

**The Ohio State University
School of Physical Activity and Educational Services**

DIRECTED FIELD EXPERIENCE HANDBOOK

for
EDU-PAES 289

in
SPORT & LEISURE STUDIES

This course is a part of the professional preparation of Sport and Leisure Studies students. The primary emphasis is to prepare students for supervisory and administrative roles within sport and leisure service agencies.

The opportunities provided in PAES 289 include a combined classroom and practical experience in the actual field of the student's choice. This manual is the official handbook for student professional preparation. Approval of the field placement for each student rests with the instructor of PAES 289.

**The Ohio State University
School of Physical Activity and Educational Services
Sport & Leisure Studies
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Philosophy of Directed Field Experience

It is important that Sport & Leisure majors receive experience in professional agencies. The reasons for this are at least three-fold. Firstly, students should have the opportunity to “test the water” prior to graduation. It is important to actually have worked in the desired field of interest to determine if this is actually what the students is interested in. It allows students to determine if the field is what they expected or not and whether it is the field they really want to be working in. Secondly, professional preparation is a catalyst to assist the student in relating textbook knowledge and classroom discussions with the actual job experience. The final reason is one of practicality; building a resume with actual related work experience in a specific field is invaluable. These are experiences which are essential in obtaining that first career job.

Requirements of EDU-PAES 289

The current Sport & Leisure Studies curriculum requires that all students in the Sport Leadership and Sport Humanities strand complete one held placement (289.03) for 3 credit hours, with an elective, larger internship (589.03). The Coaching & Management strand requires students to complete two held placements (289.03 and 289.04) for 6 credit hours, before then holding either a Coaching or Management internship (489.05 or 589.03). For questions regarding your strand or requirements, consult with the PAES webpage and/or your advisor. The directed field experiences are to be completed as follows:

- **289.03 “Initial Field Experience” (3 credit hours) - 60 F.E. hours in 10 week quarter**
- **289.04 “Second Field Experience” (3 credit hours) - 60 F.E. hours in 10 week quarter**

For each 289 credit hour, students must complete two hours of field experience work per week throughout the ten week quarter—or 6 hours per week of field experience work for a 10 week quarter. This requires a total of 60 field experience hours for the quarter.

These placements are to be viewed as actual jobs in that **students must complete the entire 10 week quarter commitment**. *A full ten weeks of work is to be completed even if all hours are completed ahead of time.* Students must be prompt and meet the responsibilities listed on the agency/student contract letter field prior to beginning the experience. Students should remember that they are representatives of the university and the Sports & Leisure Studies program. Their work and behavior will reflect on the program and may influence their future field placements. As such, professionalism and appropriate conduct is expected.

Choosing an Agency

- 289.03 – Initial Field Experience. This is an exploratory choice of an agency—a chance to see what it may be like in the field of interest for a possible career. Students should be sure to obtain professional contacts for future placements.
- 289.04 - Second Field Experience. Students should ideally have narrowed-down to a possible career interest. A field experience in a related field within a different agency is preferred.

Limitations

1. A student may not work at the same agency more than once.
2. A student may not be enrolled in more than one 289 course per quarter.
3. A student must complete required 289 courses before enrolling in 589.
4. A student may not work on campus for all three internships. If the student works on campus for one internship, it is preferred that the other two internships be off campus.
5. A club or varsity athlete may not work directly in the OSU athletic department.

Objectives of Professional Preparation

By using field experiences to give students professional preparation, the student, the college, and the supporting agency are trying to reach certain objectives. Each has its own set of objectives that, if successfully met, will make the professional preparation a successful experience. These are as follows:

College objectives of professional preparation

1. Improve the educational process and enlarge the scope of the curriculum.
2. Provide a laboratory for application and theory.
3. Provide continuing opportunity for evaluation of the student's needs, abilities, and progress leading to adjustments in curriculum.
4. Provide an opportunity for faculty contact with professional practitioners.
5. Provide an opportunity for continuing evaluation of the entire curriculum.

Agency objectives of professional preparation

1. Gives the agency an opportunity to take part in the development of future professionals.
2. Provides an opportunity to recruit trained workers and to evaluate prospective staff candidates for future employment.
3. Provides contact with educators in the field and assists in relating agency service to current theory and practice.
4. Stimulates professional staff and strengthens in-service training programs.
5. Gives staff an opportunity to experiment with variations in programs with the additional help.
6. Assists agency budget concerns by increasing volunteer workers.

