

# KHS Faculty Unit Review

## Appendix 7.b

### Bachelor of Kinesiology Program Review Fieldwork Feedback

Dear Mr./Dear Ms KHS Dean (as private and confidential)

## Results of your Course Evaluation

Dear Mr./Dear Ms KHS Dean,

This email contains evaluation results of your course evaluation Survey of Fieldwork Students for Academic Program Review / APRFW:

The global indicators are listed first, followed by the individual average values, consisting of the following scales:

In the second part of the analysis the average values of all individual questions are listed.

# KHS Dean

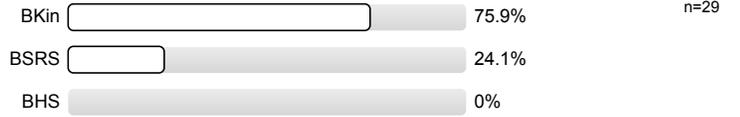
Survey of Fieldwork Students for Academic Program Review (AURFW)  
No. of responses = 32



## Survey Results

### 3. Wrap Up Question

3.1) I am completing or have completed the following degree:



# Comments Report

## 2. Specific Feedback

- 2.1) Tell the reviewers what you believe are some of the STRENGTHS of your academic degree program in preparing for your fieldwork experience. List up to 5 different strengths.
- - Labs preparing you to administer tests
    - KIN 350,355,450 being very applicable to real world program planning
    - Learning the anatomy and physiology relative to exercise
    - Learning the biomechanics of movements
    - Reading and understanding research
  - - Love the hands-on experience
    - I found KHS 300 good to prepare me
    - KIN 240 was very helpful for my TR fieldwork. I think it should be mandatory.
  - - prepared for resume creation
  - - reading
    - writing
    - organization ability/ time management
    - health promotion models
  - -both theoretical and practical applications of concepts
    - discussing multiple studies and contradicting data and application of critical thinking
    - effective research methods and interpretations with practical applications
    - lab sessions with partners and staff for effective real-life application and practice of knowledge and skills learned
    - encouraged communication between staff and students and help as needed
  - 1) KIN 105 - Indigenous Health and Sport was one of the best classes that gave me tons of strengths when it comes to working with indigenous people within the community and within sports. I would highly recommend this class be mandatory for all university students because it changed my views and perspectives in such a positive way.
    - 2) Research methods has helped me in my field work placement because it helped me better understand how to make and create effective questioners
    - 3) Sports economics was a very difficult class, but I believe very important for my fieldwork to help me understand sports in further detail.
    - 4) I believe I walked away with strong verbal and written communication skills.
    - 5) Diversity issues was an important class that gave me the knowledge to help create changed within my fieldworker position to help create more accessible and diverse programs.
  - 1. Being able to work on my own, which helped me gain more organization and time management - independent study.
    - 2. Being able to work in a team within the classroom setting despite different goals and career goal paths.
    - 3. Being able to identify career goals, it made me think critically about what I wanted knowing our time within the program was coming to an end.
    - 4. Being able to prepare for working out in the 'real' world, discovered my needs.
    - 5. Being able to gain the knowledge and experience from the field work experience, and finishing the required hours was one of the best accomplishment within the degree program.
  - Core classes (anatomy, physiology, KIN 350/450)  
Introduction disability course (KIN 120)  
KIN 420  
All lab experiences
  - Courses are related to the field and have relevance to the students future endeavours
  - Experience, knowledge, and useful skills
  - I can only think of one strength for this program. It has many weaknesses.
    - 1-It gives students the ability to participate in some meaningful work experience.
  - I felt prepared to go into my fieldwork with the knowledge I have acquired through my degree program.
  - I think one of the strengths was the course content in the areas of anatomy and physiology.
  - I think that the degree program allows us as students to gain necessary understanding of a variety of areas to allow us to be able to enter the work world and have enough education in enough areas to be able to learn and apply this in a practical setting.
  - KHS 300

