Alumni Success

Dr. Kara Haus, Chiropractor
(BKIN 2016)

Types of Placements

Joint BKIN/BEd Degree Internships
Paid SRM Internship
SRM Junior Practicum

“Students applying Kinesiology and Health Study theories to practice, guided by professional community partners in community experiences”

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!
<table>
<thead>
<tr>
<th>Bachelor of KINESIOLOGY (Human Kinetics/Health Promotion/Gerontology)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayley Findling Neil Squire Society</td>
<td>4</td>
</tr>
<tr>
<td>Dustin Gelowitz College Park II Retirement Residence</td>
<td>4</td>
</tr>
<tr>
<td>Christian Gieg Centre for Autism Service of Alberta</td>
<td>5</td>
</tr>
<tr>
<td>Keely Graf Courtside Sports Medicine &amp; Rehabilitation</td>
<td>5</td>
</tr>
<tr>
<td>Tamara Irwin Synapse Health and Fitness</td>
<td>6</td>
</tr>
<tr>
<td>Cole Kissick First Steps Wellness Centre Regina</td>
<td>6</td>
</tr>
<tr>
<td>Kevin Laurence Scott Anderson &amp; Associates Physiotherapy</td>
<td>7</td>
</tr>
<tr>
<td>Landon Lubenow OPEX Fitness Regina</td>
<td>7</td>
</tr>
<tr>
<td>Katelyn Lysitza Prince Albert CBI Health Centre</td>
<td>8</td>
</tr>
<tr>
<td>Valeriia Makharynka SHA Wascana Rehabilitation Centre Children's Program</td>
<td>8</td>
</tr>
<tr>
<td>Emma Matheson First Steps Wellness Centre Regina</td>
<td>9</td>
</tr>
<tr>
<td>Emery Millette Level 10 Fitness Inc</td>
<td>9</td>
</tr>
<tr>
<td>Jocelyn Mish Trench Fitness</td>
<td>10</td>
</tr>
<tr>
<td>Blanca Morales Functional Rehabilitation</td>
<td>10</td>
</tr>
<tr>
<td>Callie Offet The Saskatchewan Association of the Brain Injured (SARBI)</td>
<td>11</td>
</tr>
<tr>
<td>Ben Parker Adrenaline Strength and Conditioning</td>
<td>11</td>
</tr>
<tr>
<td>Chantal Pasion Trench Fitness</td>
<td>12</td>
</tr>
<tr>
<td>Celina Phan The Steadward Centre For Personal and Physical Achievement</td>
<td>12</td>
</tr>
<tr>
<td>Kassandra Robinson The Steadward Centre For Personal and Physical Achievement</td>
<td>13</td>
</tr>
<tr>
<td>Taylor Rutzki Craven Sports Services</td>
<td>13</td>
</tr>
<tr>
<td>Yousef Abdelkhalek Saber Omar New Line Boxing Academy</td>
<td>14</td>
</tr>
<tr>
<td>Larke Startup SHA Primary Health Centre-North Battleford</td>
<td>14</td>
</tr>
<tr>
<td>Erika Stockhorst Level 10 Fitness Inc</td>
<td>15</td>
</tr>
<tr>
<td>Matthew Sudom Scott Anderson and Associates Physiotherapy</td>
<td>15</td>
</tr>
<tr>
<td>Riley Wilson Level 10 Fitness Inc</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor of SPORT AND RECREATION STUDIES (Sport and Recreation Management)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Internship</td>
<td></td>
</tr>
<tr>
<td>Sara England Special Olympics Saskatchewan</td>
<td>17</td>
</tr>
<tr>
<td>Fieldwork</td>
<td></td>
</tr>
<tr>
<td>Brett Kozak Saskatchewan Junior Hockey League (SJHL)</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor of SPORT AND RECREATION STUDIES (Therapeutic Recreation)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mikaylee Dreger Wascana Rehabilitation Centre</td>
<td>20</td>
</tr>
<tr>
<td>Kiara East College Part II Retirement Residence</td>
<td>20</td>
</tr>
<tr>
<td>Rylie Reichel Strive Living Society-Liberty Place</td>
<td>21</td>
</tr>
<tr>
<td>Laura Wasylkoski Health Sciences Centre, Physical Rehabilitation Unit</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor of HEALTH STUDIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ezekiel Agyemang Pasqua Hospital Accountable Care Unit</td>
<td>22</td>
</tr>
<tr>
<td>Saadia Burki Lumeca Health</td>
<td>22</td>
</tr>
<tr>
<td>Jordan Hibbert Pasqua Hospital Accountable Care Unit</td>
<td>23</td>
</tr>
<tr>
<td>Chunyue (Nicole) Lu Pasqua Hospital Accountable Care Unit</td>
<td>23</td>
</tr>
<tr>
<td>Olunna Nwadike Street Culture Project</td>
<td>24</td>
</tr>
<tr>
<td>Sharon Sugar Piapot Health Services, Piapot First Nation</td>
<td>24</td>
</tr>
<tr>
<td>Miranda Peace Flow Community Projects</td>
<td>25</td>
</tr>
<tr>
<td>Brittany Weinbender Planned Parenthood</td>
<td>25</td>
</tr>
<tr>
<td>Bachelor of EDUCATION/Bachelor of KINESIOLOGY (Physical Education/Physical Literacy)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Jean-Noel Brodland</td>
<td>Balgonie Elementary</td>
</tr>
<tr>
<td>Ashley Blair</td>
<td>Riverview Collegiate Institute</td>
</tr>
<tr>
<td>Chelsey Gordon</td>
<td>Thom Collegiate</td>
</tr>
<tr>
<td>Jane Kish</td>
<td>Weyburn Comprehensive</td>
</tr>
<tr>
<td>Hannah Maurer</td>
<td>Canora Composite School</td>
</tr>
<tr>
<td>Alyssa Rosliniski</td>
<td>Winston Knoll</td>
</tr>
<tr>
<td>Kalen Senecal</td>
<td>Vanier Collegiate</td>
</tr>
<tr>
<td>Colton Saretzky</td>
<td>Imperial School</td>
</tr>
<tr>
<td>Pilkey Caitlyn</td>
<td>Assinaboia Composite</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>JUNIOR PRACTICUM -Bachelor of Sport and Recreation Studies (Sport and Recreation Management)</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>McKenzie Acton Swift Current Legionnaires U18 AAA Hockey</td>
<td>31</td>
</tr>
<tr>
<td>Brenan Alejado Cougar Women’s Soccer</td>
<td>31</td>
</tr>
<tr>
<td>Wendie Brooks Saskatchewan Rattler’s Basketball</td>
<td>32</td>
</tr>
<tr>
<td>Jaxon Ford UofR Rams Football</td>
<td>32</td>
</tr>
<tr>
<td>Jun Yang Gan Astonished! Walk and Roll</td>
<td>33</td>
</tr>
<tr>
<td>Luke Robertson Hooplife Basketball</td>
<td>33</td>
</tr>
<tr>
<td>Mitchell Saretzky Cougar Women’s Hockey</td>
<td>34</td>
</tr>
<tr>
<td>Cassie Schlamp Hockey Regina Inc.</td>
<td>34</td>
</tr>
<tr>
<td>Zakkery Tamlin Hooplife Basketball Academy</td>
<td>35</td>
</tr>
<tr>
<td>Jonah Williams Cougar Athletics</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni in the Community</td>
<td></td>
</tr>
<tr>
<td>Dr. Kara Haus BKIN 2016, Chiropractor, Pattison Health/Chiropractic Associates</td>
<td>36</td>
</tr>
</tbody>
</table>
Fall Prevention Manual. The goal of my special project was to create a fall prevention manual to educate residents about falls and have it used as a reference tool to benefit my supervisor and Occupational Therapist during resident assessments at the building. I also incorporated a fall prevention balance class every week for residents. This was designed to encourage them to stay active so that they can reduce their risk of falling.

“Every day I got to work hands on with people with disabilities and I found it so fulfilling. Leaving university, I have a different job goal than when I started, and Neil Squire helped me realize that goal and start me on my desired path.”

Assessing, Recommending, and Providing a Client with Technology Supports. I did the initial assistive technology (AT) assessment on a Neil Squire client and researched what supports she may benefit from. I then had her come to the office so she could trial a few options. After choosing the supports and receiving funding, the supports were ordered and I had my client come to the office again to introduce the supports.

Dustin Gelowitz

College Park II Retirement Residence, Regina, SK

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“Every day I got to work hands on with people with disabilities and I found it so fulfilling. Leaving university, I have a different job goal than when I started, and Neil Squire helped me realize that goal and start me on my desired path.”
Christian Gieg  Centre for Autism Services, Edmonton, AB

“The knowledge I learned in the classroom in a creative and meaningful way.”

The Centre for Autism Services Alberta specializes in services and supports for children, teens and young adults with autism spectrum disorder (ASD). The centre runs a variety of different programs, including early childhood services, independent living programs, social and skills programs, and many more. The Centre’s vision is to support individuals with autism in meaningful and engaging ways. The student’s role is to report to the department of Recreation and Leisure, where they will perform a variety of different tasks and projects supported by their supervisor. Such duties include evaluating and participating in recreational programs, researching best practice models in the autism field, and working with other departments to deliver quality services to individuals and their families impacted by autism spectrum disorder. This practicum placement gave me a wide range of experiences through working in a variety of different programs at the organization, spending time with professionals in the field, and to develop many practical skills such as leadership and program design.

