

Waterloo ExL Symposium 2018

Concurrent Session - Engaging Community Partners

12:45pm – 1:45pm

Presenters:

Leeann Ferries,
*Recreation and
Leisure Studies*

Brendan Wylie-Toal,
*Greenhouse Social Impact Incubator,
St Paul's University College*

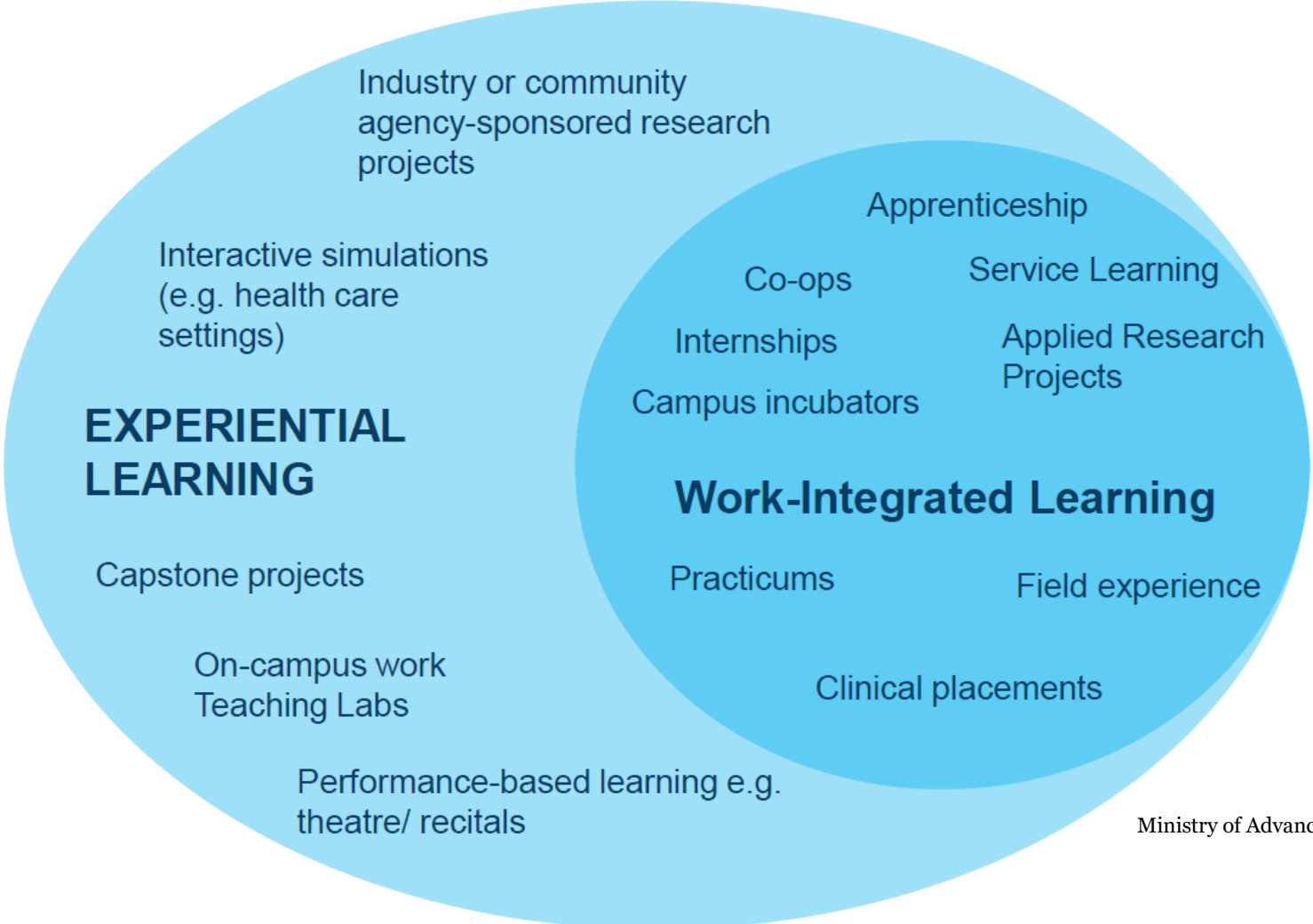
Wayne Chang,
*Conrad School of
Entrepreneurship and Business*