Student objectives of professional preparation

1. An opportunity to learn, through experience, what it means to be a full-time sports or recreation professional.
2. An opportunity to expand his/her knowledge of the profession and its personnel.
3. An opportunity to observe, practice and apply theory to a variety of specific situations.
4. An opportunity for self-evaluation and self-learning through guidance by experienced professionals.
5. An opportunity to evaluate strengths and weaknesses after exposure to practical situations and to use this evaluation as constructive feedback on performance.
6. An opportunity to further his/her professional education under the careful guidance of agency and college supervision.
7. An opportunity to expand and develop better human-relations skills.

Professional Preparation Agencies

Students are encouraged to obtain field placements which suit their professional interests. Approval of an agency must be given from the course instructor before beginning. The following is a list of agencies which have in the past cooperated in assisting with students' experiences. You are not limited to this list but must, in all cases, have approval.

Community/Public Agencies

Bexley Parks & Rec	258-5755
Care After School	431-2266
870 High St, #201, Worthington, OH 43085	
Columbus Parks & Rec.	
Administration: 420 W. Whittier St. Chris Wittkop (Volunt Coord)	645-8839
Bamett Rec Center: 1184 Bamett Rd.	645-3065
Blackburn Rec Center: 263 Carpenter St.	645-7670
Carriage Place Rec Center: 4900 Sawmill Rd.	645-3715
Far East Rec Center: 1826 Lattimer Dr.	645-3159
Therapeutic Rec Section: Mary Beth Moore	645-5972
Tuttle Rec Center: 240 W. Oakland	645-3602
Whetstone Rec Center: 3923 N. High St.	645-3217
Woodward Park Rec Center: 5147 Karl Rd.	645-3158
Columbus Sport and Social Club	299-8081
Columbus Zoo, Education Department	645-3488
Dublin Parks & Rec	761-6520
6665 Coffinan Rd.	
Gahanna Parks & Rec	471-3734
200 S. Hamilton St.	
Grandview Parks & Rec	488-3111
1515 Goodale Ave.	
Grove City Parks & Rec	871-6300
PO Box 427 43123	
Ohio Parks and Recreation Association	895-2222
Attn: Michelle Parks, Executive Director	
OSU Athletic Department	
OSU Department of Recreation and Intramural Sports	292-7671
Reynoldsburg Parks & Rec	866-6391
7232 E. Main St.	
Upper Arlington Parks & Rec	459-6115
Washington Township Center	876-9554
5985 Cara Rd.	
Wendy's Gymnastics (Wendy Gomez)	486-8004
Westerville Area Program Center: 120 N. Otterbein Ave.	882-6864
Westerville Parks & Rec	898-3673
28 S. State St. 43081	
Worthington Parks & Rec	436-2743
YMCA:	
North: 1640 Sandalwood Pl. 43229	885-4252
Corporate Fitness Services: YMCA of Central OH 43215	224-1142