Keely Graf  Courtside Sports Medicine & Rehabilitation, Regina, SK

Courtside Sports Medicine & Rehabilitation (CSMR) is an agency that utilizes an active functional approach in the rehabilitative process. The clinic consists of a multidisciplinary team that collaborates and creates an optimal rehabilitative program so individuals can return to their daily activities. CSMR has developed the opportunity for fieldwork students to expand on practical skills while also growing as an individual. Initially, students shadow the supervisor, who is typically known as a Kinesiologist. Once a certain level of confidence is gained and the supervisor believes the student can progress, tasks are administered independently by the student. The tasks that may be completed by the student include: conducting program orientations, conducting Functional Ability Evaluations, creating exercise programs, educating clients on form, charting results, and providing therapeutic modalities such as ice or heat. Overall, my experience at Courtside has been nothing short of amazing. The tasks I have been given and the clientele I work with on a daily basis have shown me that I chose the right field of study. I cannot wait to further my knowledge in the rehabilitative field because I enjoy helping others and seeing their happiness when they are successful.

Phantom Limb Syndrome and the Modalities Used to Reduce Symptoms. I worked with an individual who has a prosthetic and often experiences phantom limb pain. I implemented a workout program and utilized mirror therapy. Mirror therapy is a modality that is used to try and relieve the pain. Unfortunately, the modality was not successful, but I was able to gain knowledge.
Synapse Health and Fitness, Calgary, AB

Synapse Health and Fitness works with a variety of clientele ranging from post-rehab clients to athletes, and those looking just to get in shape. Synapse focuses on training clients from the inside, out. They teach clients the fundamentals of movements and kinaesthetic awareness, teaching proper movement patterns to live without discomfort. My areas of focus were program development and assessments, tailoring programs to client needs, and learning how to care for common pathologies and injuries. Synapse gave me the opportunity to perform a variety of assessments on clients I have never done before, techniques on how to identify discrepancies in movement patterns and gait, and create individualized programs.

First Steps Wellness Centre, Regina, SK

Cole Kissick

“Fieldwork gave me the opportunity to learn new approaches to health & fitness. I was able to use my education in a practical setting and was challenged to be creative. I achieved all my learning objectives and gained skills that I will use throughout my career.”

Marketing Toolbox. For my project we worked on tools that would help build my confidence when speaking to medical professionals to build clientele. I was taught about common pathologies and treatment and medical terminology.

First Steps Wellness Centre (FSWC) in a non-profit organization that provides activity-based rehabilitation strategies to individuals that have obtained spinal cord injuries and various other neurological conditions. FSWC focuses on therapies below the level of injury or within affect body parts with the goal to improve motor function, improving independence and overall quality of life. Students are provided the opportunity to utilize the information learned over the course of their degrees, by assisting with clients daily. After students begin to develop a select level of comfort in this setting they are assigned their own clients to allow for further development of planning and facilitating rehabilitation methods. FSWC allows for students to build relationships with therapists and clients creating a network that could benefit your future.

Comparing Seated vs. Standing Cardiovascular. Exercise in Individuals with Tetraplegia. I compared 2 different exercise machines in the 2 different positions to find which method increased and steady stated the clients heart rate the greatest. I was able to find that standing hand cycle exercise was the best method for cardiovascular exercise in individuals with tetraplegia.

“When you find something that you are passionate about, ensure you continue to work hard in order to maximize your knowledge and skills, making the most of your time.”
Scott Anderson & Associates Physiotherapy is a primary care clinic that takes a manual therapy approach to rehabilitation that is coupled with exercise components to allow for a complete recovery. The clinic has over 30 years of experience in providing treatment to Workers’ Compensation Board (WCB) claims, Saskatchewan Government Insurance (SGI) claims, athletes, and private patients. As well, the clinic contains 42,000 square feet of training and rehabilitation space including an artificial turf football field and soccer field, a turf running track, an aquatic therapy swimming pool with an underwater treadmill, and various weights and cardio equipment. As a student, I helped play an active role in clinical operations by regularly documenting patient information, providing exercise prescription and demonstration, applying manual stretches as well as passive therapeutic modalities, and leading athletes through return to play simulations and circuits. My fieldwork placement allowed me to get a first-hand experience of the day-to-day work duties performed by physiotherapists and exercise therapists in a primary care clinic. Scott Anderson & Associates Physiotherapy provides a friendly environment and knowledgeable staff for students to learn and grow as young professionals entering the workforce.

The Benefits of Aquatic Therapy. My special project took place over 10 weeks while leading 257 aquatic therapy sessions and involved 40 patients including older adults, athletes, general population, and post-surgical patients. With each session, patients would have their exercise plan as well as subjective and objective information documented in detail. The patients were able to use a variety of aquatic therapy equipment during their sessions including an underwater treadmill.

OPEX Fitness is a strength and conditioning gym that focuses on personalized fitness and lifestyle coaching to anyone at any level of fitness. OPEX believes everyone is unique and has different needs which is why a workout and nutrition/lifestyle program is created based on a three-part assessment. Whether your goal is to manage a health condition, heal from injury, gain strength, lose weight or improve endurance OPEX has you covered. Once your new fitness program has started, coaches will do monthly check-ins to discuss your progress and lifestyle habits to ensure you stay on track with your goals. Ultimately, results will be achieved through continued education and guidance on how to live a healthy and balanced life. Through being actively involved in each client’s fitness journey OPEX coaches are dedicated to helping clients reach their highest potential. As a fieldwork student you will be exposed to many clients, movements, and training styles which will go a long way in growing your coaching confidence. You will also learn about OPEX’s assessment and individual design approach which will provide you with the tools to identify and program for a variety of client needs/limitations.

Mobility and Flexibility Golf Training Program. For my special project, I researched and developed a golf-specific assessment and training program which focused on identifying and correcting swing flaws through improved mobility and flexibility.

“My placement at OPEX Fitness Regina has strengthened my knowledge on appropriate exercise prescription and modifications, anatomy and its application to exercise, and coaching.”

Kevin Laurence

OPEX Fitness, Regina, SK

Landon Lubenow

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Landon Lubenow
CBI Health Centre is a multidisciplinary health care provider, offering a wide variety of services to primary, secondary and tertiary WCB and SGI clients. CBI works towards initiating safe transitional returns to work alongside work hardening programs and functional training. Fieldwork students at CBI are involved in working directly alongside exercise physiologists and physiotherapists to design and implement programs. Students will take part in the daily tasks of a combined clinic and gym setting: working one on one with clients, contacting employers and case managers, attending team meetings, and assisting staff through service delivery. Working at CBI has had a huge impact on my experience as a kinesiology student and upcoming graduate. CBI provides the opportunity to experience a large variety of health professions and teaches teamwork as the forefront for successful care. CBI is client centered and truly focused on providing the best care possible to each individual. This experience has allowed my creativity to flourish and has helped me discover my future goals. CBI has opened the doors to a career path in exercise therapy that would not have been possible without the knowledge and skills I gained from my fieldwork placement.

**Kpok 1**: A pre-competition strength and conditioning program designed for youth dancers. Kpok 1 was a training program implemented to allow dancers to address commonly overlooked areas of training that are essential to technique and performance development. An emphasis was placed on balance, core, and pelvic stabilization as it relates to the biomechanics of functional movements.

The Wascana Rehabilitation Centre is an organization that offers comprehensive recreation programs for adults and children, as well as specialized long-term care. There is a wide variety of programs available for clients to meet their specific goals and needs. The goal of this organization is not only to improve the physical, mental and emotional well-being of the outpatients but also to provide the best advice possible for the community programs and services offered around Saskatchewan. Throughout my fieldwork, I have had the opportunity to work at the Children’s and Function Rehabilitation Program. I have gained experience on delivering paediatric therapy services to children and youth who have communication difficulties, developmental complications, and/or physical disabilities as well as provided assessments and treatments to adults suffering from musculoskeletal injuries.

“Working at CBI has been a tremendous experience that has allowed me to work alongside amazing health care professionals who have helped nurture my passion towards rehabilitation and exercise programming.”

“Working at the WRC has taught me how to apply the knowledge I gained throughout my degree to a practical setting. I have gained experience working with various clients in a rehabilitation setting that, I believe, will be advantageous when pursue my career goals.”
First Steps Wellness Centre is a non-profit organization that provides intense activity-based therapy for people with neuromuscular conditions. FSWC exists to fill a gap in the community for this type of rehabilitation, and strives to improve function for their clients through methods such as function electrical stimulation, the Therasuit method, and MNRI reflex integration. As a fieldwork student at FSWC, the first part of the semester consisted of observing and assisting with the client sessions, and learning about the different types of therapies from the exercise therapists. As the semester progressed, I had the opportunity to program and administer therapy sessions for clients independently. This placement has allowed me the opportunity to not only develop my knowledge of neuromuscular conditions and activity-based therapy, but allows for the practical application of this knowledge as well. Working hands on with clients also allows for the development of interpersonal skills and confidence when it comes to working with clients and building rapport.