Waterloo ExL

Engaging Community Partners

	Program	Engagement with Hosts/Community Partners	Outcomes for Students
Leeann Ferries	Practicums for Therapeutic Recreation (TR) Students	Working with TR practitioners	Developing essential competencies, and real-world field experiences
Brendan Wylie-Toal	Workplace Innovation Program	Working with public service organizations	Interdisciplinary team dynamics & innovation mindset
Wayne Chang	Entrepreneurial Activities with New STEAM companies	Working with specific local organizations	Interdisciplinary team dynamics & entrepreneurial mindset

Experiential Learning Typology



Ministry of Advanced Education and Skills Development

MAESD's Guiding Principles for Experiential Learning

1. The student is in a *workplace or simulated workplace*.
2. The student is exposed to *authentic demands* that improve their employability, interpersonal skills, and transition to the workforce.
3. The experience is structured with *purposeful and meaningful activities*.
4. The student *applies* university or college program *knowledge* and/or essential *employability skills*.
5. The experience includes student *self-assessment* and *evaluation* of the *student's performance and learning outcomes* by the employer and/or university/college.
6. The experience counts towards *course credit or credential completion* OR is *formally recognized* by the university/college as meeting the five criteria.

Ministry of Advanced Education and Skills Development

Therapeutic Recreation Practicums

- Degree requirement
- Registration requirement – professional practice
- 0.5 credit
- 105 hours
- Unpaid
- Credit/No Credit grading
- Academic components
- Bridging classroom to practice



Setting the stage...

- New course design
- Learning outcomes – competencies for practice
- Support
- Value for student **and** community partner
- Developing community partnerships
- Pre-placement requirements for each organization (e.g., VSS, immunizations, etc.)
- Getting Started

TRO Membership Directory

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Search by Name

Membership Type

CTRS

City

Age of Population

Type of Population

Organization Setting

Contact

Contact TRO Staff

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TRO Membership Directory

First Name	Last Name	Membership Type	CTRS	City	Age of Population	Type of Population	Organization Setting
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Course Components

- 105 hours interspersed over one academic term (15 weeks)
- Student responsibilities - professionalism
- Goal setting
- Weekly reflective journal entries
- Log of hours
- Program protocol assignment (literature-based program description)
- Student performance evaluations (midpoint and final)
- Student evaluation of the practicum experience

Course Components cont'd.

Recreation & Leisure Studies

University of Waterloo

Recreation 253 Practicum in Therapeutic Recreation Agreement Form

This agreement outlines the instructor and student expectations for the Practicum in Therapeutic Recreation. It must be completed, signed by the practicum supervisor, and submitted to the practicum instructor before the student will be enrolled in the course. Course enrolment must take place before the student begins his/her practicum hours.

Student Information:

Name: _____ ID# _____

Home Phone: _____ Local Phone: _____

E-mail Address: _____

Practicum Information:

Supervisor: _____ Term: _____

Agency: _____ Email: _____

Practicum hours will be interspersed over one academic term through the following option:

1 day/week over 15 weeks (7 hours/week) Start Date: _____

3-week block (35 hours/week)

Other _____

Brief description of role:

Student's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Instructor's signature: _____ Date: _____

Submission Deadlines:

Midterm evaluation due: _____ Final evaluation due: _____

Weekly Reflective Journal, Program Protocol Assignment, and Practicum Evaluation Form due:

Grading Note:

This course will be offered on a credit/no credit basis. Students must receive a satisfactory evaluation to receive credit for this course.

University of Waterloo
Recreation and Leisure Studies
Practicum Evaluation Form

UNIVERSITY OF WATERLOO DEPARTMENT OF RECREATION AND LEISURE STUDIES PRACTICUM IN THERAPEUTIC RECREATION STUDENT PERFORMANCE EVALUATION

Student Name _____

Supervisor's Name _____

Site _____

Practicum hours/week _____

Evaluation Period _____

Midterm Evaluation Final Evaluation

Please rate the student's performance in the following areas by checking the appropriate column for each item.