Hoover "Y" Park (Summer Camp): 1470 Rohr Rd.	497-2267
Miami County YMCA: Piqua, OH	(513) 773-4305
Hilltop: 2879 Valleyview Dr. 43204	276-8224
South: 1570 Rohr Rd. Lockbourne, OH	491-0980
Central Branch: 40 W. Long St.	224-1131
YWCA:	
Downtown: 65 S. 4 th St.	224-9121
<u>Fitness/Sport - Commercial/Private Agencies</u>	
Ashland Chemical Corporation: 5200 Blazer Pkwy. 43216	889-3117
Bally's Scandinavia North	889-1133
Battelle Labs: 505 King Ave	424-4330
Club Management Inc.	
Athletic Club at Metro V: 655 Metro Pl. Dublin	889-4717
Grant Life Choices Fitness Center: 111 S. Grant	461-3880
Fitness Express: I-270 and Sawmill	761-3535
Columbus Clippers: 1155 W. Mount St. (Scott Ziegler)	462-4250
Columbus Crew (David Zorn – Senior Acct Manager)	447-4161
CompuServe Corporate Fitness Center:	
Hillard	723-1834
Upper Arlington	538-3535
Ecco Fitness Center	799-9696
Fitness Trend Health Club: 6800 Oak Creek Dr.	890-2411
Gold's Gym: 3614 Indianola Ave.	262-4653
Honda – Watson Sports Center: Marysville	(513) 644-0044 Ext. 1792
The Hoop Basketball and Fitness Center (JJ Searls/Amy Peyton)	236-HOOP
LifeTime Fitness - Amy Baden	470-9119
Muirfield Village Golf Course: 5770 Memorial Dr. Dublin	889-6700
Nationwide Fitness Center: 1 Nationwide Plaza	249-8104
New Albany Country Club	939-8500
Ohio Racquetball Association: 374 Slate Run Dr. Powell	548-4188
Ohio Sports Plus Training Academy - Toni Roesch, Worthington	562-8913
Sawmill Athletic Club: 3111 Hayden Run Rd.	889-7698
Scarborough East Tennis and Fitness Club	868-5683
Sportsite: 880 W. Henderson Rd.	451-0022
Victory Fitness Center: 50 Graceland	785-1577
Westerville Athletic Club/Fitness Dept: 939 S. State St.	882-7331
World's Gym – Downtown (Skip Schmidt)	228-8866
Worthington Steel Corporation: 1205 Dearborn Dr.	438-3210
Wyandotte Athletic Club: 5198 Riding Club Lane 43213	861-6303
YMCA Corporate Fitness Services	224-1142
<u>Outdoor Agencies</u>	
Adventure Education Center (Camp Lazarus)	
Camp Mary Orton	885-1023
Camp Fire USA Central Ohio Council	481-8227

Franklin County Metro Parks: 1069 W. Main St.	891-0700
Ohio Department of Natural Resources:	
General Information	265-6565
Outdoor Recreation Services Office	265-6395
Parks & Recreation Division	265-6561
Resource Protection	265-6888
Resource Management	265-6882
Forestry Division	265-6694
Natural Areas & Preserves Division	265-6453
Watercraft Division	265-6480
Wildlife Division	481-6300
OSU Athletic Department Maintenance: 411 Woody Hayes Dr.	292-6330
YMCA Hoover "Y" Park	497-2267

Special Population Agencies

Cameron Sportsmedicine Center: 2050 Kenny Rd.	421-1150
Columbus AIDS Task Force: 1500 W. 3 rd Ave.	488-2437
Franklin County Special Olympics	476-8521
Ohio State School for the Deaf: 500 Morse Rd.	888-1550
Ohio State School for the Blind: 5200 N. High St.	888-1154
OSU Dodd Hall: 1180 Dodd Hall, 480 W. 9 th Ave.	293-3824
Upham Hall, Phych trauma: OSU Hospitals	293-8200
OSU Nisonger Center: 275 McCampbell Dr.	292-6095
OSU Adapted Recreational Sports	292-7671
On My Own, Inc.: 1151 W. 5 th Ave.	424-6038
Seniors:	
Windsong Village, Worthington	888-2021
First Community Village, Upper Arlington	486-9511
Friendship Village, Dublin	764-1600
The Forum, Columbus	451-6766
Lutheran Senior City, Columbus	252-4987
Westminster-Thurber	
TAASC (Rehab Solutions - Steve Ricker)	486-0211

Youth Agencies

American Youth Hostels	447-1006
Boy Scouts of America: 1901 E. Dublin-Granville Rd.	436-7200
Buckeye Youth Center: 2280 W. Broad St.	275-0573
Camp Fire, USA: 3700 South High Street Sut 148	497-8731
Dublin Youth Athletics	761-3989
Gahanna Junior League Baseball: 72 N. High St.	471-0608
Girl Scouts of America: 1700 Watermark Dr.	487-8101
Grove City Kids Association: 3074 Southwest Blvd.	871-4551
Ohio Department of Youth Services: Training Center	466-0972
Salesian Boys Club: 80 S. 6 th St.	464-4045
Worthington for Teens: 67 E. Dublin-Granville Rd.	436-7700

Responsibilities of the Student

Initial 289 Field Experience:

- Become familiar with the Directed Field Experience Handbook.
- Select an area of work-interest.
- During the first two weeks of class, review handbook and responsibilities with the course instructor.
- Select an agency which you wish to use as your field experience.
- Contact the agency. Explain that you are a student at the Ohio State University in the Sports and Leisure Studies Program, and inform them that you would be interested in working for their agency for your field experience. Be sure to explain the number of hours of work required weekly, and for the entire quarter. Try to set up a meeting to determine the agency responsibilities.
- Once you have received a verbal commitment from the agency, complete Form A, "Field Placement Application," and submit it to the instructor for approval.
- After the course instructor has approved your agency, complete Form B, "Agency/Student Contract," by RETYPING the letter and filling in the appropriate information. Both you and your agency supervisor should sign the contract. Return the contract to the instructor to be kept on file.
- Report any problems throughout the quarter to the course instructor.
- Fulfill all classroom requirements and assignment as stated in the course syllabus.