“My experience at First Steps has not only developed my knowledge of neuromuscular conditions and adapted therapy, but has greatly increased my confidence as a professional in a therapy setting.”

Level 10 Fitness is a locally owned fitness facility that provides fully supervised and expert support to a full spectrum of clients. Operating for the past thirteen years in Regina, Saskatchewan, Level 10 Fitness offers the expertise of a variety of wellness professionals, and is a great fit for any students looking to gain knowledge and hands-on experience in the area of strength and conditioning training for clients ranging from general population to high performance athletes. As a fieldwork student, I had the opportunity to shadow and learn from Level 10’s performance coaches, program training sessions for private and group sessions, and lead my own fitness classes, team training, and private training sessions. Throughout my time at Level 10 Fitness, I have gained a number of important skills that can be translated into any professional career. Such as, how to take initiative, on-the-spot problem solving, and how to build connections with clientele. I am so excited to see where these skills and experiences can take me in the future!

“Level 10 is an excellent agency to apply the learnings of a Human Kinetics degree in a hands-on manner. The welcoming and friendly atmosphere created by the Level 10 community will have you leaving your placement each day excited for the next!”
Bachelor of Kinesiology

Trench Fitness, Regina, SK.

Trench Fitness is a locally owned gym that is client and member centred where their goal is to give their clients and members all of the tools to reach their fitness and health goals. Trench believes that a client’s success is dedicated by how well they dedicate themselves which they call the 4 Pillars of the Trench. The 4 pillars of Trench are mindset and motivation, nutrition, training, and lifestyle. They offer memberships, nutrition and exercise consulting, personal training, group training, training programs, and contest preparation. As a student at Trench you will help assist with personal training, group training, memberships, as well as making Trench a welcoming community for everyone. These roles include assisting in program making, demonstration of exercises, form correction, gym tours, membership activations, and much more. This experience will broaden your knowledge of exercise programs for clients with different needs and abilities as well as enhance your communication skills.

“My special project was a selection of stretches and exercises that can be done for mobility issues. I would listen to the clients on what they found caused limitations on their body to do certain exercises. I then took these areas and found different stretches and exercises that can be done to reduce those limitations. Each exercise or stretch has a picture or video along with a description on how to properly do it.

Blanca Morales

Functional Rehabilitation, Yorkton, SK

“I was a contributing team member that gained a vast amount of knowledge, skills, and abilities. I also had the opportunity to put into practice theoretical concepts, test my abilities and skills and further increase them.”

Functional Rehabilitation is a multidisciplinary centre that offers individualized programs for those who experience work or motor vehicle accidents, sport injuries, and other physically conditions. They offer clients a combination of services, physiotherapy, exercise therapy, and psychology. Along with functional testing, education, and ergonomic assessments. I had the opportunity to work with an amazing team of Clinical Exercise Physiologist (CEPs). I was a part of developing and implementing global and regional exercise programs, carry out functional testing, and help clients progress throughout their program. I also had the opportunity to work with the Physiologists and their clients. I helped them develop and instruct exercise programs for their clients. During my fieldwork experience I met many different clients and being a part of their progressions was enlightening. I gained valuable knowledge in creating individualized programs. I helped clients work towards goals, learned patience, and other valuable lessons that I will continue to use throughout my career.

Exercise and Mental Health Education. I created the Exercise and Mental Health education session. My education session was intended to get clients to think about themselves and deal with their mental health to be able to better handle their injuries. I choose common topics that is reoccurring in the centre such as stress, anxiety and depression, and self-image. I discussed how exercise can help them recover not only from a physical injury, but also relieve stress, anxiety and improve self-image.
SARBI is a non-profit organization dedicated to providing unique psychosocial rehabilitation and recreation services to support acquired injury survivors and their families with the main goal to be enhancing quality of life. This is done through various activities, games, crafts and conversations. SARBI is a family organization that prides itself in the relationships formed between staff, volunteers, and clients and is crucial for successful rehabilitation. I had the privilege of becoming the Student Program Supervisor that allowed me the opportunity to develop and deliver meaningful day programs to a group of unique and astonishing adults. I have been able experience face-to-face programming as well as remote programming through newsletters that has kept SARBI connected during social distancing guidelines. During my placement at SARBI, I have experienced new ways to adapt programming, learning more strategic methods of communication, connecting with clients on a personal level, and learning more about acquired brain injuries from first hand testimonies of the survivors themselves. The SARBI family embraced me with open arms and has highlighted the importance and my ability to provide meaningful programming and relationships with this diverse group of individuals.

Taking SARBI Home: The purpose of my special project was to ensure that all clients were able to stay connected, even if they could not join face-to-face programming due to social distancing restrictions. I spent time planning meaningful newsletters, individualized package deliveries based on the client needs and wants, and carried out weekly phone visits so the clients knew we were still there to support them.

Adrenaline Strength and Conditioning, Regina, SK

I started my practicum by shadowing the owner, Derek Becker, and the sports performance coach, Deanna Wells. Overtime, I was placed in charge of running the abs at the end of each workout and was given many opportunities to work with some of the teams/athletes on my own. In addition, I was in charge of keeping the spray bottles filled and towels cleaned to ensure all protocol was being followed due to COVID. I was also exposed to a variety of training styles like strongman, powerlifting, group fitness classes, spin classes, etc. Adrenaline provided me many opportunities to find my strengths and weaknesses within the fitness industry and allowed me to see what my future could look like when I graduate. I am glad that I completed my fieldwork placement at Adrenaline and I am excited for what the future holds.

“The Temptation to quit will be greatest just before you are about to succeed” - Bob Parsons

Create Exercise Videos with modifications. Demonstrate proper form and technique to allow anyone watching to learn how to perform exercises the right way.
Trench Fitness is a locally owned and operated fitness facility in Regina, Saskatchewan. It provides its members with an 8000 square foot facility with various types of strength and conditioning equipment. Trench fitness offers a variety of services including exercise and nutritional consultation, personal training, group classes, and competition prep for physique competitions. Trench’s philosophy is based on 4 pillars, mindset and motivation, nutrition, training, and lifestyle. These four pillars accompanied by the knowledge and support of the team and community of Trench will help any client reach their fitness goals. As a fieldwork student, I had the opportunity to shadow every trainer, create and implement workouts for individuals and group classes, and develop relationships with clientele. The staff at Trench helped foster an

Exercise database. Includes breakdown of compound lifts and variations, as well as mobility and strength exercises for the shoulder, thoracic and lumbar spine, hips and ankles. Videos and pictures are provided to demonstrate and describe how each exercise is performed.

The Steadward Centre for Personal and Physical Achievement (TSC) is a fitness facility for people with disabilities that operates out of the University of Alberta. The agency runs based on the framework of adapted physical activity (APA). This approach allows a fitness lifestyle to be accessible to anyone who seeks it. The agency holds several programs; however, due to the pandemic, fieldwork students were only allowed to explore 3 cohorts. Therefore, during my time at TSC, I was placed in the 1 on 1 program and the Athlete in Training in Athlete Development. In 1v1, I was assigned to perform the COVID-19 screening for the participants, program set-up, scribe, and clean up. These duties were a prelude to me running several independent exercise programs which involved all the responsibilities mentioned before but as well as creating add-on exercises and stretches. In AIT, I was assigned to lead the warm up-session, exercise program updates, and guide athletes through their individual programs. On top of everything, I was also responsible for administrative duties which included managing the customer service window, outreach calls, grant writing, and organising a group project with the other practicum students (TSC Fitness Bingo Challenge). Therefore, overall, the agency has provided me a wide range of experiences.
The Steadward Centre (TSC) is an organization that provides support and opportunity for individuals experiencing disability to take part in physical activity, however that looks for them. They have a diverse range of program opportunities that allows for an environment conducive to anyone’s needs. The focus is always providing the opportunity for physical activity, not rehabilitation or “correcting” a person’s disability. This allows people to come into a space and work out with equipment that they can use. As a student, I experienced helping individuals get set up with functional electrical stimulation (FES), work with individuals 1:1, engage with the TSC community on social media, expand on my knowledge of APA based exercises, connect with people and hear some of their stories, and learn what it takes to run an organization of this scale. Being at TSC has rapidly expanded my knowledge of how the right environment encourages people to work towards their goals, how to see that all exercises have the potential for adaptations, and has added to my confidence in being able to help improve the physical activity of our community.

APA Equipment for Gameplay. The focus is on equipment considerations for kids during gameplay. This included things such as size, weight, colour, and texture. The resource also touched on some examples of adaptations. It is meant to be a resource for future volunteers and students to provide a brief interlude as to what adapting gameplay looks like in a children’s program.

Taylor Rutzki  Craven Sport Services, Saskatoon, SK

Craven Sports Services is an all-encompassing physiotherapy and strength and conditioning facility. Craven provides a vast range of services that cater to all levels of fitness. Students will have the opportunity to provide training services alongside the guidance of highly educated and experienced trainers. Students should be prepared to train and program for a variety of different kinds of clients both 1on1 and group settings. Having a successful experience at Craven requires adept communication skills, quick thinking and problem solving. Completing fieldwork at Craven is the ultimate preparation before stepping into the world of strength and conditioning.