- 1 – Consistently Does Not Meet Competency
- 2 – Needs Improvement in Meeting Competency
- 3 – Some Improvement Shown in Meeting Competency
- 4 – Meets Competency
- 5 – Consistently Exceeds Competency
- N/O – No Opportunity to Observe

	Standards of Practice Competencies	1	2	3	4	5	N/O
1.	Therapeutic Recreation Assessment						
	Ability to identify information to collect during assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Identification of appropriate assessment tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assist with interpretation of assessment results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Therapeutic Recreation Intervention Plan						
	Assist with development of relevant intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assist with formation of client-centred goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assist with selection of appropriate interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Professional Development cont'd.	1	2	3	4	5	N/O
Enthusiasm: Motivated to learn; strives to improve; keenly interested in position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resourcefulness: Has a variety of program ideas and skills; well acquainted with resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths: Please indicate your impressions of the student's academic, professional, and/or personal strengths. What improvements has the student made during his/her placement with you?

Suggestions for Continued Development: Please identify any areas which you feel would benefit from further development

Please provide an overall rating for this student.

<input type="checkbox"/>	Excellent: Consistently exceeds competencies and expectations; functions autonomously; professional level
<input type="checkbox"/>	Very Good: Frequently exceeds competencies and expectations; functions with high autonomy
<input type="checkbox"/>	Satisfactory: Meets expectations and competencies; functions well with supervision; has shown improvement
<input type="checkbox"/>	Below Average: Needs improvement in meeting expectations and competencies; requires close supervision
<input type="checkbox"/>	Poor: Consistently does not meet expectations and competencies; requires continuous supervision; needs improvement throughout all areas

Supervisor's Signature _____

Date _____

Student's Signature _____

Date _____

GreenHouse Workplace Innovation Partnership

- Experiential learning program that places interdisciplinary teams of youth into public service organizations to discover and test new innovations
- Each group is assigned to an organizational challenge
- Students spend up to 50 hours with host organization
- Process focused on three phases:
 - Inspiration
 - Innovation
 - Implementation

