CO-OP Reflective Report

As a final step, the Reflective Report, also known as the Work-Term Report, allows you to make connections between your CO-OP placement, on the one hand, and your academic program, future career, and personal development, on the other. You can also document your progress towards achieving the learning objectives you've set for yourself in relation to the uOCompetencies.

You'll need to submit your Reflective Report in PDF format using the CO-OP Navigator. The **Work-Term Report** link appears next to your placement under the **My Evaluations** tab. The system allows you to submit or edit your submission up until the reporting deadline. It also allows academic coordinators to submit comments and attach a corrected copy of your report.

1. Basic information

Student name:

Student number:

Program of study:

Name of CO-OP academic coordinator:

Work term: 1st   2nd   3rd   4th   5th

Course code:

Submission date:

2. CO-OP Placement Information

Briefly describe your CO-OP placement experience (e.g., mandate, organization, work setting, roles and responsibilities, duration) in 150 to 250 words.

What are the three uOCompetencies that you've explored during your work term and what were your three competency development objectives? (No word count)

3. Critical analysis

Write a critical analysis answering the questions below.

What progress have you made in achieving your competency development objectives during your CO-OP placement? If you received useful feedback from your supervisor or colleagues during the mid-term evaluation, please describe this feedback and the actions you took in response. Write a response of 100 to 150 words for each of your set objectives.
Tip: Use the SMARTS formula as a guide for your analysis.

uOCompetency 1:

uOCompetency 2:

uOCompetency 3:

Choose **one question** to develop for **each perspective** (academic, employability and personal). Write 200–300 words for each response. Avoid answering questions that have been addressed in previous work term reports.

A. Academic Perspective	B. Employability Perspective	C. Personal Perspective
A.1 What courses do you think best prepared you for or enhanced your CO-OP-related skills, and why? Refer directly to concepts and notions seen in class and to authors in the field of your program of study. Tip: Check the learning outcomes for your program or a specific course.	**B.1** How might your CO-OP placement empower you regarding your future profession and career? Compare and contrast your vision with current research and trends. Use a minimum of three academic sources. Tip: Consider an analysis of the work experience, interview process, industry, job market and/or evolving technological, social and/or political realities.	**C.1** What motivated you to select your competency development objectives (for example, confronting a fear of public speaking, exploring a new skill, or technology)? Describe a situation, project, issue, or event that was instrumental in achieving your competency development goals.
A.2 Analyze a task, responsibility, or project that you completed in your internship using a theoretical concept from your course or program of study. With a minimum of three academic sources, use an academic, methodological, political, social, economic, environmental, community, ethical or other lens to complete your analysis.	**B.2** What lessons have you learned from CO-OP placements that you would share with students just beginning the CO-OP program? Consider some unique characteristics of your industry that could help minimize barriers to integration in the workplace or in a future career.	**C.2** Describe a situation, project, issue, or event that challenged you or left you unsatisfied with your development goals. How did you manage the situation?
A.3 What skills or technical abilities related to your program did you use and what was the outcome? How could they continue to serve you in future courses (e.g., improved writing skills, group work coordination, project/time management)? What industry knowledge or perspectives would you suggest be integrated into academic courses?	**B.3** What did you learn from your CO-OP interviews? Based on this experience, what will you do differently next time?	**C.3** Make links between your work term and your skills, values, and beliefs. For example, how has this experience challenged or supported your views or opinions on the state of politics, the economy, the environment, employee rights, public education, etc.?
A.4 How did the CO-OP experience help you understand the importance of higher education and social responsibility for a functioning society? What did you learn about the world through your CO-OP experience?	**B.4** Have you observed your classmates, colleagues, supervisors, or managers using some of the competencies you've selected? If so, how? What did you like or dislike about their mastery of the competencies in question? What advice would you give them? If they didn't use the competencies, what might be the potential benefits for them to employ them?	**C.4** How did your work experience change your view of work and your adaptation to work requirements? What belief, knowledge, or skill that you already had was confirmed or refuted during your CO-OP placement?

Write the letter and number that corresponds to the three questions you have selected along with each associated answer.

A. Academic Perspective:

B. Employability Perspective:

C. Personal Perspective:

4. Next steps

Write a 150-250 word conclusion that covers the two questions below.

What CO-OP or work opportunities (like working with an NGO, in the private or public sector, in local, national, or international settings) would you like to experience next, and why?

What actions do you plan to take to further develop your competencies?
Tip: Continue building on the questions addressed earlier in the assessment.

5. Professional communication tools

Adding competencies to your professional communication tools is a great way to showcase what you learned during your placement. This can help improve your personal brand and attract employers' attention. Choose **one professional communication tool** among those below. Using your answers and previous reflection, summarize your experience by using one or more of your selected uOCompetencies in these styles:

1. **Elevator pitch** (five-step process to develop a 30-second speech to describe your experience and one selected competency)

   1. Self-introduction:
   2. Problem:
   3. Solution / Experiential learning opportunity:
   4. Value proposition / Results:
   5. Call to action:

2. **Resume example** (one bullet point describing each of your three selected competencies)
   1.
   2.
   3.

3. **LinkedIn profile example** (one bullet point describing each of your three selected competencies)
   1.
   2.
   3.

4. **Answer an interview question** pertaining to the development of one of your selected competencies using the STAR method (See the learning activity for the Communications competency for instructions)
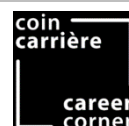   **S**ituation:
   Task:
   Action:
   Result:

Would you like to improve your answers and/or your professional communication tools? The Career Corner is here for you! Visit us at our offices on the 2nd floor of UCU or contact us virtually, by email, chat, or video call. Consult our [web page](#) for more information.