Second 289 Field Experience:

- Re-familiarize yourself with the Directed Field Experience Handbook.
- You should have an agency selected for your second or final field experience no later than the end of the first week of the quarter. This agency should be one aimed in the direction of your future career choice. A different agency than one previously used should be sought out to broaden the experience in the field of your choice. Certain circumstances allow for work at the same agency, but only with instructor approval.
- As with the 289 Initial Field Experience, you should contact the agency (see above).
- Submit Form A, "Field Experience Application," for approval by instructor.
- After receiving approval from instructor, complete Form B, "Agency/Student Contract," and return to instructor.
- Fulfill all requirements and assignments as outlined in the course syllabus.

Responsibilities of the Agency Supervisor
(Students: please give this sheet to your supervisor with Form B)

- Complete and sign Form B, “Agency/Student Contract,” and return this to the student for filing with instructor.
- Agree upon the role in which the student will participate while at the agency during his/her experience.
- Inform the student of all policies and regulations to which he/she must abide during his/her time at the agency.
- Orient the student to the following:
 - Goals of the agency
 - Agency staff
 - Services and activities offered
 - Facilities and other agency resources
 - Opportunities in which the student can assist during his/her experience
- Gradually develop the student’s responsibilities with the agency—beginning with observation and small tasks, and then adding more functions as the student’s abilities allow.
- If possible, assign a project which will be mutually beneficial to the agency and to the student. Please allow for the student to have responsibility planning, conducting, and evaluating tasks.
- Give weekly signature approval to the hours of work performed on the “Hours Log Sheet,” which is required by the student.
- Provide constant on-the-job evaluation of the student in the form of positive feedback, and criticism, encouragement, and praise as needed.
- Inform the course instructor of the student’s progress, as well as any suggestions which may facilitate the experience.
- Complete the student’s Final Evaluation as follows:
 - During the 7th week of the quarter, the students should provide you with an evaluation form from his/her course handbook. Please fill out the form as it applies to the student’s position—*as accurately and honestly as possible* (for the benefit of the instructor, as well as that of the student).
 - Discuss the evaluation with the student to cover/expound on comments.
 - Return evaluation to the student to give to the instructor by the final week of the quarter.
- Please feel free to contact the course instructor, **Zac Richardson**, if any problems or concerns arise during the quarter/with regard to the evaluation. You may reach him by e-mail at: richardson.421@osu.edu

EDU-PAES 289 (Form A)
Sports & Leisure Studies

(STUDENT: type in information, erase extra lines, keep as a single page)

APPLICATION FOR DIRECTED FIELD EXPERIENCE

School Quarter/Year:

PAES Instructor Signature:

Date:

Student's Name:

Course: 289.03/.04 (indicate one)

Local Address:

Quarter: Au/Wi/Sp/Su

Street

City Zip

Phone:

School e-mail:

Date Admitted to Sports & Leisure Program:

Expected graduation date:

Proposed Placement Agency

Agency Name:

Agency Address:

Street

City

Zip

Supervisor's Name:

Supervisor's Phone:

Supervisor's E-mail (required):

Supervisor's Signature: _____

Proposed responsibilities:

(STUDENT: TYPE IN LIST OF RESPONSIBILITIES)

289 Experiences:

289.03 – Initial Field Experience: **(STUDENT LIST PRIOR 289 AND/OR CURRENT
HERE)**

289.04 – Second Field Experience:

EDU-PAES 289 (Form B)
Sports & Leisure Studies

DIRECTED FIELD EXPERIENCE AGENCY/STUDENT CONTRACT

Date:

To: **(Your agency supervisor) (STUDENT: Erase bold material and type in yourself)**
(Supervisor's job title)
(Agency address)
(Agency phone number)
(Supervisor's E-mail)

From: **(Student name)**
(Student address)
(Student phone number)

As part of the Ohio State University course EDU-PAES 289 Directed Field Experience, it is important that you understand the professional preparation you are willing to provide is for academic credit. I understand that it is important to you that I act in a professional manner and adhere to agency policies and procedures at all times.