GreenHouse Workplace Innovation Partnership

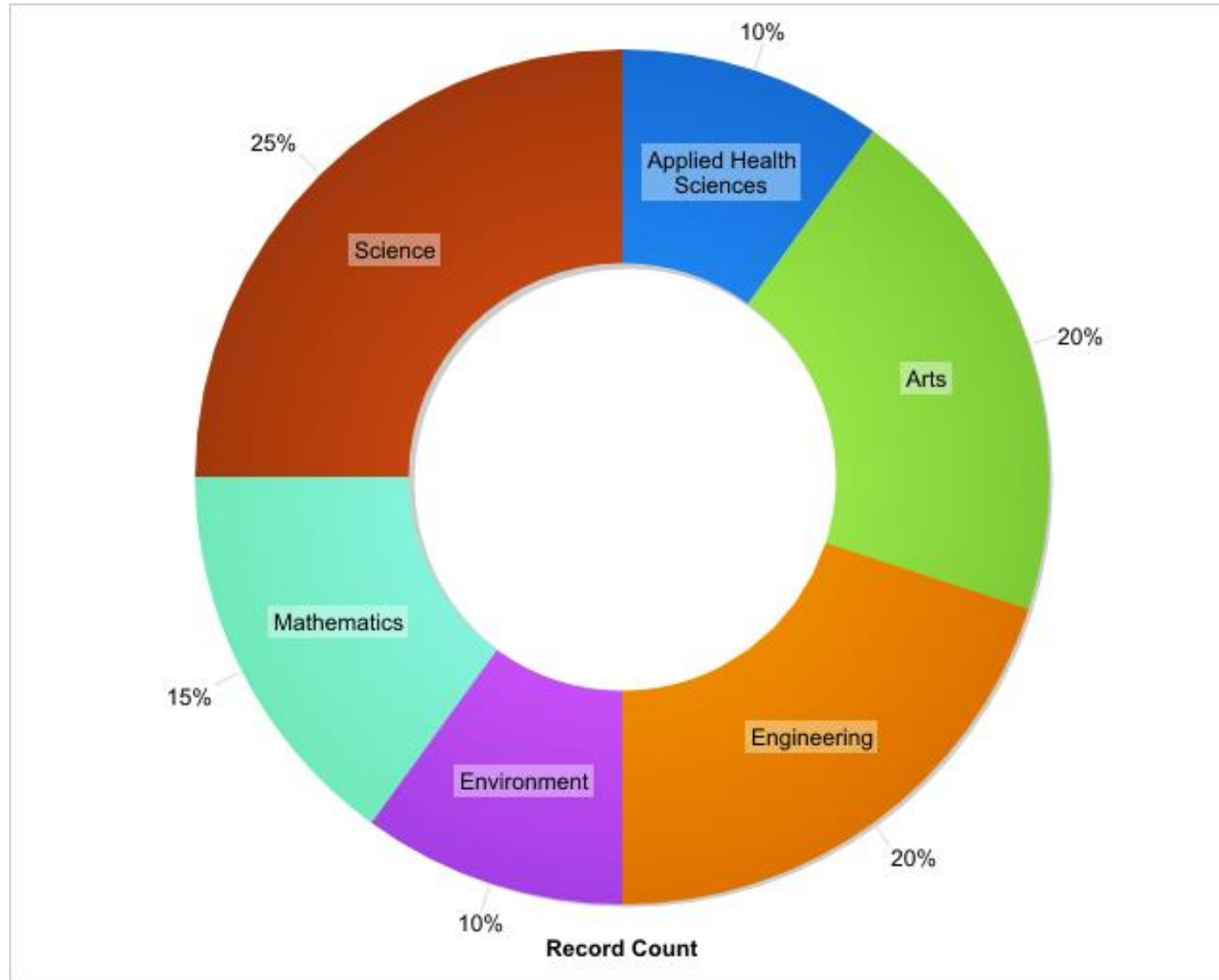


Canadian Mental
Health Association
Waterloo Wellington

Association canadienne
pour la santé mentale
Waterloo Wellington

Examples of Challenges

- Suicide contagion
- Spontaneous play
- Scheduling
- 9-5 vs 24/7 service delivery
- Access to care for refugee populations



Engagement Strategies

Host Organization Engagement

- What is the value-proposition to the host organization?
 - Looking for organizations that are feeling the innovation crunch
 - Influx of young people creates real benefits
 - Many companies are looking to improve their campus presence
- Scoping meetings and clear roles/expectations
 - Engagement exists on a spectrum
 - Sign MOUs
 - Innovation Brokers
 - Multi-department innovation committees
 - Get meetings in people's schedules a term in advance

Outcomes

Students and Host Organizations



Learning Outcomes for Students

- Understand and apply PBL and innovation management concepts
- Apply skills and knowledge to real world problems
- Identify and analyze needs in the public service sector to identify opportunities for innovation
- Develop and test innovations for the public service sector and/or their clients

Lucas		
Hours	25	Total 25
Skills	Communication	16%
	Leadership	8%
	Teamwork/collaboration	4%
	Problem solving	12%
	Critical Thinking	8%
	Organization and accountability	8%
	Technical	0%
	Risk-taking/risk assessment	12%
	Implementation and design thinking	8%
	Network and relationship building	8%
	Systems thinking/disc. spec. knowledge	16%



Outcomes for Employers

- ↳ Increased staff engagement in innovation management
- ↳ Creation of tools and policies:
 - ✦ Online portal for Here 24/7 (CMHA)
 - ✦ Post-vention suicide protocol for community organizations (CMHA)
 - ✦ Solutions still in development for other partners

Engaging Community Partners

- **Overview of program**

- BET 300 – Foundations of Venture Creation
- Experiential learning student opt-in projects (10% course grade, 4-5 weeks duration)
- Team-based and interdisciplinary, e.g. Eng, Math, Sci & Arts students (S2018)