“Craven granted the most diverse opportunities for learning imaginable. A huge portion of my learning objectives were to explore transitioning both my academic and personal knowledge into practice. At Craven, I was able to accomplish exactly that and prepare myself for what the future holds.” – Taylor Rutzki

Rebuilding Jenni (client). Personal Training and program design for “Jenni” multiple times a week. Taking her through personalized programming, helping her develop adequate movement efficiency and adapting programming to best suit her goals.
The New Line Boxing Academy is an academically-integrated long-term boxing school offering technical boxing fitness, sports conditioning, and Olympic-style boxing training to kids, youths, and adults of all capacity. The New Line Boxing Academy strives to achieve one overarching goal: producing champions. As a fieldwork student, I learned how to coach Olympic-style boxing to athletes of all ages. Further, I worked in the office as a key communications link between the academy and parents. My experience at the New Line Boxing Academy was one of learning and laughter. I was able to learn how to apply long-term athlete development programs, coach and official the sport of boxing, and administer conditioning regimens. Additionally, I was able to advance my communication skills through professional discourse with internal and external stakeholders. All of this learning occurred whilst a smile remained on my face.

**Athlete Development System.** My special project involved a critical review of the current athlete development system deployed at the New Line Boxing Academy as well as guidelines suggested by Canada Sport for Life. I drew comparisons and searched for points of improvement for the New Line Boxing Academy. The main objective was to find a better development program for our athletes so that they are inspired to stay active for life!

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**Larke Startup**

The Primary Health Centre consists of two exercise therapists, three clinical nurse educators, and two dietitians who work together to help treat and prevent chronic disease. They provide individual education sessions to patients as well as educational classes for specific diseases. I worked under the exercise therapists creating exercise programs and giving exercise advice related to their chronic disease. Some of my duties included doing phone appointments with patients, doing in person appointments, creating exercise programs, making exercise videos, and disinfecting/cleaning after appointments. The way the majority of our appointments worked was by calling the patient and giving them exercise guidelines, exercise safety, and any information they required, we would then create an exercise program based on our appointment and mail it to them, and then give a follow up phone call in 2-4 weeks to answer any questions or adjust their program.

“At Home Exercise. Due to the COVID-19 pandemic, we were unable to see most of our patients in person and had to conduct appointments over the phone. I decided to add exercise videos to our Youtube channel so our patients were able to exercise at home and follow along with a video.”

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“My fieldwork experience at the Primary Health Centre has helped me develop personal and professional skills by gaining both experience and confidence for working with individuals with chronic disease.”
Level 10 Fitness is a locally owned fitness and training organization in Regina. The organization offers comprehensive and expert support with a wide variety of fitness services for a diverse clientele. The clients that attend Level 10 fitness range from those seeking a better quality of life to those pursuing athletic excellence through training. My role was very dynamic as a fieldwork student throughout the semester. Most of my fieldwork hours were dedicated to shadowing different trainers during personal, group, and team training sessions at both locations. I learned how to interact with clients, create and program workouts, modify exercises for various injuries, use and set up equipment, and correct exercise techniques. As I gained experience throughout the semester, I was given opportunities to program and lead classes and the freedom to be creative with my special project. Although I applied to Level 10, uncertain about being a personal trainer, I would not change anything. My biggest learning objective was to gain work experience during my fieldwork placement. I was able to apply a lot of the knowledge I learned in my degree that I might have otherwise not been able to.

I trained six women between the ages of 54 and 63 for ten weeks to increase my personal trainer experience and achieve my learning objectives. It allowed me to apply the knowledge I learned during the semester and find my unique training style. The women joined my group to become stronger, gain confidence in the gym, and have a fun social experience with their friends during COVID.

**Matthew Sudom**

**Anderson and Associates Physiotherapy and Rehabilitation Clinic, Regina, SK**

“My fieldwork placement was a fantastic hands-on way to apply the knowledge I gained in school. I learned more in 4 months than I ever thought I could.”

Anderson and Associates Physiotherapy is a Regina based physiotherapy location. Scott Anderson is the owner and head physiotherapist. With 33 years of experiences, he offers a lot of experience when it comes to rehabilitation. In fall of 2020 he opened his second clinic in the Regina Sport Performance Centre. The new facility offers a therapy pool complete with underwater treadmill, a Biodex machine along with thousands of square feet of artificial turf and exercise space complete with modern exercise equipment. My role during my fieldwork was that of an athletic therapist. I helped the physiotherapists in any way they needed. I would demonstrate and correct exercise technique, help with manual stretching, supervise exercise programs and do lots of extensive Covid-19 cleaning. I learned more during my placement than I could ever imagine. I was able to apply the knowledge I have gained over my degree program and use it to think critically about individuals around me.

**Comparing and Contrasting Rehabilitation Programs for Shoulder Injuries.** I worked with a variety of patients with different shoulder injuries. I was able to administer and modify the programs with the help of my supervisor based on the needs of the individual.
Level 10 fitness is a facility that promotes living a healthy lifestyle through group training classes and more individualized development. It is considered to be the upper echelon of training facilities and all of its trainers are required to obtain a bachelor’s degree. The student’s role was to shadow the full-time trainers in order to learn the different methods and styles that are used to run a successful workout class. Once the student gained enough experience, they were required to run some workouts by themselves. This experience predominantly increased skills related to public speaking and teaching. As a student it is mandatory that you become comfortable and confident around large groups of people, it is impossible to have success otherwise.

“Fieldwork prepared me by increasing my confidence in my ability to speak in front of anyone regardless of whether they are below or above me in the chain of command.”

“HIIT Grinders” For my special project I decided to run a weekly HIIT class at the level ten compound facility. I chose this project because I wanted to utilize the high-level equipment available at the compound to create a class that would help me grow as a trainer and also to bring cardiovascular benefits to all of my clients.
I have now completed my second work term at Special Olympics Saskatchewan which is a provincial charitable organization that’s mission is “dedicated to enriching the lives of individuals with an intellectual disability through sport” (Special Olympics Saskatchewan, 2020). They reach over 1,500 athletes in 16 communities in Saskatchewan and offer 18 different sports. Special Olympics Saskatchewan is offering more than an opportunity to compete in sport, but also a chance to increase confidence levels, independence, and other life skills in their athletes. Their message goes beyond sports and into everyday life fighting for social change for a more inclusive world.

Half way through my second work term, we went to remote working. Since November I have been working from home and that has introduced new professional and personal development. I am learning what works best for me to work efficiently and what helps to break the work and home environment up.

A daily response ability that has continued on from my first term is the creation and management of Special Olympics Saskatchewan social media accounts. With programs not being allowed to run, online resources are the main source of connection the athletes have. This term we had offered more interactive opportunities via Zoom for the athletes. Some Zoom meetings have been development courses, some have been to ask their help with fundraisers and some have just been about connection.

“I am so grateful for the opportunity to take the lead on a new fundraising project this term for Special Olympics Saskatchewan. Being able to see a project straight thru allowed me to develop decision making skills, problem solving, to become creative and learn a new avenue of online fundraising.”

The main project/fundraisers that I was focused on this term, and wrote my Final Report on, was the first-ever Special Olympics Saskatchewan Online Auction. The auction ran for two weeks in November and had 13 item and packages available. In those two weeks, the auction raised over $2,300 for the organization. I was the lead on this project which allowed me to reach many of my learning objectives throughout the term. In short what I did was researched different ways to host an online auction, made decisions for starting bid prices and organized the shipping of the items to the winners. It was also a great opportunity to learn a new way of fundraising. Online fundraising has allowed Special Olympics Saskatchewan to reach new people since online isn’t restricted to a physically location.

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 completed my fieldwork placement as the Marketing Coordinator with the Saskatchewan Junior Hockey League (SJHL). I found my time with the SJHL very educational and valuable for the rest of my career. As the Marketing Coordinator, I completed a wide array of tasks including data collection, coordinating interviews, creating sponsorship proposals and much more. I enjoyed my placement with the SJHL because it allowed me to practice the many skills that I acquired during my time at the U of R. Throughout the placement I was able to expand my network by meeting people throughout the game including coaches, players, and even some NHL alumni. My placement with the SJHL has undoubtedly been a positive experience that has helped position me for success in all my future endeavours.

Fieldwork placement has provided me with a wide range of professional skills such as program and event planning, administration and management, marketing and promotions, leadership, and customer service.

“The SJHL has been extraordinarily pleasant to work with when completing my learning objectives. They provided me with opportunities to develop and refine my skills in meaningful settings. I am genuinely happy that I chose to do my placement with a first-class organization such as the SJHL.”

SJHL/MJHL Showcase. This is a tournament that contains the top 60 players from both leagues. The purpose is to give the players as much exposure as possible. I was tasked with planning and executing the entire tourney however, it was cancelled due to COVID-19.

SJ @ Noon. This is a Facebook Live show that recaps the week prior in the SJHL. I was tasked with scripting, scheduling interviews, statistic collection and much more.
INTRODUCING BRETT KOZAK

The Saskatchewan Junior Hockey League players may not have a firm regular season start date as of yet, but the league’s front office has expanded by one with the addition of intern Brett Kozak.

Brett has volunteered the last three years at the SJHL/MJHL Showcase and will be working closely in Marketing & Communications alongside sponsorship deliverables.

This is the second time in as many years the SJHL has partnered with the University of Regina under the Sport and Recreation Management program.