Add your selected <u>professional communication tool and answer</u> below.

6. Bibliography

I certify that I have reviewed the attached work in its entirety and that I have followed all relevant University of Ottawa citation and bibliographic reference rules and University Regulations on Academic Fraud. Review the Academic integrity for students webpage for more information.	Confirm by checking the box.

Appendix A — Format

Format

- Be sure to stay within the maximum number of words for each of your answers.
- All work-term reports must have proper punctuation, spelling, capitalization, italics, abbreviations, headings, quotations, numbers, tables, and figures. In addition, use neutral and inclusive language to ensure fairness and objectivity.
- Where appropriate, use figures, graphs or tables to clarify and shorten your text by adding an appendix to the PDF after page 9.
- **Tip**: Write your answers in a Word document and copy them to the form once they are completed and spelled checked.

References

- We recommend including a minimum of four bibliographic sources. Make sure you refer to all sources in the body of your report.
- Your choice of referencing style will determine the format of your in-text references and bibliographic entries. Make sure that your report includes in-text references in the form of parenthetical citations (for APA or MLA style) or footnotes or endnotes (for Chicago style), as well as bibliographic entries in the form of a reference list (for APA style), a list of works cited (for MLA style) or a bibliography (for Chicago style).
- **Please disclose the use of Artificial Intelligence**. Cite the specific tool as a source and explain how it was used in the work. Learn more about academic integrity at uOttawa.

Examples of referencing styles

- APA style
  - American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
  - American Psychological Association. (n.d.). APA style blog [Blog]. Retrieved from http://blog.apastyle.org/
- MLA style
  - *MLA Handbook.* 8th ed., Modern Language Association of America, 2016.
  - *The MLA Style Center.* Modern Language Association of America, New York, https://style.mla.org/
- Chicago style
  - University of Chicago Press. *The Chicago Manual of Style.* 16th ed. Chicago: University of Chicago Press, 2010.
  - University of Chicago Press. *The Chicago Manual of Style Online.* Accessed October 26, 2016. http://www.chicagomanualofstyle.org/home.html

There are several books on business report writing on the fourth floor of the Morisset Library (beginning with the call number HF 57). Books on technical writing can be found on the 6th floor (beginning with the call number T 11).

Plagiarism

Any material taken from other sources must be properly cited using one of the formats listed above. Text that's quoted directly must be enclosed in quotation marks or indented and separated from the main text. Any student committing plagiarism automatically receives a failing grade and is subject to sanctions for academic fraud.

Learn more about academic integrity at uOttawa.

Appendix B — Evaluation grid

These are the evaluation criteria for the CO-OP work-term reflective assessment. They will be used by your CO-OP academic coordinator to assess your assignment. We recommend using these criteria as a self-assessment tool throughout your writing process. Here are a few extra tips.

- Use your reflections on the work term, your supervisor's feedback, and evaluations from the placement.
- Refer to your course procedures, principles, or theories, explain how you've applied them and provide scholarly references to support your points.

Comments: (Reserved for academic coordinator)

(Evaluation grid reserved for academic coordinator)

Evaluation criteria	Exceptional	Excellent	Very good	Good	Not satisfactory
Rigour and precision					
• Work-term report guidelines and instructions are followed (e.g., selected questions and sections are all answered in full, and answers stick to maximum word counts).	The report complies with all the guidelines and conventions.	The report complies with almost all the guidelines and conventions.	The report complies with many of the guidelines and conventions.	The report complies with some of the guidelines and conventions.	The report complies with few or none of the guidelines and conventions
• Language quality: Grammar and spelling.	Exceptional	Excellent	Very good	Good	Not satisfactory
Critical analysis					
• The work presented is supported by analysis and references to all sources of information used.	All aspects of the work are supported by analysis and reference to all sources of information used.	Almost all aspects of the work are supported by analysis and reference to all sources of information used.	Many aspects of the work are supported by analysis and reference to all sources of information used.	Some aspects of the work are supported by analysis and reference to all sources of information used.	None or almost none of the work is supported by analysis and reference to all the information sources used.
• The quality of the report is strong. Procedures, principles, and theories of practice are correctly applied.	All concepts, terms and principles are used accurately throughout the report.	Almost all concepts, terms and principles are used accurately throughout the report.	Many concepts, terms and principles are used accurately throughout the report.	Some concepts, terms and principles are used accurately throughout the report.	Few or no concepts, terms and principles are used accurately throughout the report.
Descriptions of the learning process and reflections					
• Reflections are thoughtful, authentic, and rational.	Reflective, authentic, and logical thinking about the lived experience, revealing meaningful and deep insights and realizations.	Thoughtful, authentic, and rational reflection about the lived experience reveals deepened understanding or indicates expanded perspectives and awareness.	A somewhat reflective, authentic, and rational review of the experience, revealing clarified understanding or indicating broadened perspectives and realizations.	Description of experience with few details and little authenticity, revealing a poorly nuanced understanding or indicating slightly expanded perspectives and realizations.	A superficial account of the experience, without a clear understanding or a broadening of perspectives and realizations.
• Demonstrates an interest and commitment to competency development and continuous learning.	Systematically and clearly identifies how own competency development objectives and/or learning needs and interests are linked to authentic challenges, problems and/or demands of the placement.	Identifies several specific examples of how own competency development objectives and/or learning needs and interests are linked to authentic challenges, problems and/or demands of the placement.	Identifies a limited number of specific examples pertaining to how competency development objectives and/or learning needs and interests are linked to authentic challenges, problems and/or demands of the placement.	Limited recognition of the connections between own competency development objectives and/or learning needs and interests and the reality and demands of the placement.	No recognition of the connections between own competency development objectives and/or learning needs and interests and the reality and demands of the placement.