- **Engagement strategies**

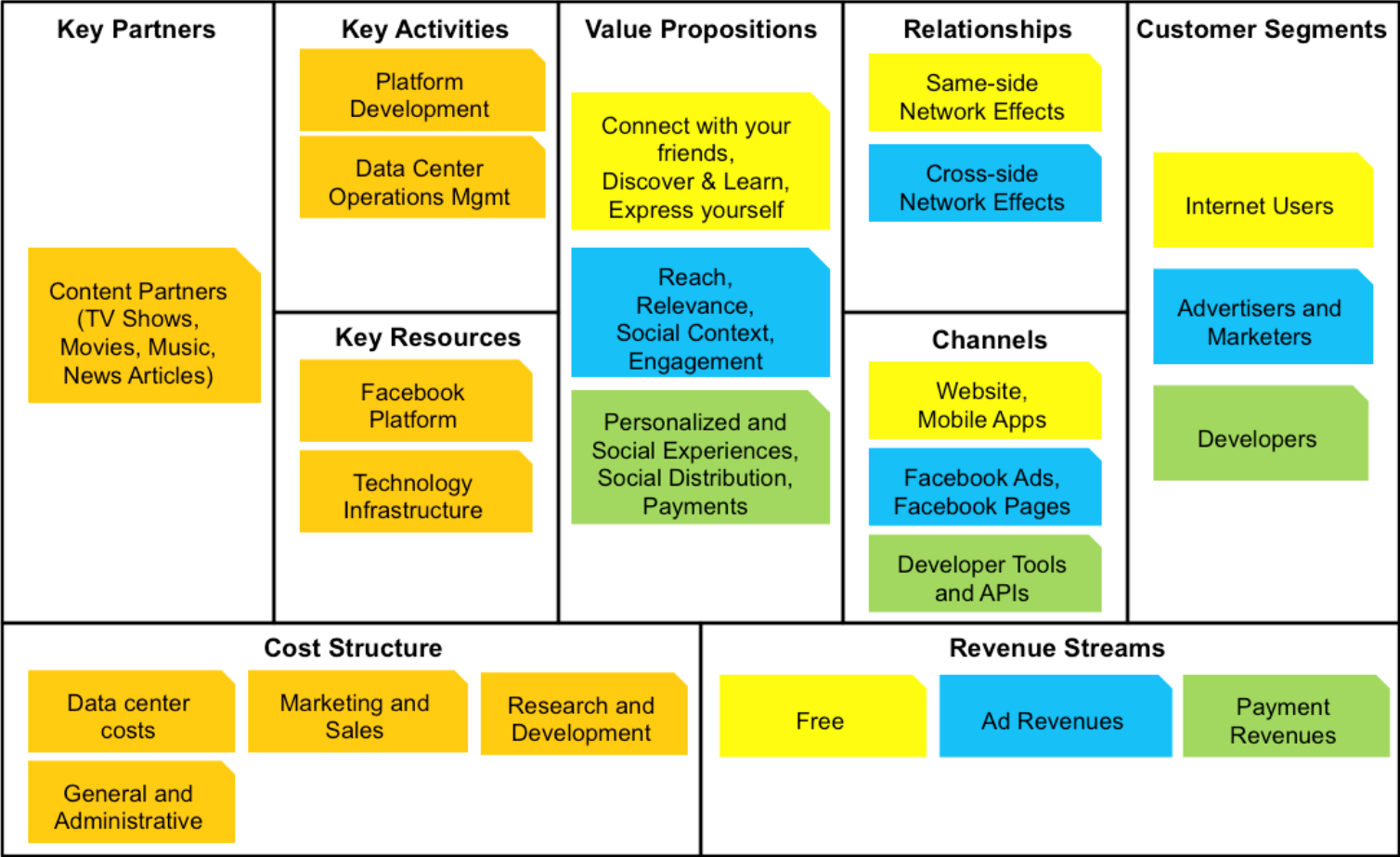
- Students' startups in the course learn business model innovations
- Community Partners' business model canvas specific elements are iterated by student team
- Community Partners' also uWaterloo alumni and early stage companies (long term objectives)

- **Students and Community Partners outcomes**

- Students experience environment with many constraints for Value Creation, Delivery & Capture
- Students build entrepreneurial mindset
- Community Partners gain faster cycle times in business model iterations

Engaging Community Partners

Facebook – World’s leading Social Networking Site (SNS)



www.businessmodelgeneration.com

<https://businessmodelinnovationmatters.wordpress.com/tag/facebook-business-model/>

Engaging Community Partners

Teaching the Entrepreneurial Mindset to Engineers,

-Bosman & Fernhaber 2018

- **Entrepreneurial Mindset (working definition)**

The inclination to discover, evaluate and exploit opportunities

- **Some key insights**

There are many types (and sizes) of entrepreneurial opportunities

Being entrepreneurial requires the creation of value

Being entrepreneurial requires embracing uncertainty

Engaging Community Partners

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23,3

Learning styles of entrepreneurs in knowledge-intensive industries

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*Scheller College of Business, Georgia Institute of Technology,
Atlanta, Georgia, USA*

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Received 15 December 2015
Revised 13 March 2016
6 June 2016
25 June 2016
29 June 2016
Accepted 29 June 2016

Abstract

Purpose – The purpose of this paper is to explore whether there is a prevalent entrepreneurial learning style trait associated with successful knowledge industry entrepreneurial practice.