Brandy West-McMaster is the Experiential Learning Coordinator/Instructor, Faculty of Kinesiology and Health Studies, University of Regina and she says, “I feel very fortunate to meet the wonderful people who lead our partner agencies and the enthusiastic students who apply knowledge from their degree program into various projects during their fieldwork. I am repeatedly impressed how our fieldwork students are able to step into these professional organizations and contribute right away. Our degree program requires a 15-week, 360 hours unpaid fieldwork (practicum) for students to apply their knowledge and gain practical experiences in their major area.”

https://www.sjhl.ca/introducing-brett-kozak

INTRODUCING BRETT KOZAK | Saskatchewan Junior Hockey League (SJHL)

“A couple of fieldwork students from our Sport and Recreation Management (SRM) program have been making a big difference in a provincial organization over the last few semesters and have created a pathway for other to follow. The Saskatchewan Junior Hockey League (SJHL) started the partnership with our Faculty in the Fall 2019 semester when an SRM student, Ken Watson, approached Logan Fraser (SJHL, Director of Marketing and Communications) with a proposal of a potential fieldwork opportunity.”

West McMaster adds, “The SRM program in the Faculty of KHS is fairly small but mighty. The faculty and students have developed a culture of getting involved in related practical experiences. Alex embraced opportunities at the U of R including: participating in the Jr. Practicum with Cougar Athletics (Hockey Statistician/Assistant), volunteering and working with Cougar Athletics and by attending as many hockey drafts and conferences as he could. He took his love for analytics and developed learning objectives that lead him to the SJHL and a very successful special project.”

Brett’s background includes working with the Cougar Men’s hockey program, where he designed their recruiting package as well as investing time with Cougar Athletics and the Neepawa Natives of the MJHL.

“I’m extremely excited to get things started with the SJHL. It has been a dream of mine to work in hockey as I have always had a strong passion for the sport. Working with the SJHL will provide me with the opportunity to learn about the industry first-hand from one of the top junior hockey leagues in Canada,” said Kozak.
Wascana Rehabilitation Centre is a facility located in Regina, Saskatchewan which focuses on long term care and rehabilitation services for a wide variety of residents. The centre has a physical rehab centre, a paediatrics wing, mental health units, and extended care units. For the purposes of this placement, my time was spent on the extended care units with the Recreation Therapy team. My role during this experience was to assess and support residents to promote healthy leisure lifestyles and a positive quality of life. I assisted in both the implementation and planning of programs, as well as interdisciplinary and team related skill building sessions. I had the chance to independently run a variety of programs and enjoyed every opportunity I was given to meet the residents here. This placement had a lasting impact on me as an individual, and as a professional and for that I am grateful. I am confident in respectfully communicating with those who have complex needs and have a deeper understanding of the importance that Recreation Therapy plays in long term care settings.

“Donating from a Distance”. The purpose of this program was to connect residents to their communities by creating projects to donate to local businesses/organizations. This is something that is especially important to long term care settings because of the isolation created by the COVID-19 pandemic. The residents exercised autonomy and independence and as a result increased their feelings of competence while decreasing their feelings of isolation.

“Advocacy and autonomy are the most important roles as a CTRS. It allows clients to have a sense of belonging and an enhanced quality of life.”

College Park 2 is a retirement residence. There are several facilities across Canada. It has an independent floor, as well as a memory and personal care unit. My role as a CTRS student was to provide and implement various types of programs and activities that would benefit the residents. My main focus was to assess, plan, implement, and evaluate programs. I also joined in on professional organizational meetings as well as advancement of education sessions and webinars. This fieldwork experience has helped me advance my leadership, communication, and professional relationship skills. I have created my own recreation assessment, program protocols and evaluation for my own references and future use. These skills will help me adapt to a future career as a CTRS.

Palliative Care Cart: My special project was to design a palliative care cart for the residents at College Park 2. The palliative care cart has various different items including sensory items for the residents and their families to use. The purpose of the palliative care cart is to provide relief from pain and other physical symptoms, to maximize the quality of life, to provide psychosocial and spiritual care, and to provide support to help the family during the patient’s illness and in their subsequent bereavement.
Strive Living Society is a non-for-profit organization located within the Lower Mainland of British Columbia with various community resources and programs for people with physical and cognitive disabilities. Out of the many locations and programs provided within Strive Living Society, I chose to do my fieldwork experience at the Assisted Living facilities Liberty Place (Burnaby) and Freedom Place (Surry). Due to Covid-19, I was only able to work at Liberty Place as there was a Single Site Order in place for the Assisted Living employees. At Liberty Place I worked under the supervision of the resident Certified Therapeutic Recreation Specialist (CTRS) and I worked alongside the other interdisciplinary team members. In the first three months of my fieldwork experience I helped provide the tenants with group recreation activities that followed Covid-19 safety regulations, conducted recreation assessments, completed Individual Service Plans, individual tenant goal assessments, program planning and implementation. My last month of my fieldwork experience, we had to modify group programs due to Covid-19. I independently ran these modified programs as specialized one-on-ones. The experience has taught me how paramount it is that people with physical and cognitive disabilities are provided recreational opportunities whether in group settings or one-on-ones.

Evidence Based Recreation. I developed specific goals and objectives for the recreational programs provided at Liberty Place to support their purpose and the benefits they provide for the tenants. The purpose of this special project is to be used as a resource to advocate for the multidimensional benefits the programs provide. The CTRS can also use my special project to apply for additional funding for the recreation programs.

Health Sciences Centre, Physical Rehabilitation Unit

Winnipeg, MB

Laura Wasylkoski

The Health Science Centre (HSC) is located in Winnipeg, Manitoba. HSC is Manitoba’s largest health care facility that provides numerous services to people from Manitoba, North-Western Ontario, and Nunavut. The Unit I completed my placement in was called RR5, which is the Physical Rehabilitation Unit. RR5 provides care to individuals with spinal cord, amputation, and neuromuscular disabilities. Recreation therapy is a critical component to client care, and provides numerous services. My main role as a student recreation therapist was to improve a person’s level of functioning and independence in their leisure activities, utilize leisure and recreation interventions to improve client’s well-being in the 5 domains (physical, social, emotional, psychological and spiritual), and assist with client’s discharge plan and community reintegration. In order to ensure our services are effective and creditable, I would follow the APIED process, which is assess our clients, plan appropriate/goal orientated programs/interventions, implement services, evaluate services, and document. My fieldwork placement was a meaningful, informative, and impactful experience. I was able to enhance my skills and also develop new skills that I will carry over to my future profession.

Leisure for Life. I focused on community reintegration and designed pamphlets on accessible leisure resources and customizable leisure plans within Winnipeg, MB for individuals with physical disabilities. This was targeted towards individuals who were not from Winnipeg, and for clients who needed extra support to continue positive leisure. My goal was to support and encourage continuous leisure involvement post discharge to increase quality of life and sense of belonging for our clients.

“I will always remember the meaningful relationships that I built with my clients. Being able to witness a client reengage in an activity that brings them happiness is something that I will never forget.”
The Accountable Care Units unlike other traditional hospital units provide healthcare to patients and families based on four pillars. These pillars are Unit-Based Teams, Unit-Based Routines, Unit-Level Performance, and Nurses and Physician Co-Leadership. The Accountable Care Units create an opportunity for all the healthcare team including physicians, nurses, pharmacists, dieticians, physiotherapists, and social workers to share space within the same unit to improve communication level and patient care outcomes. As part of the quality improvement team, my role was to discover areas that needed performance at SIBR rounds and Accountability Handover and incorporate measures for improvement. As a result, I was present during SIBR and Accountability Handover where I gathered data and transformed them into useful information to address healthcare issues. I completed a comprehensive unit-based report on unit 3D regarding unit 3D’s maturity score and performance level. Also, I developed weekly metrics from SIBR reports and present the results to the unit leadership through weekly and monthly touchpoint.

I worked on the “3D Patient Whiteboard” as my special project. The patient whiteboard serves as a relevant communication tool for patients and families that are in care. The whiteboard contains information such as the patient’s goal of the day, plan of the day, name of nurses and doctors, tests/procedures within the day, how much food they are eating, and others. Unit 3D was not doing too well when it comes to whiteboard updates and the goal of my project was to figure out the challenges and barriers and come up with potential intervention. Also, an additional objective of this project was to understand the patient and 3D team perspective on the whiteboard’s usability, design, and content. As a result, I came up with survey questions for patients and staffs where I presented the results to the team for quality improvement purposes.

Lumeca Health, Regina, SK

Saadia Burke

“All the activities I have engaged with in the last four months have prepared me for success in any pre-requisite relating to health studies—whether it is in programming, researching, or promotion.”

I had the unique opportunity to take on two special projects. The first was producing a white paper on the topic of technological integrations to support the advancement of care delivery. Much like an academic paper, the white paper required an extensive literature review, and aggregated data/statistics. I set up a demonstration for the executives of Lumeca for better understanding of the technology. The second special project was an e-mental health pilot program to address physicians’ need for standardized and evidence-based supports for mental health consultations. After many revisions, we successfully piloted the program with a couple physicians over a three-week period before conducting an evaluation. I will not be there to see the pilot reach further phases of implementation, but it is a strong program that has caught momentum and has high sustainability value.
Accountable Care Units is a team-based approach to healthcare, where physicians, pharmacists, nurses, dietitians, physiotherapists, and social workers operate within the same unit at the same time to provide efficient patient care. Being a part of the quality improvement team, my role is to locate low-performing areas within the units and incorporate a course of action to improve them. Additionally, I thoroughly complete unit-based reports to provide managers an established set of metrics of how their specified unit is doing.