- Knowledgeable professors, quality labs and lab equipment, multiple resources
  - Mediocre at best.
  - NA
  - Organization skills,  
Leadership skills,  
Friendly,  
Anatomy  
Physiology
  - Provided some useful and applicable skills and tools learned from core classes (anatomy, disability language, biomechanics/movement theory)
  - The fieldwork placement itself is unlike any kinesiology academic program in the province. It forces us to apply, learn and experience more than other kinesiology undergraduates.
  - The pre-fieldwork class had valuable information regarding resume and interview prep.  
Practical course work (i.e., lab work) was relevant to fieldwork
  - The strengths of the Human Kinetics program is there is a tons of opportunities to work with several types of people in different target populations regarding their health and lifestyle.
  - The theory and memorizing skills helped a lot with preparing for fieldwork. I am able to recall on past classes when discussing particular concepts with supervisors.
  - Vague anatomy knowledge  
KIN355 was most beneficial in teaching me about training (as it related to my placement most)  
If biomechanics was taught better I think it would've been super beneficial (The lab TA is better at teaching than Barden, but I'm sure Barden knows more stuff)
  - all of the physiology courses and diversity courses like KIN 420,241,341,342.
  - hands-on experience with sports and physical activity
  - lots of knowledge of how to program exercises for the general population and athletes, knowledge of how to rehab or how to treat injuries, and knowledge of the body during exercise
- 2.2) Tell the reviewers what you believe are some of the WEAKNESSES of your academic degree program in preparing for your fieldwork experience. List up to 5 different weaknesses.
- - I found that some of the PSYC classes I took not to be very relevant to real-life experiences. Too much about theories.  
- I was not informed that I should take KHS 300 a year before my fieldwork. Thankfully I did, but I had to ask my advisor when I should be taking it.
  - - Students in regular classes are no where near as professional as real world employees you would work with during fieldwork  
- Professors in regular classes are not as professional as real world employees you would work with during fieldwork  
- Losing in-person labs is a huge mistake
  - - front line work/ Community engagement  
- more ethics classes of conducting research or some sort of qualitative research class of understanding how to work with others in a community respectfully. This is especially important around working with Indigenous peoples and how to keep research culturally sensitive or how to work in a culturally informed way.
  - - terrible support for findings CTRS taking on students  
- was not checked in on when finding a placement, but rather felt as though we were being left on our own
  - -during pre-fieldwork course, did not have a broad enough list of potential places per major/program; some students felt like their major wasn't as important and didn't know what was out there for them
  - 1) The classes are not very hands on and only created for one style of learning  
2) Online exams with Proctortrack were very stressful when the program did not work  
3) Some of the instructors who were brought in or a term seemed like they did not really care about what they were teaching  
4) Getting help or tutoring was harder to find during the pandemic when we could not be on campus  
5) There should be more hands on activities in each program
  - 1-Poorly organized. The Fieldwork portion of the degree is entirely set by students. Students have to find their own placements, get them approved, fill in learning objectives etc. This makes no sense. The justification is that they are preparing us for 'real life' jobs but the

difference is when you apply for a job, you are applying for a position that already exists. You are not asking for people to spend 4 months training you before leaving again. Most other faculties that have a fieldwork or internship component either make a placement for you, or reach out to organizations to find out which ones would be interested in having placement students. I am not saying that they should get rid of the resume/competition aspect, however there should be a list of organizations which are willing to be matched to us. The U of C Social Work degree does an excellent job of this.

2- There are too many hours. No other placement program that I have found requires as many hours per week as ours. It is ridiculous to preach that you care about students mental health and well-being and then have them work 40 hours/week PLUS multiple assignments. This is not a realistic expectation and if people were working this much for free at a 'real-life job' the labour board would have been in contact.

3- There are too many assignments. There are two TA's hired for a class of 73 students. Most of my classes with over 100 students only had one TA, which should already be enough to tell you that there are more assignments required than the average class. This class includes 6 assignments and 3 meetings with the coordinator along with completing 40+ hour work weeks. Most classes have one assignment/paper and two to three tests. This class already requires a ridiculous amount of time from us to be present at our placements WITHOUT PAY, taking up more time than being a full time student and cutting into available work hours for us to make money to pay for our education and our livelihoods. Requiring this many assignments is ridiculous. ESPECIALLY as you are preaching that you care about our mental health and don't want us to burn out.