Design/methodology/approach – The paper reviews prior entrepreneurship studies utilizing experiential learning theory and examines the learning style preferences of 168 knowledge industry entrepreneurs to deduce a **hypothesized entrepreneurial learning style**. The entrepreneur participants' Kolb Learning Style Inventory scores are modeled to explore causal links to individual and firm level entrepreneurial success.

Findings – Preference for the Kolb **Active Experimentation (AE)** learning mode over Reflective Observation (RO) predicts adoption of a key entrepreneurial innovation behavior and significant entrepreneurial performance benefits. In contrast to published theories, the RO learning mode exhibits surprising negative effects on entrepreneurial performance. Data analysis also reveals that **90 percent of sampled co-founder/partners had at least one partner with the hypothesized entrepreneurial style**.

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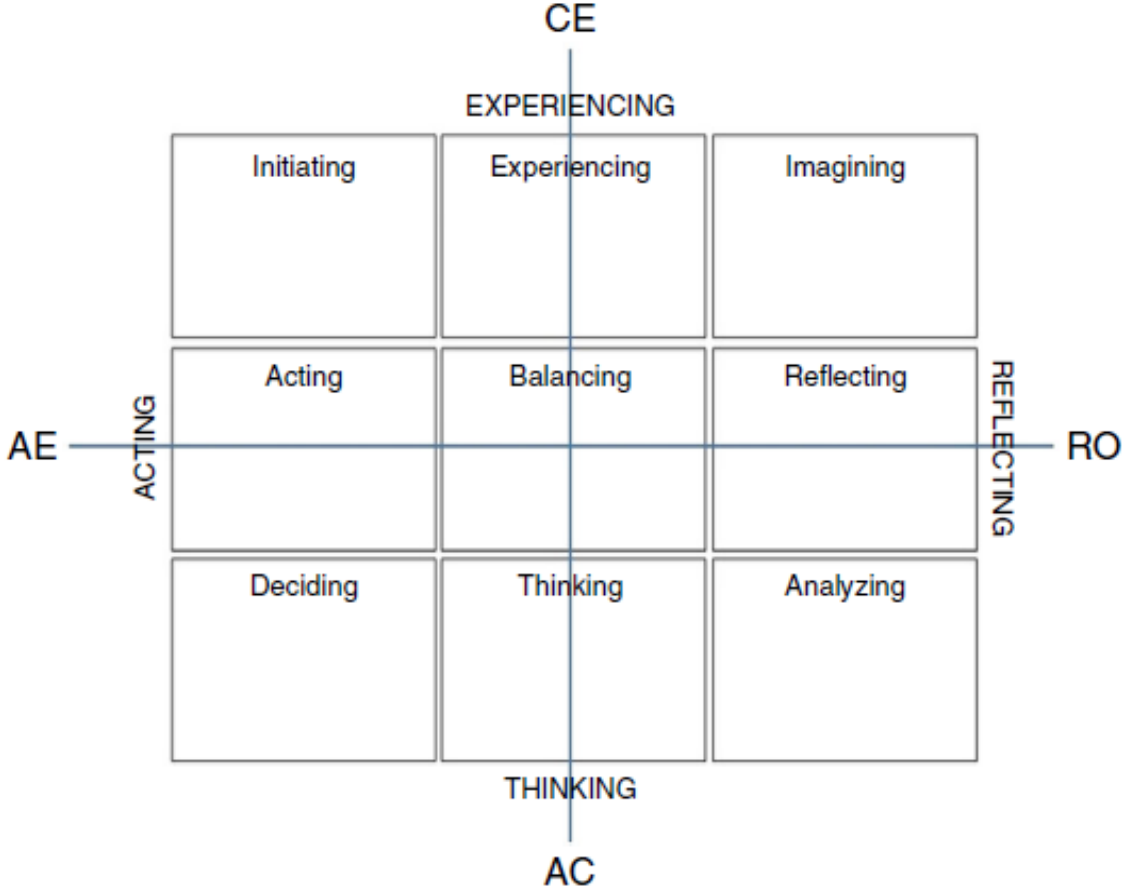


