kathy Park has been employed as a Recreation Therapist for the Regina Qu’Appelle Health Region for more than 20 years. She has experience working with children, adults and seniors. Presently, Kathy works as a Recreation Therapist in the Adult Rehabilitation Program and provides treatment to outpatient clients with neurological and/or orthopedic conditions. As a certified Recreation Therapist Kathy’s main focus of treatment is leisure lifestyle education and community re-integration. Aside from her work Kathy lives in Regina with her husband and two children. She enjoys reading, gardening, curling and spending time with her family. Her favourite quote is “Your work is something you do, not what you are. What you are is far greater than anything you can do.” Sally Hass

As well as a sessional instructor in many Therapeutic Recreation Classes, Kathy is the Academic CTRS Supervisor who verifies that students have completed the number of hours and tasks for certification. Her role is to support students in finding placement agencies where they can complete requirements to receive certification from the National Council for Therapeutic Recreation Certification (NCTRC). In addition, Kathy guides the students and the supervisors through the placement/fieldwork process and is available for questions and support.
Fieldwork/Internship

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

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.

Two of the students from this semester chose to share a bit about their experience (on the next page).

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.
Steven Fraser, Balfour Collegiate, Regina Public Schools

Balfour Collegiate is a Grades 9 – 12 high school located near downtown Regina. My role at Balfour was to educate students by teaching the following classes: Physical Education/Health 9 (two of these), Math 9 and Credit Phys Ed 20/30. My cooperating teacher provided mentorship and feedback on my teaching as I taught students in these classes. To go along with teaching, I took the opportunity to involve myself in extra-curricular opportunities. In the fall, I was an assistant coach with the Junior Boys Volleyball team. In the winter, I began my role as the head coach of the Junior Boys Basketball team. I will continue to head coach the team past my last day of teaching at Balfour. Coaching both teams has given me the opportunity to know students in a different context; this has helped build healthy student and teacher friendships.

“Both coaching and teaching have given me opportunities to improve students’ physical literacy. We want students to be competent and confident movers in a variety of contexts. If a student can assess their holistic health and create an action plan to address a weakness, then that is a success. I taught the players on the basketball team at Balfour to set goals and create action plans. This is exciting to see students take ownership of their health and learn how to improve! I am very excited to acquire my teaching certificate to apply for teaching jobs and begin educating students!”

Katherine Collins
Dr. Martin LeBoldus
Catholic High School, Regina, SK

For my internship I was engaged in teaching physical education and health education to students ages 14-16 years old in an urban city center high school. I was in charge of developing and modifying long term and short-term planning, unit plans, detailed lessons, assessment criteria and reflecting on current and evolving teaching philosophy. This experience allowed me to put the theory of curriculum into practice. I’m not only teaching students content and assessing their work, but also acting as a role model to young minds. Every day that I’m in the presence of my students, I’m not only teaching subject material, but also life lessons and valuable skills that they will use for the rest of their life. The goal of physical and health education is to promote skillful movers, who live a healthy and active lifestyle who consistently work on being a lifelong learner.

During my internship, I also coached competitive trampoline gymnastics 3 days a week outside of school. It was helpful that many of my students were current/previous athletes I had trained which allows for some strong student relationships.
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
Braden Konschuh, Sports Information
Bonnie Cummings-Vickaryous/Katherine Taylor, Being Astonished!
Andrew Hamilton, Communications Coordinator
Ryan Gobeil, Rams Football Marketing
Sheldon Gray, Rams Football
Melanie Sanford, Women’s Volleyball
Todd Johnson, Men’s Hockey
Steve Burrows, Men’s Basketball
June LeDrew, KHS Faculty (Saskapalooza)
Megan Jalbert, Cougar Athletics Coordinator

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 bi-weekly 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!

Again, I am very pleased that all of the supervisors were able to adjust to the new Performance Evaluation and Pass/Fail portion of the practicum and supported this process with appropriate feedback during meetings with the students.

Thanks,
Brandy
Experiential Learning Coordinator
Chelsea Jones
U of R Rams and Cougar Athletics

For my Junior Practicum I worked with the University of Regina Rams and Cougar Athletics. The Regina Rams are a long standing sport organization in the city of Regina once playing Canadian Junior football, before moving to the U Sport program. The Regina Rams work in partnership with the University of Regina to bring football opportunities to the University of Regina and its community. The University of Regina Cougar Athletics is the support behind all Cougar programs at the University of Regina including sports such as hockey, volleyball, basketball, and more.