4-Cost. It makes no sense for tuition to cost the same for fieldwork as it does for a full-time semester of classes. No one at the University is teaching me anything, I am not using most University services, I am RARELY on campus for my class work. MAYBE if the ELC also did work with setting up placements for students I could rationalize the cost, but as it is, it makes no sense. At least 80% of my tuition should be going to the organization that I am working at as THEY ARE THE ONES TEACHING ME.

- 1. Short training (seminar), more in class time. I just found there was limited time that caused me stress and anxiety for finding a placement.
  - 2. Lack of guidance and counselling - although I felt somewhat of this (not all), but there were other students who would discuss this topic. I was in the assumption of having to find employment, and there is really no one else you can rely on but yourself.
  - 3. Large group of students - KHS 300 was an enormous class and it would have been nice to be tailored together in our groups that were related with our career goals, because there was different areas for our goals, and we couldn't relate obviously because Health Studies and Kinesiology are different programs.
  - 4. One time semester offering of KHS 300 was a weakness for me, because it set me back from finishing the program earlier and it was non-credit course.
  - 5. Possible tutorial guidance, not everyone is comfortable to ask questions in a large group setting, and I think more guidance was needed to feel confident before setting out to do the fieldwork experience.
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- COVID definitely took away some of the learning experiences and even content I think we should have learned. In courses where we would learn more from hands on than remote was one reason. Another would be that there are some content areas we don't cover which are compensation patterns and how that impacts human functionally.
  - Competition for job placement after graduation is too high since there are several graduates of Kin Majors.
  - Covid is the biggest weakness. Due to classes being online I missed out on a lot of application and implementation for certain aspects of the material we learned in class. I think being in person and implementing assessments and program planning would have been more beneficial and prepared me more for my fieldwork.
  - I am not too sure
  - I think one of the weaknesses was not a lot of practical hands on experience outside of the fieldwork experience to practice the skills gained in the classroom.
  - I think since being in my fieldwork position I have a lack of education about the psychological end of things and how working with clients involves a lot of psychological aspects and how they are feeling and thinking what they are and how to deal with that and interact in a meaningful matter to help them through their journey.
  - I'd argue 90% of my degree was either a waste of time, a money grab, or not taught as effectively as it should. It's not fun to hear your supervisor say "does that school teach you anything?" when they're trying to teach you things.  
The biggest weakness i feel in this program is applying what we are learning. It is hard to apply what we know during our fieldwork when we aren't taught things in a way which they can be applied. Most classes just focus on studying and regurgitating what we know onto the test, then we never need it again. Very few classes actually applied what they taught (KIN355 with Barclay was by far the best example i can think of applying what was taught. We had 2 classes a week, first class was theory focused, the 2nd class was applying what we covered in the first class).
  - Introduction courses that really didnt cover a lot of important information (KIN 170, 180, 115)  
Lack of experience prior to FW. There should be more opportunities to practice skills in a practical setting before FW.  
Lack of education surrounding proper exercise form, movements, and how to rehabilitate specific injuries.
  - Not a lot of volunteer/practical experience inside the course we are in. Have to seek the volunteer experience which can sometimes not work with a tight schedule.  
Not a lot of lab experience, more due to COVID-19.
  - Not enough practical experiences
  - Providing and introducing students to wide variety of placement opportunities in Regina, in Saskatchewan and throughout Canada.
  - Testing,

Hardly any hands on stuff

- The decision to make classes online. Terrible for preparing students for fieldwork.
- The few professors who only care about their research and not their teaching (John Barden), being online the last two years (not your fault, just less of a learning experience than in person)
- This is a bad program. Without getting too deep into it, it is also classist as students are expected to have a full time job for no pay. This is unfair to students without economic stability.
- Too many classes on theoretical and sociology of disabilities, not enough of application of skills pertinent to exercise and rehab for people with disabilities
- no experience within the field until the end of the degree.
- not a lot of in-field practice, making it more challenging when getting into fieldwork, COVID did ruin some of the plans, but the labs should be more practical rather than working on other students
- too many unnecessary courses (KIN 105, KIN 110, KIN 220,

2.3) If you could change anything about your degree program to better prepare you for fieldwork, what would it be? List up to 2 things. Be specific.