Figure 2.
Nine learning styles

Source: Kolb LSI v. 4.0

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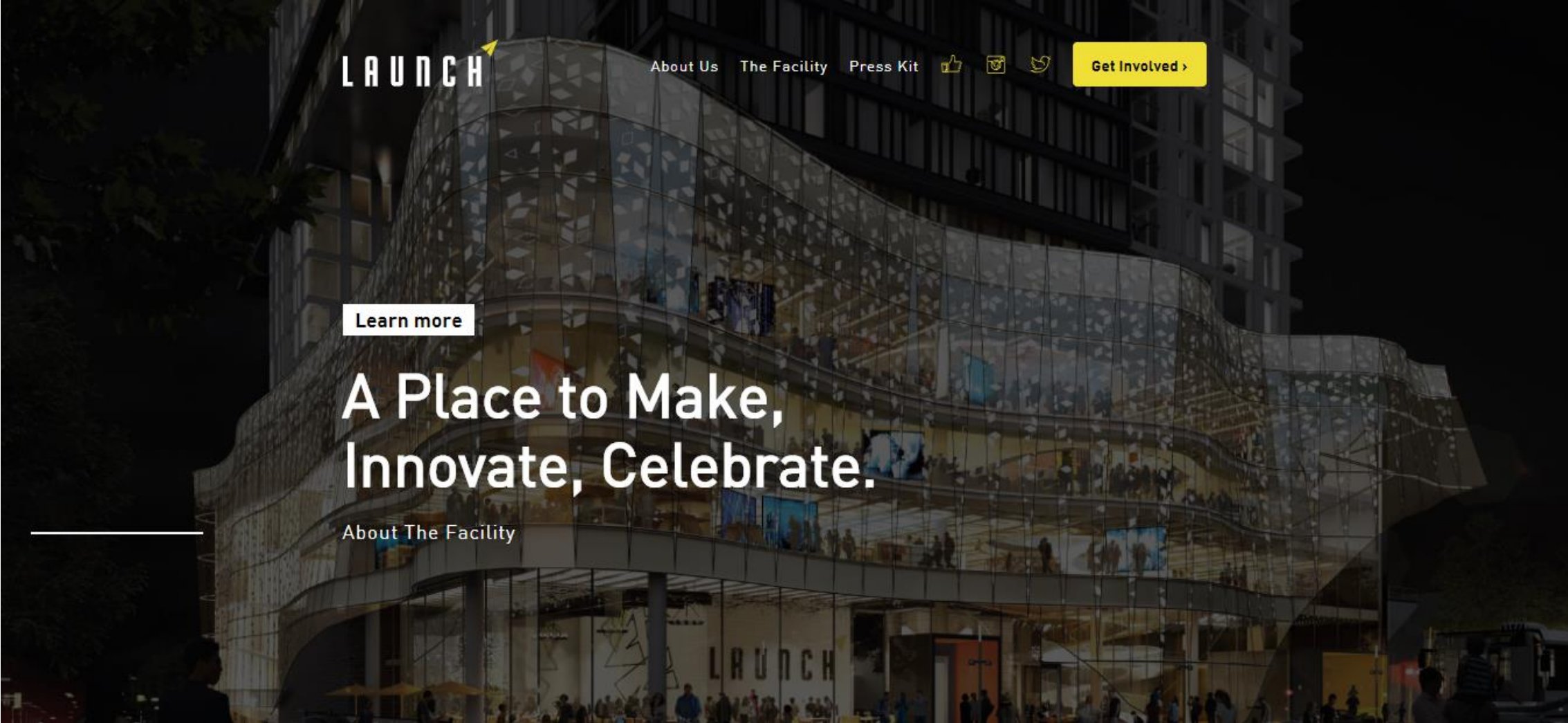
- **LAUNCH Waterloo (uWaterloo alumni co-founders)**

- LAUNCH - STEAM (Science, Technology, Engineering, Arts and Math) powered programs for a curious, creative and connected Waterloo Region
- 70 King Street North, Waterloo , ON (King St and Bridgeport Road)
- <https://launchwaterloo.ca/> and <https://stratawaterloo.ca/>

- **Starterhacks (uWaterloo alumni co-founders)**

- Students from universities & high schools as first time hackers only, annual hackathon held on campus
- 50%-50% gender split and develop skills for Design, Coding Development and Business
- <https://www.starterhacks.ca/>

LAUNCH Waterloo



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