I understand that my responsibilities at the agency will include:
(List of responsibilities)

I understand that my starting date is **(list first day of quarter)** and my ending date will be **(list the last Friday of quarter)**. I am registered for **(3)** credit hours and will be required to complete **(60+)** of hours of work with this agency during this stated amount of time.

As my agency supervisor, you are asked to perform a final evaluation of my performance, as well as to review and approve a weekly hours-log. There is a list of your responsibilities as my supervisor attached to this contract. Please retain this copy and initial at the bottom of this contract which shows my instructor that you have indeed received this information.

_____ As the supervisor, I have received a copy of my expected responsibilities (p.9 in student's handbook)

If you have any questions or comments, please feel free to contact my instructor, Zac Richardson, by e-mail at richardson.421@osu.edu

Agency Supervisor Signature

Student Signature

Instructor Signature, Zac Richardson

EDU-PAES 289 AGENCY ASSESSMENT

Assess the mission and purpose of the agency in which you are working—including an evaluation of their effectiveness in meeting their own organizational goals—by thoroughly answering **each** of the following questions (or fully detailing why the scenario does not apply to your experience, if this is in fact the case). Question-and-answer format is encouraged. The following is the list of questions to be answered *in your own words*:

1. What are the objectives of the agency?
2. How does the agency determine if it is meeting these objectives?
3. Who does the agency serve?
4. How does the agency get its members or participants?
5. How many people work for the agency?
6. What types of positions exist?
7. Is there a governing board?
8. How is the agency financed?
9. Who prepares the budget?
10. Are there any sponsors?
11. What facilities are used for the agency?
12. What type of equipment or hardware is available?
13. Are you required to have any training sessions (and if so, what will the training include)?

PLACEMENT EVALUATION

Evaluate the benefits/shortcomings of your placement in your internship organization by thoroughly answering **each** of the following questions (or fully detail why the scenario does not apply to your experience, if this is in fact the case). Identify both positive and negative factors in your internship, relating specifically to your functioning as an intern within the organization—i.e., supervision, responsibilities, etc. Question-and-answer format is encouraged. The questions to be answered (*in your own words*) are:

1. How often did you meet with your supervisor?
2. Did you discuss specific skills and professional development?
3. Give a description of your meetings.
4. Do you feel you had adequate feedback and supervision from your supervisor?
5. If you had training, do you feel it adequately prepared you?
6. Is the agency effective at meeting its goals and objectives?
7. How would you evaluate the agency as a field experience?
8. Do you feel you learned anything?
9. Was the experience what you expected?
10. Would you consider a career in this area?
11. Discuss any rewards, disappointments, and how the experience could have been better.
12. Would you recommend this agency for future 289 placements?

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Sports & Leisure Studies

DIRECTED FIELD EXPERIENCE
STUDENT SELF-EVALUATIONS

Students are required to write a comprehensive self-evaluation of their performance during the quarter. This will be graded on the ability to *critically* (insightfully and honestly) evaluate your performance utilizing *specific examples* from the experience. Question-and-answer format is encouraged. The evaluation should contain information on performance as it relates to the following areas; as with the Agency Assessment and Placement Evaluation, you are expected to **thoroughly** answer **each** of the following questions *in your own words* (or fully detail why the scenario does not apply to your experience, if this is the case):

ADMINISTRATION: Did you perform any duties in which you organized, coordinated, or managed an aspect of the agency?

KNOWLEDGE OF WORK: Did you have prior knowledge of the work you performed, or was it a new experience (explain)?

PLANNING: Were you responsible for the planning of activities, projects, or assignments in the agency?

COMMUNICATION: Were you able to follow directions given by superiors and peers? What was your ability to express concerns or questions to others in the agency?

JUDGEMENT/REASONING/PROBLEM SOLVING/DECISION MAKING: Were you responsible for making any decisions or solving any problems? Do you feel you were given too much, or too little responsibility in this area?

INITIATIVE/RESPONSIBILITY: Were you able to work independently on duties without direct supervision? Were you willing to take initiative and complete tasks without being told, or did you wait for instruction? Were you willing to share new ideas on work-performed?