As a Junior Practicum student enrolled in the SRS 130 course I was responsible for the planning and execution of the first ever Ram Nation Rev Up. This was a pre-game celebration for the Regina Rams football game on September 23rd. I was responsible for identifying and executing all logistics of hosting an event for students, and non-students alike. I was responsible for organizing student groups as event partners, facilitating the organization and creation of promotional products (tickets, posters, giveaways, etc.), and to partner with groups for food, beverage, transportation, event space, etc.

To be able to say I completed this project, made professional connections, and brought a fun event to the University of Regina’s campus is something I am proud to say I was able to do. In all, this experience was very rewarding and I believe is important for young SRS students to take the SRS 130 Junior Practicum class.

Through my time in the junior practicum class I was able to really direct my own learning and fuel my passion for event planning and student engagement. With the help of my supervisors I was really able to discover what is it I wanted to learn, work towards developing professional skills, and then refining them. Much of this project was self-driven and therefore really allowed me to work independently and work through problems on my own. This type of independent learning is not only challenging, but also very rewarding. I was able to work with many different campus groups, industry professionals, and students alike, which helped me grow my professional and social networks, as well as work on my communication skills.
Alex Watson  
University of Regina Cougars

The University of Regina Cougars are home to eight different sports: Basketball, Cross Country, Hockey, Soccer, Swimming, Track & Field, Volleyball, and Wrestling. I had two positions with the Cougars, as I was the Assistant Hockey Statistician, and an Administrative Assistant around the office. My roles as the Assistant Hockey Statistician included: Entering the rosters into a statistics computer program, keeping track of shots, goals, assists, penalties, and plus-minus, and selecting the three stars of the game. My roles as the Administrative Assistant included: Writing player biographies for the soccer and hockey team(s), writing previews and recaps for the hockey and wrestling teams, updating a spreadsheet of athletic events, and cropping cover photos for the first-year athletes on the hockey teams.

“My experience with the Cougars has been a dream come true. I was able to work on majority of the tasks independently, allowing me to complete the tasks in a creative and efficient manner. This experience has helped me develop into a more professional writer, as well as a great oral communicator. In an industry where communication is essential, this development will be crucial to future success in my professional career.”

Thomas Judek  
University of Regina Athletics

The University of Regina Athletics operates all of the club sports teams at the university. Specifically, I worked in the sports information department. The sports information department is responsible for many different things. Some of those tasks are operating social media accounts for the sports teams (Instagram, Twitter, Facebook), media/press releases (game recaps, interviews), webcasting and statistical operations on game day. My role with the sports information department was very diverse and interesting. Officially, my job title was “Media Relations Assistant”. I had the opportunity to do many different tasks. I tracked statistics for soccer, volleyball, basketball and football. That involves being right on the sideline, watching games live and recording everything that happens. I took on a lot of unique assignments such as interviewing Regina Rams head Steve Bryce and being the camera operator at Cougars hockey games. I wrote a game recap for the Women’s Volleyball team. I also got the amazing chance to run the Rams twitter account during one of their home games.

“This placement was a rewarding experience in which I not only got to network, I also improved in skills such as working under pressure and making quick decisions. It also made me realize that there are so many options in this field to find work, so keep an open mind.”

The impact of this experience was tremendous. I was always a stats nerd so being able to actually do them and have them make an impact is an amazing feeling. Writing a recap and seeing it as the headliner on the Cougars website also made me very happy and proud of my work.
Brett Kozak  
U of R Cougar Men’s Hockey

My experience with this placement has been exceptional. This opportunity has provided me with valuable experiences that will help me grow as a professional. The exposure to the real world is something that you can’t learn in a classroom. Throughout the duration of this placement I have been able to further develop my skills as a future professional while gaining quality experience that I’ll take with me wherever I go.

Tristen Amyotte  
U of R Cougar Men’s Basketball

My Junior Practicum placement was with the University of Regina Cougars Men’s Basketball team and under the supervision of the Head Coach Steve Burrows. Steve labeled me as the “Student Manager” going into the practicum and had a list of different jobs he wanted me to accomplish throughout the semester.

My learning objectives for the junior practicum included: producing and editing video under the expectations of the coaching staff, demonstrate technical, communicative, and organizational skills for the task given to me, and to expand my knowledge of basketball from a coaching perspective rather than just a playing perspective. To expand my knowledge from a coaching perspective, there were a few goals that would help accomplish this such as understanding and replicating plays, pass on instruction to players, help position players, etc…

The responsibilities of working for the Men’s Basketball team included a variety of different tasks. I had to attend practices on Mondays at 5:30p.m., Tuesdays at 7:30p.m., and Wednesdays and Thursday’s at 3:30p.m. At the practices, I would help with drills, rebound, and pass, pass on instruction, work the shot clock, and be a motivator to the players. Also, I did other tasks such as retrieve signatures from players for road allowances, do shootarounds with players individually after practice, replicated plays and edit video with statistics on my own time.
Danielle Bennett
Saskapalooza

What is the Saskapalooza League?