Reintroducing Unit 4Bs Relational Covenant- My special project was to reflect the staff’s beliefs of what an ideal unit/workplace is, find the units morale, and recognize if 4B manifests the current Covenant. This was implemented through qualitative research (Focus Group). Conducting interviews with staff members, which then was analyzed by transcribing, creating theme tables, and making Excel charts to understand better what was discussed. The end goal was to take what was said and implement change in the near future.

Pasqua Hospital in Regina was the first hospital in Canada to implement the Accountable Care Unit (ACU), and it is a non-traditional silo model that seek to transfer the way that health care delivered. ACUs are hospital units organized to follow four key pillars, which are 1) unit-based physicians, 2) Structed Interdisciplinary Bedside Rounds (SIBR), where physicians, nurses, pharmacists, and other allied health professionals work as a team in order to deliver efficient patient care, 3) unit-based performance and 4) unit co-leads. The role of the fieldwork student is comprised of a variety of tasks, such as audit TEAM huddle, SIBR rounds and accountability handover based on the ground rules, leading the weekly unit touchpoint meeting and learn about the QI metrics that shows the maturity of each unit. Being part of the team at Accountable Care Unit as quality improvement student was an enriching experience for me. Engaging in the QI projects allows me to have an insight of new system of healthcare model which emphasizing the teamwork and equipped me with lots of valuable skills like teamwork skills, interpersonal skills, communication skills and Microsoft Excel skill, which will benefit me in the future.

4A Patient Experience Survey. Use a quantitative research method called howRwe to collect survey data from patients who are receiving medical care in the 4A Unit. Since patients' satisfaction is a crucial aspect to define the quality of medical treatment, so by capturing patient’s perceptions on their experience, the purpose of our survey is to improve patients' future experience in the Pasqua Hospital.
Street culture specializes on the delivery of services to vulnerable or risk youth in the community, by providing specific programs and bridging the gap between youth and available community resources. Youth are admitted into the agency by a referral from the Ministry of Social Services. Through my fieldwork, working with Street Culture project, I have had the opportunity to grow in my professional capacity to use the resources available to me to empower youth. During my time at the agency, I had the privilege working with and for youth who are vulnerable in ways that include but are not limited to:

- Youth previously involved in the criminal justice system, or have previous affiliations with known gangs.
- Young adults, whose everyday life has been or may be characterized by violence, sexual abuse, negligence, substance abuse, lack of attachment to school, lack of positive adult relationships and or psychiatric or mental disorders

Kahoot Trivia. The trivia also gave opportunities for discussions among peer regarding the health topics including: physical fitness, dieting, sexual health, and environmental health. The objective of the project was to create awareness on the Social Determinants of Health, particularly about individual behaviors, being a prominent factor that influence health outcomes.

The Piapot Health Services is located on the Piapot First Nation. The Health Centre serves the Piapot First Nation 808 on-reserve membership by providing a number of community-based programming as well as prevention programming such as First Aid/CPR, WHMIS, Safe Food Handling, Diabetes and Foot Care clinics and screening. The programming consists of elder health days, men’s and women’s wellness, health fair, and programming for young mothers such as cooking, sewing, beading and canning and a community baby shower. In my role as Assistant Medical Transportation Clerk, I was responsible for the daily data input of medical transportation which included submitting the proper documentation to the Director for approval and to Finance and ensuring that reporting deadlines were followed and met. I maintained the filing system as well as provided back up assistance to the Administrative Assistant which included maintaining the appointment calendars for the doctor, nurse and medical taxi when required. I also assisted in community education and awareness activities as it relates to health programs and services. I was given the opportunity to participate in programming held in the evenings and weekends. This was enjoyable experience and I was able to meet and get to know community members. I assisted staff with COVID-19 awareness and prevention literature kits that have been distributed to all households on the reserve. The information includes: how to avoid and limit the spread of infection; symptoms to be aware of and location of testing, managing illness and self-isolation; contact support numbers and pandemic house signal colour codes that residents place on a window that is easily viewable. The purpose for the colour coding is a way of communicating to ensure workers can maintain social distance when completing safety checks. The staff are allocated a number of houses that they are responsible for checking in on either by phone or visit. Contact tracing is completed at community events and masks and hand sanitizer are readily available. Due to Covid-19, programming has limited the number of participants to ensure we practice safe physical distancing protocols. The other projects currently being discussed is to deliver AA meetings and cooking classes via zoom. The staff continue to be diligent in providing a safe work environment. This experience taught me that you have to be flexible and adapt to new ways of administering programming. During my employment with Piapot Health Services I conclude that an organization’s biggest asset is the team!

"Leadership entails inspiring growth, by influencing positivity among youth and leading by example."

Piapot Health Services, Piapot First Nation, SK

Theodore Roosevelt

"Do what you can, with what you have, where you are."

Sharon Sugar
Flow Community Projects is a small organization that undertakes projects to improve the local community and applies an empathetic, innovative, and person-centred approach to their work. Flow partners with non-profits, governments, and private sectors, and they are currently carrying out several projects that aim to combat homelessness. My role as a fieldwork student involved providing research support for the development of a Coordinated Access System (CAS) in Regina. In short, a CAS is a streamlined process by which at-risk and homeless individuals enter the homelessness sector, navigate supports, and are connected to housing and services. My focus was to support this research project by contributing to the development of surveys and questionnaires, as well as interview guides for design labs or focus groups with homelessness service providers. Additionally, I coded the qualitative design labs and thematically analysed the data. My fieldwork experience allowed me to utilize my research skills in a professional setting and develop skills in project management, relationship building, and professionalism. Ultimately, this fieldwork opportunity enabled me to gain experience in a line of work that I aim to build my future career.

Community Mapping. I was involved in reaching out to local agencies and gathering data on existing homelessness services. Unfortunately, this project was better suited to be completed at a later date, so I shifted towards Coordinating the PiT Count event. My role involved organizing survey folders and ensuring prospective volunteers had comprehensive directions for their assigned survey areas.

At Planned Parenthood Regina (PPR), their main goal is to prevent negative health outcomes in our community. PPR is a judgement-free environment where everyone is welcome. They cater to various ages demographics, the LGBTQ community, new Canadians and more. That means offering a wide variety of services such as affordable contraceptives, STI testing and treatment, pregnancy tests, pap smears, counselling and sexual health programs. This year due to Covid-19 restrictions, the clinic was closed to the general public except for doctor's appointments. This resulted in me doing my fieldwork remotely. Since I was unable to do any hands-on work, my primary role was to research women's health and sexually transmitted diseases. I enjoyed researching various topics. Some of the topics I focused on included the Human Papillomavirus (HPV), cervical cancer, and sexual rights on a global scale. For instance, I learned that two strains of Human Papillomavirus (HPV) cause approximately 70% of cervical cancer. Also, most forms of cervical cancer can be avoided through preventative measures such as pap smears. Overall, I had a great experience working with PPR. I learned to allot about overcoming challenges during a pandemic, and they gave me the tools to research various topics.

"PPR taught me there are lots of stigmas associated with STI's and that it can impact a person's mental health."
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
- Rhythmics and Dance
- Lifespan Growth and Motor Development
- Motor Learning and Control

Movement Education
Developmental Sports and Games
Rec, Persons with Disabilities
Human Anatomy

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
- Sociology of Sport, Recreation and Physical Activity
- Introduction to Sport and Exercise Psychology
- Research Methods in KHS
- Exercise Physiology

Lifestyle, Health and Wellness
Human Physiology I
Introduction to Nutrition
Health Psychology
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.
Riverview Collegiate Institute, Moose Jaw, SK

I had an absolutely amazing time during my internship at Riverview Collegiate. Although Covid-19 made me slightly nervous of how everything would go this year, I felt safe and welcomed. My role in the school was different than past internships. My school went with the block system which meant I only taught 2 classes every six weeks. I had the opportunity to teach grade 9 health/physical education, grade 11/12 physical education, grade 10 science, grade 9 social and life skills physical education. I was challenged to incorporate my kinesiology degree in classes that typically wouldn’t see it which was very rewarding. Also, since there were no sports teams or clubs to help with, I had to build relationships with the students in other ways. Being a smaller school, I was able to teach and get to know most of the students at some point over my 4 months there. Although it was a crazy time to be in internship, I really do believe that I learned so much. My coop always told me that it is important to be adaptable as a physical education teacher because you never know what may happen and I will forever remember that piece of advice.