SUPERVISION: Were you in charge of supervising, managing, coordinating, or organizing others within the agency? Were you responsible for enforcing rules, procedures, policies, or orders? If so, how was your ability to do so?

QUALITY OF WORK: How well did you perform your work (were you complete and thorough)? Explain which areas you thought were your strongest and weakest assets.

INTERPERSONAL/WORK RELATIONSHIPS: How comfortably/effectively did you relate to your supervisor? When working with others, were you able to accomplish duties assigned?

ADAPTABILITY: Were you able to be flexible to new ideas and concepts, and/or adapt to new situations? Were you required to perform new tasks, or did you follow a routine? Which was, or would be, your preference?

OVERALL EVALUATION: How do you feel this experience relates to your ability to pursue a career in this field? What new things have you learned? How does this experience relate to your eventual career choice? What do you still need to work on to grow professionally?

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SUPERVISOR EVALUATION INFORMATION

STUDENT'S NAME: _____

AGENCY: _____

EVALUATION PERIOD: from _____ to _____
(STUDENT FILL OUT ABOVE INFO AND GIVE TO SUPERVISOR)

PROCESS FOR COMPLETING PERFORMANCE EVALUATION:

1. During the 7th week of the quarter, the student will provide his/her supervisor with this form for evaluating his/her performance in ten defined areas.
2. The supervisor is to complete the evaluation as accurately and honestly as possible.
3. Prior to submitting the evaluation at the end of the 9th week, the supervisor and the student should meet to discuss the evaluation. The supervisor should allow the opportunity for comments and discussion regarding the student's performance (again, with as clear feedback as possible). The supervisor should also provide information regarding the student's significant assets and future goals to be considered.
4. The supervisor and student should sign the bottom of the evaluation from showing that each has reviewed and discussed this experience.
5. Once the meeting is concluded, the supervisor should give this form back to the student to return to the course instructor. It is the student's professional responsibility to deliver this evaluation to the course instructor no later than the assigned due date according to the syllabus.

NOTES TO THE SUPERVISOR:

There are ten performance dimensions to be evaluated. If you do not feel that one of the marked dimensions is applicable to the experience, please mark this section with a "NA." HOWEVER, in this case, we ask for explanation as to why you do not feel it pertains to the experience or to the student.

Your evaluation of the student is important to his/her professional development. You are also asked to circle a grade you would attach to this student's performance in your organization, which will be factored into the overall earned-grade for the course; in both cases, your candor is valued and appreciated.

PLEASE make sure to sign your evaluation and to include **any** comments about the student's performance. You will also need to sign the student's summary of weekly hours to verify that it is accurate.

Lastly, thank you very much for your time, as well as for the opportunity you have given this OSU student.

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SUPERVISOR EVALUATION

Student's Name: _____ Course: 289 ____ (.03, .04)
 Supervisor's Name: _____ Phone: _____
 Agency: _____ E-mail: _____

Work Skill*	7	6	5	4	3	2	1	NA
Administration								
Knowledge of Work								
Planning								
Communication								
Problem-Solving/Decision-Making								
Initiative/Responsibility								
Supervision								
Quality of Work								
Interpersonal/Work Relationships								
Adaptability								

7-Superior...4-Average...1-Unsatisfactory

**See next page for descriptions of each work skill*

FINAL SUMMARY OF STUDENT-PERFORMANCE

Please write a brief summary of this student's performance while at your agency.

PLEASE CIRCLE AN OVERALL PERFORMANCE-GRADE:

(This will count toward the final course grade of the student)

**A A- B+ B B-
C+ C C- D F**

We have discussed this evaluation:

Date: _____

Agency Supervisor Signature

Student Signature

EVALUATION DEFINITIONS (AND GENERAL WORKPLACE CONCEPTS)

ADMINISTRATION: The organization, coordination, management, scheduling, and direction of activities, functions, or resource required (as applicable to the position's responsibilities).

KNOWLEDGE OF WORK: Relevant possession and application of information, know-how, or skill acquired/learned through experience, formal training or education. This includes applying new skills, methods, techniques, or concepts to the performance of duties.

PLANNING: Anticipating events, occurrences, or the requirements of projects and assignments—and scheduling the work, priorities, actions, and resources necessary to accomplish a set of pre-determined goals and objectives within appropriate time-frames.