- - Never restrict/take away in-person labs again.
- 1) The event planning class felt useless. I took event planning at Saskatchewan Polytechnic and the program grades you on an event that you actually create with a group of your peers. This made it a hands on experience and learning opportunity. U of R's event Venue and Event Management class was slow, dry and all we did was go over definitions that I do not think will be useful for any future event planning jobs I have. The instructor was nice, but the material was not.  
2) Current issues and diversity issues class seem like the same thing, I think there should be more separation of materials for these classes.
- 1-Make it clear that many fieldwork opportunities require you to be a certified personal trainer. Also, because of this, KIN 350 should be a way to completely certify us for that, including testing fees.  
2- Make fieldwork optional, better explanation in the next box.
- 1. Guidance - there were times where I needed guidance and it caused a lot of stress because at the time I didn't know what I was supposed to do.  
2. Time management - I know it was fair warned, but I almost did not have a fieldwork placement because I kept trying to hear back from the fieldwork area I wanted. Maybe we could have been better prepared to say we might not find the fieldwork areas we wanted, but I'm still thankful for where I ended up in my fieldwork area.
- Add in a small practicum portion in the first 2 years of degree to see if you are really interested in what being a kinesiologist entails
- Gain some experience in the field prior to applying. In different aspects so you know where to apply, mental health vs. long term care
- Have all of the updated information about available placements on the KHS 300 UR courses site.  
I spent lots of time applying for placements that said that they were available on UR courses only to find out that all of them were not able to take any students during the semester that I was applying for. Because of the stress from not being able to find a placement for a long time, it would be nice for the experiential learning coordinator to have helped students (especially TR students) find placements.
- Have classes on actual exercise or rehab application for diverse populations
- Have more practicum experiences as they would help us apply the knowledge we have.
- I am not too sure
- I think adding in some experiential learning into some classes would be beneficial.
- I think the KHS faculty should mirror what the social work faculty does for their practicum of giving students a list of potential organizations and ranking from 1-3 which ones they would most like to work with. This eliminates that stress of finding, or potentially not finding, a placement.
- I think the biggest thing is that TR is grouped in with all of the rest of the Kin degrees when partaking in KIN 300 the fieldwork seminar. There are so many differences such as all of the NCTRC specifics and I wish we were able to go into more detail and know exactly what to expect. I think having a separate fieldwork seminar catered towards specifically TR students would be very beneficial.  
I also think that connecting us to fieldwork placements outside of Saskhealthauthority would have given us more options and opportunities to ensure everyone has a placement.
- I would encourage the TR students to be separate from the kin students as they often get lumped in a group with them but our processes are extremely different.

- I would have had even more required physiology programs than already, as well as a course on strength anatomy.
- I would have wished COVID didn't happen as I was not able to fully experience some courses that were practical and necessary prior to fieldwork (aka KIN 450)
- Implement more classes or opportunities for students to interact with a wide variety of placement options (zoom meetings, in person demonstrations or presentations, trips to facilities and organizations).
- Learn more about psychological factors about working with people.
- More hands on experiences throughout the first few years.
- More hands on things and less testing
- Not charge as much for tuition when doing fieldwork cause it is very hard to pay rent, bills, gas, and eat when fieldwork eats up most of our days, leaving less time for our jobs. It is possible to balance both, but I could only do it for 1.5 months before I couldn't handle it anymore and was so burnt out and done. 560hrs is a lot of hours for now days when the cost of living is so disgustingly high. Yes, you could argue that your parents should be supporting you, but lots of people's families cannot afford or are not able to support us as they're in the same boat as us with the cost of things increasing.

Ditch lots of the nonsense classes or redundant classes and put in some relevant classes which teach us how to apply what we know. For example, All the classes taught by Brenda were lazier, repetitive versions of Bonni's KIN 120. Yes, learning about disabilities is important, but KIN 341 and KIN 342 were definitely a money grab. I'd replace those with a class such as Functional Anatomy where we learn more in depth about anatomy and pathologies relating to gait within exercise. So, for example, we'd learn about possible causes of hip pain or impingements or imbalances, etc. Since most of our careers will focus on exercise or rehab, all of us need to know this at one point or another, and rather than us wasting out money on BS redundant classes that are irrelevant, we learn something we can actually apply on the job and make an impact.