There were many ways that I was able to include my kinesiology degree into my everyday teaching and my learning objectives assisted me with that. Riverview is a school with very diverse needs which allowed me to apply my knowledge and adapt each lesson to ensure all students needs were met. I also had the ability to teach a nutrition unit to grades 9, 11 and 12. I am extremely passionate about nutrition, so I strived to teach it to as many students as possible. Overall, I am incredibly grateful for the opportunity to showcase my kinesiology degree in multiple ways throughout my internship.
Weyburn Comprehensive, Weyburn SK

During my time at the Weyburn Comprehensive School, I taught grade 9 Health, Phys. Ed, and Career Ed while under my co-operating teacher Bryan Fleck. I also had the opportunity to teach numerous units in Health Science 20, which allowed me to showcase my Kinesiology background to a greater extent. Due to Covid-19, all extracurricular activities were shut down in the school except for intermural volleyball. This only lasted two weeks, but I was able to work with a group of grade 8 students on the basic movement patterns of volleyball.

Since there were limited opportunities to help out in the school, I became an assistant coach on the Female Weyburn AAA Goldwings hockey team. Their season started in September and they are currently still practicing. Throughout the season, I assisted in practice planning, instructing goalie sessions and had the chance to coach for a couple games. This was a great learning experience as many of the skills I learned in Coaching Theory helped me create more focused and conceptual practices.

Additionally, in November I was offered a position at Olympia In Depth to do off-ice training with young female athletes. Since then, for two hours a week, I work under a supervisor at the gym. I created a three-month strength and conditioning program for these individuals, in which they are in the process of completing. The training program I built was enhanced by the understandings and teachings I gained from Exercise Physiology and Motor Learning. Altogether, my time in Weyburn has been nothing short of amazing and I am thankful for the wonderful experiences I had!

From my experience, I truly learned the importance of building connections within the community. Being able to bond with students, parents and colleagues in a variety of settings helped me develop stronger relationships and enhanced my instruction in the classroom. I gained new knowledge on a multitude of transferable skills, such as, management strategies, to which I was able to use in all of the environments I instructed in. As well, it helped me teach my learners as a ‘whole,’ whereas I recognized them as a person first, then a student second. Overall, I have learned so much and I am extremely grateful for my time in Weyburn!

“\textit{It’s easy to acquire the teaching material, the hard part is building rapport and keeping your learners motivated.}”

\textit{Preparation is important, but the inability to adapt will result in failure even to those who are the most prepared.}
Winston Knoll Collegiate, Regina, SK

My experience at Winston Knoll Collegiate was an experience that has helped shape and mould who I am as a teacher. Due to the Covid-19 pandemic, many things were changing and uncertain for schools. From the moment I walked through the doors at Knoll, I felt welcomed and supported by the entire staff. With the many changes that 2020 brought, everyone was learning and growing together in order to best teach our students. I had the opportunity to teach 2 quints of Health 9 and 1 quint of Wellness 10. I went from teaching 30 students, to alternate day learning where I taught less than half of my students in person, and half of my students online on alternating days. I am thankful for my experience teaching on Google classroom and having virtual meetings with my students online. I was able to teach and plan accordingly and be flexible when things changed unexpectedly. I had to become creative with my Physical Education lessons in order to social distance while doing physical activity and wearing masks. I had to constantly come up with new ideas and ways to teach PE in a way that was safe, fun, and engaging for my students.

I was able to accomplish my learning objectives by teaching my Wellness 10 students the about the muscular system. I felt confident teaching this material as I had learned it well in KIN 260. They also learned about the F.I.T.T principle, health-related and skill-related fitness, and training principles. I used my knowledge from KIN 350 to be able to teach my Wellness 10 students how to create a workout plan. I found that my CSEP PATH book was a great resource when I was creating my lesson plans and a reliable source for providing information to my students.

“Teaching is as easy as riding a bike, but the bike is on fire, and you’re on fire and everything is on fire”

Just kidding, 2020 has been a challenging time to learn how to be a teacher however, I’ve learned that you have to be willing to adapt and modify and go into any situation with confidence and an open mind!
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

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

Typically, placements for the Junior Practicum are ON CAMPUS experiences and since many U of R programs are not running and classes themselves are being delivered remotely this fall, we were as flexible as we could be to provide quality experiences and experimented with OFF CAMPUS practicums. We looked outside the University and even in the hometowns of the students enrolled in the class. We were open to exploring in person, remote or hybrid placements.

I can only imagine what type of changes our partner organizations have had to make to the way they operate and to support the people they serve as they navigate their way through COVID-19. I am thankful that supervisors still took the time to support students by discussing possible remote projects or in person activities for students that would provide a quality learning experience. It took a lot of creativity and flexibility for both students and supervisors and I am proud of their efforts to make the most out of the experience.

As organizations transitioned to virtual board meetings, zoom provincial camps, increased social media campaigns, etc., there was many opportunities for students to learn and contribute to partner organizations. They made it a priority to provide safe, quality practicums.

*Thanks, Brandy, Instructor, Experiential Learning Coordinator*

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

**Raul Garcia**, Saskatchewan Rattlers Basketball

**Amanda Delparte/Thomas Retzlaff**, Rams Football

**Braden Konschuh**, U of R Athletics

**Elisa Wong/Melissa Turbuck**, Being Astonished!

**Habib Habib**, HoopLife Basketball

**Sarah Hodges**, Women’s Hockey

**Bob Maltman**, Women’s Soccer

**Joanne Eberle**, Hockey Regina

**Chris Keleher**, Swift Current Legionnaires U18AAA Hockey
The Swift Current Home Hardware U18 AAA Legionnaires is the local AAA hockey team. The team focuses on character building as well as developing the skills to be successful on the ice. Off the ice, the manager sets the season up for success with scheduling, planning, and organizing the year to have a successful season. The Swift Current Home Hardware U18 AAA Legionnaires have many fans so their interact with the public and represent our city when they travel to other communities.

I was given a couple different titles during my placement, which consisted of “Hockey Operations Assistant”, and “Game Day Coordinator.” At the beginning of my placement, the team was still in their pre-season, so I assisted in getting everything prepared for games to start. The tasks that I performed in the first part of my practicum were comprised of assisting with social media, sponsorship fulfilment, and team bonding events. The second half of my practicum tasks entailed the previous tasks with the addition of assisting with ticketing, 50-50 tickets, overseeing game day volunteers, clerical duties, and interacting with parents and billets.

This practicum placement had a big impact on ideas that I have for my future career. I got to be in a new situation, being behind the scenes instead of as an athlete and I felt like I grew a lot from this practicum, as a professional and in a creative sense. I got to represent the team online and I received nothing but kind words and affirmations from the fans that found out I was the person running the team’s social media.

“The working with the Swift Current Home Hardware U18 AAA Legionnaires this fall, and winter really opened my eyes to possible career opportunities for my future. I was planning a route with the recreation side of this degree but after spending time behind the scenes with the manager and coaching staff, I am open to the possibility of one day becoming a team manager for any sport not just hockey. I have also developed strong contacts for the future and gotten some good relationships out of this experience.” – Mackenzie Acton

The UofR Cougars Women’s Soccer team has been a great practicum agency. Whether the student is a soccer fan or not, there is a lot to learn and take from the experiences at this practicum agency. Working with the UofR Cougars Women’s Soccer team was an amazing experience. Despite a challenging year with the cancellation of their season, I was still able to provide something valuable to the agency, and in return, they were able to do the same for me with what I wanted out of my practicum experience.

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During my placement, I had both in-person and remote learning tasks. For the in-person portion of the placement, I assisted the head coach with setting up training equipment before practices as well as setting up camera equipment and filming drills, scrimmages, and inter squad games since there were no in-season games. The remote learning portion of my practicum consisted of using the Vidswap software program to create video highlight packages of selected opposing teams and from an inter squad game filmed by myself. Moreover, I had the opportunity to develop new skills such as data collection from video highlights as well as analysing them. With a lot to take from my practicum experience I have also been able to have a clearer idea of my future career path which was my primary goal from the beginning. I am grateful for the experiences and the opportunities given to me from this agency and would recommend working with them.

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Sport and Recreation Studies (SRS) 130: Junior Practicum

Saskatchewan Rattlers Basketball, Saskatoon, SK

Wendie Brooks

Description of Experience: The Saskatchewan Rattlers is one of many teams within the Canadian Elite Basketball League and is located in Saskatoon, Saskatchewan. My time was spent as their Marketing and Communications Intern, where I was able to work on my goals to gain more knowledge about sports marketing, budgeting and programming within a professional sport setting. My time with the Saskatchewan Rattlers will be unforgettable due to the amount of networking and knowledge I was able to gain. I had hand on experience implementing team brand strategies, creating new programming, and creating new image content using league approved software such as Photoshop. I now have new skills and knowledge that I can use for my future within the sports industry. I am thankful that this placement has turned into a part time job with The Saskatchewan Rattlers as their Game Day Manager for the 2021 season. I am excited to continue to grow and learn with The Saskatchewan Rattlers and become more involved with professional sports within Saskatchewan.

Jaxon Ford  University of Regina Rams Football, Regina, SK

My experience with working with the Regina Rams Club as an intern was beneficial and enjoyable. Throughout my practicum I was able to learn the responsibilities and objectives a sport and recreational staff would complete on an elite athletic team. To be working within an elite athletic team and learn the skills required to be a sport and recreational employee has given me a better understanding of what I need to be able to accomplish within the workplace. This has given me an edge in terms of what professional skills I need to increase. Working with an elite athletic team is a future career goal of mine and this internship gave me a sample of the responsibilities working within an elite athletic team. The work increased my professional technology, planning, organization, research, and communication skills. My role was to complete football operation tasks each week revolving around recruitment trends/information, event management, and data collection. Although it was all online, I learned hands on skills with technology, researching, planning events, and how to use it within the sport and recreation field. All of my roles featured online software’s for example, using Microsoft Excels equations to calculate in game data, using Dropbox to organize pictures for the Rams, and using the internet to research and evaluate what other teams are doing on social media.