COMMUNICATION: Written or verbal expressions regarding work activities, problems, assignments, projects, obstacles, successes, instructions, orders, directives, etc., to superiors, subordinates, peers, or the public. This includes listening to and understanding information from superiors, subordinates, peers, or the public, and then appropriately sharing this information.

JUDGEMENT/REASONING/PROBLEM SOLVING/DECISION-MAKING: Defining and analyzing problems; establishing facts and evaluating information; identifying alternatives and drawing rational conclusions; and committing to a particular course of action.

INITIATIVE/RESPONSIBILITY: Working independently, and in a reliable and punctual manner, without needing direct supervision. Willing to think through assignments, projects or problems and to initiate action to meet obligations (without direct supervision)—and the willingness to seek, develop or recommend new and improved concepts, methods, or techniques.

SUPERVISION: Directing, managing, coordinating, and organizing the activities of others so as to accomplish departmental or organizational objectives. This includes monitoring the behavior, conduct, and performance of subordinates, enforcing rules, standards, policies, procedures, orders, directives, or regulations when required, and taking corrective-action when necessary.

QUALITY OF WORK: The degree of accuracy, quality, and completeness in assignments and projects; conscientiousness exercised in relation to job duties and responsibilities.

INTERPERSONAL/WORK RELATIONSHIPS: The manner and the attitude with which an individual interacts, relates, and cooperates with superiors, subordinates, peers, or the public in the performance of work-related duties and activities—and in the accomplishment of work-related goals, objectives, projects, and assignments.

ADAPTABILITY: Responding and adjusting to new or changing job and organizational requirements, situations, priorities, conditions, or concepts. The degree of flexibility and openness exhibited towards new ideas or approaches.

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SUMMARY OF WEEKLY HOURS

Student: _____ **Agency:** _____

	Date	Hours for Week	Total Cumulative Hours
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			

I have reviewed these and found them accurate: Date: _____ Sup Phone: _____

Agency Supervisor Signature

Student Signature

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ACTIVITY REPORT INFORMATION

The next pages consist of the Activity Report (AR) forms. Note that all of the design work has been done on it ahead of time—all that you need to do is to make sure you fill in all of the blanks. **HOWEVER—these reflections are not to be simply carried-over (e.g. cut-and-pasted) from week-to-week: instances of this practice will result in lowered or no points.**

These reports should be detailed enough to provide insight into your daily work assignments at your internship.

Not all sections will always seem readily applicable. For instance, there will be times when certain “Activities” do not have “Planning/Preparation” notes. Of particular importance, however, is your “Evaluation” of the “Activities.” Note that this evaluation should be specific to the activities that you are undertaking. Often, some activities—for example, scanning ID’s—may not necessarily evoke an evaluative response. In this case, you should use the evaluation part of the form to assess the organization or your performance in some pertinent way.

For instance, evaluate what you do. Do you like it? Why? Why not? Is it important to the organization? Is it unnecessary? Are there hoops to jump through that just seem like a lot of wasted paperwork? Are you learning anything from your job as you perform it? Could anybody do the job, or is it highly specialized? Is it necessary to the organization? Are *you* necessary to the organization? Does it relate to what you want to do in the future? How can the day’s tasks be beneficial to your future preparation? Etc.

Many of your weekly activities will be the same, but people’s minds are often on something else while they work. If you cannot really evaluate the organization or yourself in some form or another, then use your evaluation to explain why this is the case. In other words, what is your mind on that is occupying your time? Employees of organizations are often thinking about outside-of-work-opportunities, commitments, and responsibilities as they go about their daily routine. As a potential manager, understanding this can be useful in motivating your employees at the workplace. Additionally, sometimes writing down thoughts helps a person to get them out of their mind, and then to be able to get back on task. You can use the “Evaluation” section in this manner from time-to-time, as well...

Essentially, the AR’s are designed to make you to think about the tasks you are performing, and to reflect on your work within the organization. As such, there is room for you to be liberal in your use of these forms—but it is ultimately most important to show and exercise appropriate reflection regarding your experiences.