- Partner or group practice for exercise instruction and spotting. During lockdown, being in person wasn't possible, but could have done break out rooms on zoom and/or assigned partner work to put into practice the verbal and physical demonstrations/ explanations of basic exercises, so we felt confident for in-person fieldwork in a gym and clinic environment with real clients
- There would be no fieldwork, or it would be a paid work term.

Going somewhere to work isn't that complicated, you get trained and prepare for the job once you get there. So, most degree experience doesn't matter much, other than building a necessary underlying knowledge base.

Asking the questions this way is pretty disingenuous, clearly looking for all of the responses which come in to be positive and ignore questions actually worth asking.

- more practical work. My experience with the university in the summer prepared me so much for fieldwork, more than my program practically
- more sports/exercise-specific courses, and an injuries-oriented course as a requisite
- nothing

<sup>2.4)</sup> Is there anything else you would like to tell the reviewers about your time at the University of Regina as it relates to your fieldwork experience?

- - None
- Fieldwork is the best part of the degree. Should have two practicum. One mini one major
- Fieldwork so far has been good, was very overwhelming with large changes I did not feel prepared for.
- Going great! I am learning a lot about myself and where I see myself in the future.
- I really enjoyed the fact that you were able to do fieldwork experience out of Regina, because it allowed some flexibility and I was happy for those who were able to do fieldwork experience closer to their homes.
- I think there should be more consent or information sheets regarding travel, working with clients, etc. as these rules are unclear when knowing as a student what you should and shouldn't be responsible for (i.e., travelling with clients to and from other cities without the supervisor present)
- I wish the FW coordinator was more open to students completing FW at two separate places but at the same time to allow the student more learning experience and exposure.
- I wish there was more advocacy for TR at the U of R, for example having the CTRA flashcards and practice tests available at the book store might encourage more people to take their exam earlier. By having easier access to the study material I think most would be encouraged to study for the exam throughout the fieldwork experience.
- I would like to make it clear that I am enjoying the work that I am doing at my placement. But the requirements that this course has for us

are ridiculous, especially when compared to other fieldwork programs I have looked at or other placement students from different faculties that I have talked to.

I also think that fieldwork should be optional. There should be an option to take 5 more classes instead of doing a fieldwork placement. It is an incredible choice to have, but the amount of times I considered dropping out as I prepared for fieldwork is innumerable. Preparing for fieldwork and finding a placement was incredibly stressful and made me question my decision to complete the degree for the first time in all of my years at university. There were many classes that I still wanted to take but couldn't as they did not fit into my schedule when I had to practically be 5 classes short to do my practicum.

I would also like to share that every other KIN or Health Studies student I have talked to has aired the same grievances about hours and assignments.