“Completing my internship with the Regina Rams has been an experience I will never forget because I was able to learn more about the professional skills that I will need with my future career which gave me even more excitement to fulfil my ultimate goal of working with an elite athletic team.”
Astonished! Walk and Roll, Regina, SK

Walk & Roll is a family-friendly pledge event that aims to raise funds to support Astonished!, a non-profit organization supporting young adults with complex physical disabilities to work towards providing a more inclusive community. My role as a placement student was mainly working behind-the-scenes in assisting my supervisor. My responsibility was to research and seek potential sponsorships, develop posters and PowerPoint slides for event day implementation, research potential future fundraising events, and develop materials to fundraise money. Unfortunately, due to COVID-19, everything had to be virtual for the 1st time in six years. That meant that I could not engage and interact with the participants, as I mainly worked independently.

“Having worked at Astonished! Walk and Roll has been an incredible experience for me as I not only gained more confidence when communicating with potential prize sponsor businesses, this is also a stepping-stone to my career of being an athletic director. No doubt that this may not be a sports marketing field, but there are actually many similarities in terms of responsibilities that I have done and the responsibility of an athletic director, such as communicating, researching, designing, fundraising, etc.”

Although working in this organization had challenges and obstacles that I have to overcome during my two months span, I have gained many moral values such as work ethic, perseverance, self-confidence, and a better individual in general.

HoopLife Basketball Academy, Regina, SK

Hooplife taught me many valuable technical skills during my time there. I had many tasks, and my responsibilities grew with every week. I learned how to properly conduct myself around different people and learned much about the organization while I was there. Having Zak there helped me a lot because I could go through this experience with someone else as well, which puts less pressure on both of us to succeed. I had a fantastic time at Hooplife and I felt that the experience was as beneficial to them as it was to me.
I did my placement with the University of Regina’s women’s hockey team. My role within the organization was an administrative assistant, one of the biggest roles I had was working with the Cougar Cubs camp. Within this role I took registration and waivers, made spreadsheets for registration and attendance, and was there for the event to take attendance, manage crowds and help the volunteers when needed. Other tasks I was involved in were filming and editing practices and marketing and creating a budget for a summer hockey camp. Throughout my placement I was able to learn how to plan a successful event, how to create a budget for an event and how to use social media to market. This placement has taught me a lot about taking on tasks that are offered to you and not turning down any opportunities because you never know the skills that will come with them. Before this practicum did not have many tactical skills related to my field but walking away from this experience, I feel I have gained many necessary and versatile skills I can use in many areas and learned skills that are specialized within my field.

Hockey Regina Inc., Regina, SK

Hockey Regina is a non-profit organization that focuses on providing minors with the opportunity to play sanctioned hockey in Regina. I got the opportunity to volunteer with this organization to complete my fieldwork. The employees of Hockey Regina are committed to being leaders in the community and providing hockey to as many children as they can. My placement was split in two parts where half of my time was spent in the office of Hockey Regina and the other half was spent with the U15 AA Female Rebels team that I coach. In the office, I assisted the Media and Events Manager, Joanne Eberle. We completed various tasks together regarding media and events, Hockey Fights Cancer being the biggest one. The Cancer Society teams up with organizations like Hockey Regina to help fundraise money for cancer. Joanne and I’s job was to get the teams registered and organized to try and raise as much money possible given everything as it had to be virtual. This experience provided me with many learning opportunities that will benefit me as I move forward in my degrees. It helped me become a more confident, engaged and self-aware person.

“One of my main goals coming into Hockey Regina was to gain experience with learning how social media works from a non-profit organization stand-point. Joanne provided me with many learning experiences so I can confidently say I gained not only knowledge but also skill while working with her.”
HoopLife is a basketball program that strives to develop young athletes to the highest extent possible. With beginner and advanced options, HoopLife equips you with new skills on and off the court that lead to overall success. I was fortunate enough to take the role of an instructor, and being able to share my basketball knowledge and experience at our weekly sessions. HoopLife provided a space for me to grow as a coach and also enhance my skills in areas I struggle in. For instance, I chose communication as a learning objective which was required at the gym. Whether communicating with the athletes or parents I realized this is a way to build my connections as well as leave a lifelong impact on the families that choose to step through the HoopLife doors. Understanding this early on in the practicum has helped me come out of my comfort zone, making me dependable in any situation in regards to HoopLife. Overall, this opportunity greatly impacted me for the better, as I now intend to pursue a full-time role with the organization.

My experience with the U of R Athletics was a great introduction into the sports business world. I was able to work both in-person and remote with individuals who shared the same love for sport as I have. I was responsible for running the Regina Rams Instagram account, using professional equipment and software to take and edit photo and video for the Regina Rams and Cougars social media accounts, update the official Regina Cougars website such as the Academic All-Canadians page, Men’s and Women’s hockey player bios, and add historic Swimming and Track & Field rosters previously not on the website, and film and edit URFit online fitness videos during my placement. Due to COVID-19 and there being no university sporting events happening, I approached one of my supervisors to learn more about his job event coordinating so that I could accomplish all of my learning objectives in this placement. I have the goal of being in the business-side of sports as a career and this jr. practicum placement and the people I worked beside not only created new connections and references for me but was also a great and fun experience for me.
My journey through the Kinesiology program at the University of Regina did not start like most. I was working in a different, very physical job, when a work accident forced me to re-evaluate my career path, as well as how I relate to health and fitness. After a lengthy string of surgeries and rehabilitation, I realized that my interest in therapy and adaptation was more than just the gratitude that I had felt during my experience with injury. With that, I decided that pursuing a degree in Kinesiology was my next step. I was less interested in the sport and recreation side of the degree and focused, almost exclusively, on disability, adaptation, and rehabilitation. I wanted to explore the degree in a way that would relate to everything I had learned and experienced from my own journey. What I did not expect from the degree, was how much the social justice portion of the degree would pique my interest as well.

In January 2016, I started my fieldwork under an exercise physiologist at Wascana Rehabilitation Centre in the Functional Rehab Program where I had spent almost seven years as a patient. It was a very ‘full circle’ type of experience for me as I had the opportunity to see the process from the perspective of a healthcare professional. I was able to use so many elements of my undergrad courses in assessing patients and creating care plans for them. And not just the fitness and physiology components, but the social components as well. The diversity in assessing patients from such different backgrounds was my favourite part of the experience, and though it may cause many Kin student’s jaws to hit the floor, Kin 420 became something of an obsession for me. Indigenous patients, queer patients, patients with disabilities, patients of colour; I wanted to focus my career on learning more about how to offer them healthcare that took their diversity into consideration.

In the final two years of my program at the U of R, I knew I wanted to continue my education and enter a manual therapy based field. I settled on chiropractic almost immediately. Dr. Paul Bruno was very influential through my undergrad degree and certainly encouraged me to jump when I wasn’t sure I should. But I jumped!! A few weeks before I finished my fieldwork, I was accepted into the Doctor of Chiropractic program at the Canadian Memorial Chiropractic College in Toronto, Ontario.

During my doctorate, I expanded my focus into marginalized and oppressed groups and chose Sherbourne Health in downtown Toronto as my intern placement. I was afforded the opportunity to treat people from multiple non-dominant groups; the queer community, people experiencing poverty and homelessness, people living with HIV/AIDS, people with complex disability. I developed and became the first president of the LGBTQ2S+ Alliance Group at CMCC to ensure that students and interns coming out of the college had an education in how to provide knowledgeable and inclusive care to gender and sexually diverse (GSD) patients in their practices. In identifying a gap so large in a city that boasts the diversity and size of Toronto, I realized the gap back home in Saskatchewan was likely much bigger. So, home we came, back to where the air hurts our faces.
I now have clinical chiropractic practices at Pattison Health in Lumsden, and Chiropractic Associates Clinic in Regina. I take an interest in spinal and extremity adjusting, soft tissue therapy, functional integrated acupuncture, and the Kin student in me prioritizes rehabilitation and exercise as well. Inclusivity and diversity have influenced the way I run and promote my practice. I advertise as a GSD friendly chiropractor and have an interest in language and linguistics in queer friendly healthcare.

It will always be surprising, however, how the Kin program calls a person back. On top of my clinical duties, I also assist Dr. Roz Kelsey with her fourth-year course in diversity and inclusion. I would ultimately like to further my education (again) and explore how the queer community experiences healthcare and therapies such as chiropractic and other fields in order to create safer, more inclusive spaces for people of all walks of life.
Thank you so much to our faithful and resilient Fieldwork Partners who supported our students while learning how to operate during these unprecedented times.

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.

Brandy West-McMaster
CK 164.12
Faculty of Kinesiology and Health Studies
University of Regina
https://www.uregina.ca/kinesiology/fieldwork-opportunities/index.html
khs.fieldwork@uregina.ca
306-337-3146
Experiential Learning Coordinator
(Fieldwork Coordinator)