It is a modified volleyball & active living league in Regina elementary schools, organized and delivered by 90 1st Year KHS University students!

Saskapalooza taught me to look at situations differently than I thought I would originally would. I never grew up playing volleyball. I danced, BMX raced, and played rugby all before coming to University. I never would have worked with anything related to volleyball before this. When asked me what/why did I pick Saskapalooza for my practicum placement, at first it was just an organization that I had heard about in passing but had never participated or helped volunteer for. It was something so different from form anything I had done before and that was the first drew me to it. As the practicum went on, I found that this was such an eye-opening experience. This whole event just showed me and reinforced what I want to do in the future, bring fun and enjoyment to children through sports and physical activity. In the end, I got to work with so many different people and expand my professional development skills to create a great experience for myself and the kids participating in Saskapalooza.

Bailey Kohlman
U of R Cougar Women’s Volleyball

I was the administrative assistant for Melanie Sanford (Head Coach). My duties were to assist Melanie with different tasks and events. The tasks I helped out with was the High School Volleyball Tournament, promote/help out at the NIKE High Performance Camp, and to do different tasks to help Melanie whenever she is pressed for time. I really enjoyed promoting, and helping out at the NIKE High Performance Camp. I love volleyball, so this placement was perfect for me! This opportunity gave me new skills and contacts that will help me with my future career.
Morley Sowa
U of R Rams Football

“Don’t be scared to try new things.” This is a quote that was powerful for me in my transition between the two halves of my practicum. I did not really know where I wanted to go at the beginning, but after completing my practicum, I think I am on the right road to future success.

Derek Wagner
U of R Rams Football

For my SRS 130 class, I chose to do my junior practicum with the University of Regina Rams. I chose this agency, because I always had a passion for sports, particularly football, so I thought that this would be a great way to get some amateur experience about being professional. My duties with the organization varied, as the first month or so, I was in the front office learning what happens on the business side of football. Creating spreadsheets, counting ticket sales, and writing miniature reports were just some of my assigned tasks. The final half of my practicum, I was looking at game film, where I inputted various types of game information into the database for the defensive coordinator. Doing this junior practicum, has taught me more about myself than I ever knew before. Working on everyday skills, such as communicating professionally, making decisions, and critical thinking has not only helped me succeed in this journey, but has also made my way of thinking more professional.

My Junior Practicum during Fall Semester 2017 involved Sponsorships and Special Events with the University of Regina Rams Football Club. Key tasks during placement involved Tackle Behind the Vines Event, Awards Night and Regina Rams Home Games. University of Regina Rams gave me the opportunity for creativity but also positioned me in environments where I could learn and grow. I have learned new skills and techniques that, I will continue to use for my future in this field. “Applying myself with 110% effort to this placement, it allowed me to make the most of the opportunity given”.

Photo of Morley Sowa
Photo of Derek Wagner
Parker Florell  
The Big Sky Centre for Learning and Being Astonished! Inc.

Astonished! is a non-profit charity that works with young people with complex disAbilities. During this experience I was given the opportunity to work alongside Executive Director Bonnie Cummings-Vickaryous, Katherine Taylor and one of the core members Sean. While I was working with Bonnie she had gave me the opportunity to apply for sponsorship and help plan for their annual Fundraiser the Walk and Roll. Some of the planning I had done with Bonnie did include me working with some of the Walk and Roll teams from KIN 342. My responsibilities did include me making a calendar showing when and where each team will be fundraising. As part of my experience I was also requested to make bibs for each of the Walk and Roll teams and making a select playlist that will be played during the event. The second half of my practicum experience included me working with Sean on his goals and dreams. This experience gave me the opportunity to see what some of the barriers that Sean faces. It also taught me a great deal on how we as the public can help him in the future in going forward in achieving his goals and dreams. This did include Sean, Alix and I going on the public transit bus, attending the Pats game, going to the Cornwall mall and much more. Thanks to Astonished! I now understand more about the challenges and opportunities there are to people with complex disAbilities. I also am able to walk away with friendships and more knowledge on what happens in the real world of my degree.
Recreation Services promotes the pursuit of active, healthy and balanced lifestyles. It is dedicated to enriching and enhancing the quality of campus life and educational experiences of the university and broader community. My role within the intramural office involved completing marketing and promotional duties for the various intramural sports offered at the U of R. My experiences from this placement have allowed me to create impactful marketing and promotional strategies to students, which will help me with accomplishing success as a long lasting professional in the Sport & Recreation Management field. Overall, this experience has had a positive impact on my life as it has allowed me to learn and develop professional skills that are essential to have for my career. Recreation Services was an enjoyable and rewarding agency for my placement!