- If i had to redo my degree I'd go to UofS. This degree was a joke and a money grab. I've talked to many other KIN students throughout my time at this university, and most students agree that we aren't confident in our knowledge because all the degree does is glaze over a little bit of everything, but nothing in depth. So when we went to fieldwork, we had 0 idea what was going on because we weren't prepared for it. Yes, we are supposed to learn on the job, but I'd argue that a better foundation of knowledge taught by YOU would help not only the students during fieldwork, but also make you, the University, look good too because of how smart your students are. I learned more from going to chiro and physio than i did during my time spent here. Also, i know no one reads these so this was a waste of my time and effort once again. But what else would i expect from a school like UofR. Now I'm financially screwed for nothing; thanks... Prove someone reads these and call or text me @ 306-718-7383
  - It is an amazing opportunity to gain real life experience based on the information you will learn throughout the degree.
  - It would be nice to have paid fieldwork opportunities to relieve financial stress.
  - It's not all about regurgitation or memory. But should be more applicable skills
  - My fieldwork experience is going well at RCC. My supervisors support and teach me on more hands on experiences that prepares me for my future career path.
  - My fieldwork was an excellent but challenging semester, and I felt ready and supported by the university. I'm thankful for both the pre- and fieldwork courses with a prof as I quite needed that support and communication about assignments, expectations and preparations. The unique chance to do fieldwork at 2 places at once really helped solidify my career goals and made me feel confident in my abilities in such a broad field of kinesiology.
  - My first year of university was on campus, and it was a great experience. However, my last year of university was online and it feels like I did not get the same amount of knowledge as I did the first year.
  - N/A (2 Counts)
  - Not at this time.
  - Required work/assignments lead to higher stress and quicker burn out during the semester. Tri-reports that exceed 5 pages of writing doesn't make sense. Making students do 1 or 2 reports and being concise in 5 pages or less while talking about their experience in the placement makes more sense then rambling on for 9 pages. Assignments like that become racing for students that are already completing 30 hours of work for a facility all while learning what is probably completely new information
  - Slave labor. Students should get paid minimum wage. Or the alternative would be to spend half the semester in fieldwork and half in courses for the academic work including a seminar
  - The Faculty needs to either pay students to complete their practicum or make the cost of tuition free during that semester. Working 40hrs a week unpaid is no longer feasible in today's society. During a global pandemic, after losing my job 5 times, I was required to work 40hrs a week, unpaid in a placement that did not meet my learning objectives. I was unable to find a learning experience that would meet my objectives due the faculty's lack of awareness on the requirements for CTRS students. The only solution from the faculty is to leave the province. This issue needs to be addressed if the faculty is going to offer TR as a major at the u of r. I needed to complete the fieldwork and pointless assignments in order to obtain my degree to help further my success and contribute to society. Fieldwork is a barrier for many students at the U of R, and the faculty does not help support students in need. In order to afford the cost of living I was required to work 64hrs a week working 15 days on and only 2 days off for 15 weeks. My experience during fieldwork was not unique. Many other students experienced having to work for free and balance other jobs in order to simply live. Other students are main providers for their families and the fact that fieldwork acts as a barrier to students makes what we learn a big joke. Lifestyles and wellness teaches you that education and income are social determinants of health. SRS courses explore the current issues surrounding SES, the entire THRC degree teaches you about the importance of balance, and the barriers that prevent participation. How can the faculty be ok with teaching these courses, yet further marginalize students by requiring students to pay 3000\$+ to work free in order to complete a degree?
- Even working those extra 24hrs to get paid I was barely able to get by. To top it off, the course also required students to complete assignments, which often was done outside of those 40hrs.
- The least you could have done was give fieldwork students a free gym membership to help with mental and physical wellness. I couldn't even afford to sign up for u of r fitness classes to help alleviate the stress and burnout I was experiencing during that time. I hope this feedback allows the faculty to reflect on the fieldwork experience and what effect it has on today's student's overall wellbeing.
- The Fieldwork placement program would need to change, in my opinion. There is absolutely nothing students take away from a fieldwork placement that they would not get out of a paid work term or simply getting an entry-level job in the industry.

35-40 hours per week is far too much time to commit to unpaid work and could easily be considered exploitive. Additionally, students are not just working full-time hours but also completing assignments, check-ins, forums, and reports, all of which bring the workload

significantly higher. Keep in mind that the cost of living is as high as ever. Students who take university classes commit 15 hours per week to class time and can therefore take part-time employment. Maintaining part-time work is significantly harder to do in a fieldwork placement, promising 40 hours per week. For many of us, paid part-time employment is necessary to make ends meet, which means weekly hours of working up to 65-70+, an absolute joke, and a significant detriment to physical and mental health.

I would genuinely discourage people from taking this degree program solely because of the fieldwork experience.

My opinion may be different if there was no other way, but other degree programs offer paid work terms. Additionally, I spent two years in a job that someone with this degree would have before I got the degree, and so fieldwork is just spinning my tires doing things I have already done before and gotten paid for. There is no reason this cannot be the case for other students. Hopefully, many students speak out like this, and eventually, things change because the promise of "gaining valuable work experience" is a sham, especially for the sky-high tuition price.

■ no