PAES 289 (STUDENT: Erase parenthetical and type in either .03 or .04 after 289)
ACTIVITY REPORT 1

Day/Date: (fill in your info) Times Worked: (fill in) Total Hours Today: (fill in)

PLANNING/PREPARATION

ACTIVITIES

EVALUATION

<i>Student: (fill in your name)</i>	<i>Agency: (fill in your agency)</i>
<i>Agency Supervisor: (fill in sup's name)</i>	<i>Agency Supervisor's Phone#:(fill in sup's #)</i>

PAES 289 (STUDENT: Erase parenthetical and type in either .03 or .04 after 289)
ACTIVITY REPORT 2

Day/Date: (fill in your info) Times Worked: (fill in) Total Hours Today: (fill in)

PLANNING/PREPARATION

ACTIVITIES

EVALUATION

Student: (fill in your name)

Agency Supervisor: (fill in sup's name)

Agency: (fill in your agency)

Agency Supervisor's Phone#:(fill in sup's #)

PAES 289 (STUDENT: Erase parenthetical and type in either .03 or .04 after 289)
ACTIVITY REPORT 3

Day/Date: (fill in your info) Times Worked: (fill in) Total Hours Today: (fill in)

PLANNING/PREPARATION

ACTIVITIES

EVALUATION

<i>Student: (fill in your name)</i>	<i>Agency: (fill in your agency)</i>
<i>Agency Supervisor: (fill in sup's name)</i>	<i>Agency Supervisor's Phone#:(fill in sup's #)</i>

PAES 289 (STUDENT: Erase parenthetical and type in either .03 or .04 after 289)
ACTIVITY REPORT 4

Day/Date: (fill in your info) Times Worked: (fill in) Total Hours Today: (fill in)

PLANNING/PREPARATION

ACTIVITIES

EVALUATION

<i>Student: (fill in your name)</i>	<i>Agency: (fill in your agency)</i>
<i>Agency Supervisor: (fill in sup's name)</i>	<i>Agency Supervisor's Phone#:(fill in sup's #)</i>

PAES 289 (STUDENT: Erase parenthetical and type in either .03 or .04 after 289)
ACTIVITY REPORT 5

Day/Date: (fill in your info) Times Worked: (fill in) Total Hours Today: (fill in)

PLANNING/PREPARATION

ACTIVITIES

EVALUATION

<i>Student: (fill in your name)</i>	<i>Agency: (fill in your agency)</i>
<i>Agency Supervisor: (fill in sup's name)</i>	<i>Agency Supervisor's Phone#:(fill in sup's #)</i>

PAES 289
INSTRUCTOR EXPECTATIONS

The following are some very specific guidelines to pay attention to for this class. A syllabus will be distributed which will also note some guidelines, but these are presented here to serve as overriding reminders of course information—as we simulate professional and workplace sensibilities, and prepare for potentially larger internship experiences:

1. Form A (p.10) and Form B (p.11) are due for credit by the week of class. **Note: If both forms are not in by week 3, the instructor will either de-enroll or fail you for the class.**

2. All class assignments must be neatly **TYPED** and double-spaced, unless otherwise noted. Multiple-page submissions must be stapled, and *no e-mailed assignments will be accepted*. Margins should be 1” at the top, bottom, left, and right of the paper. Font size should be 12-point. **Grammatical errors should be absent.**

NOTE: No late assignments will be accepted. Students must make arrangements to turn in submissions—in hard-copy form, and to the instructor’s mailbox or office—prior to any absences (whether excused or unexcused).

3. In keeping with Requirement #2, **NAMES** must appear on all assignments—and be especially mindful of including all required information on the AR’s.

4. In keeping with #'s 2 and 3, **ALL PARTS** of all forms must be fully, neatly, and appropriately filled-out—or the form will be considered incomplete, and points will be deducted.

(Note, too, that AR’s should also have the date of the week’s end.)

5. Missing more than the allowed number of class periods (consult your syllabus) **WILL** lower your grade one full letter per missed class, as we are working on a very limited amount of time, and with a great deal of interrelated information to cover. **DO NOT** ask the instructor for permission to miss a class; if you miss, you miss—informing the instructor is a courtesy, but does not mean the absence is excused. Only official OSU-related (and documented death-in-family or religious-observation absences) are excused.

6. The syllabus and Handbook are your contract for this course, should always be consulted for questions regarding the class, and will be our default as it pertains to assignment, policy, and performance expectations. These are straight-forward and accessible guidelines—for the benefit of the student, the instructor, and the supervisor alike—and their importance will be underscored with a quiz at the beginning of the term. There will not be exceptions to these practices, unless as indicated. Any questions along these lines can be addressed during the set office hours—preferably in-person, though e-mails will be answered at these times, as well.