The agency that I had the pleasure of working with was Intramural & Rec Services at the University of Regina. They run all the intramural sports and activities for the students at the university. Many of their tasks include: Scheduling, payments, registration, awards, and supplying refs. They also take on the role of handling the university sports clubs, which are different from the varsity teams. My role with this agency was to assist the office with any office tasks they may needed done. This ranged from going through all the club teams documentation making sure everything is filled, to delivering boxes of shampoo to the varsity team locker rooms. I assisted with budgeting of the club teams, where I sat down with my supervisor and anytime a new hotel or flight was booked I would go into that teams budget and punch in the new costs. My experience with this agency was very enjoyable. The staff members were all very friendly and polite, and always would lend a helping hand if asked for. I believe that I gained new skills and experience that will benefit me later in my career. 

“This agency will introduce you to the many office duties that come along with the job, all while having a great time”.

Mathew Rathwell
U of R Recreation Services

Kyle Moortgat
U of R Intramural and Recreation Services
Experiential Learning within Course Work

Experiential learning opportunity for SRS 440
- Applied Sport Marketing and Sponsorship Development

Students in this class are required to create a sport marketing or sponsorship plan for a real sport or recreation organization. For the Fall 2017 term, three student groups focused their efforts on University of Regina Cougars and Rams teams. As part of their work, they also created, delivered, and analyzed a university-wide student survey on awareness and perceptions of Cougars and Rams events, to gain a better understanding of their target market (undergraduate students).

Group 1: Carter Gusway, Alex Igual, Mathew Rathwell – Cougars’ basketball teams
Group 2: Klara Benz, Jessica Loran, Theresa Mertens, Karina Mokrousova – Rams football team
Group 3: Tyson Brinkworth, Jesse Schewaga, Ross Vanstone – Cougars’ hockey teams

The real-world assignment not only provides clients with new marketing or sponsorship ideas, but it also requires students to develop and refine a variety of relevant skillsets.

Teamwork skills:
• Identification of roles and responsibilities
• Coordination of individual tasks
• Time management
• Provision of feedback to group members

Presentation skills:
• Professional writing
• Effective use of technology
• Public speaking

Sport marketing skills:
• Identification of consumer needs and wants
• Awareness of sport consumer behaviours
• Branding
• Media relations

Research skills
• Survey development
• Participant recruitment
• Quantitative and qualitative data analysis

Dr. Larena Hoeber’s research interests are in gender and sport, contemporary qualitative research methods, and innovation and change in amateur sport organizations. Her current research projects are focused on gendered discourses in Tour de France tweets, advocacy of female athletes via social media, and the visualization of visual data.
How can My Agency and I get involved?

University of Regina, Kinesiology and Health Studies Fieldwork Program

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!

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.

Below is a link that gives an overview of our program and the opportunity to explore agency responsibilities and the policies of the program...

https://www.uregina.ca/kinesiology/fieldwork-opportunities/objectives.html

If you are interested in hosting a student, please fill out your information in the link below. Please note that students are responsible for finding their own placements and your information will be posted as a possible agency for them to achieve their learning objectives. Just because you fill out this form does not mean you will be guaranteed to host a student.

https://www.frontrush.com/FR_Web_App/Player/PlayerSubmit.aspx?sid=MTIxMTM=--W3+KGfJuZUs=&prrype=contact

Learning Objectives (A student Perspective)

As you begin to clarify your Fieldwork placement direction, and ultimately your career plans, it is time to establish some goals or objectives for Fieldwork. Significant thought and care must be exerted in developing learning objectives for your Fieldwork placement. Objectives enable you to communicate to a potential Fieldwork agency exactly what you want to learn and help you establish a path to attain these goals. Additionally, well-established objectives allow the Fieldwork agency to tailor the Fieldwork experience to meet those objectives. More specifically, learning objectives can quantify what you want to learn and how you want to learn it. Learning objectives serve as a significant component of the agreement you sign with the Fieldwork agency which then provide the framework for your placement.

The Fieldwork Program for the Faculty of Kinesiology and Health Studies is first, and foremost, a learning program. Academic credit is granted for structured learning that occurs in a professional environment. Establishing your learning objectives is essential to the learning process. These learning objectives clarify what is to be learned, provide stimulation, and help in confirming and evaluating your learning progress.

Experiential Learning Coordinator
(Fieldwork Coordinator)

Brandy West-McMaster
CK 164.12
Faculty of Kinesiology and Health Studies
University of Regina
https://www.uregina.ca/kinesiology/fieldwork-opportunities/index.html
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