THE UNIVERSITY OF BRITISH COLUMBIA

School of Health and Exercise Sciences

Faculty of Health and Social Development

Okanagan Campus

TEACHING ASSISTANT APPLICATION FORM

SECTION 1: Student Section – TO BE COMPLETED FIRST

1. STUDENT NAME	
2. DATE	
3. STUDENT NUMBER:	
4. STUDENT (UBC) EMAILADDRESS (THIS NEEDS TO BE THE ONE ON THE SISC SYSTEM):	

CURRENT ADDRESS:

SUITE/APT. NO	STREET ADDRESS	CITY/TOWN
PROVINCE	**COUNTRY**	**POSTAL CODE**

5. TELEPHONE NUMBER:	

6. DID YOU RECEIVE A TEACHING ASSISTANT POSITION LAST YEAR?	Choose Yes or No from the List

7. IF YES, WHAT COURSES DID YOU SUPPORT AS A TEACHING ASSISTANT?

Course Number	Course Name	Term	I would like this assignment again	I would prefer a different assignment
		Choose from list t	☐	☐
		Choose from list t	☐	☐
		Choose from list t	☐	☐
		Choose from list t	☐	☐
		Choose from list t	☐	☐

8. PLEASE INDICATE THE TA COMMITMENT YOU ARE APPLYING FOR. If applying for a TA within one term only, please indicate which term.

NOTE: this should include consultation with your supervisor with respect to the timing of planned research studies, travel, comprehensive examination, etc. The committee will work to meet your request; however, this is not guaranteed.

Are you a MSc or PhD student? MSc ☐ PhD ☐

FTE	TERM			SALARY
1.0 FTE →	(Sept 1 – Apr 30)	☐	PhD	$14,137.52
			MSc	$13,623.04
1.0 FTE →	IDENTIFY TERM USING THE DROP-DOWN BOX:	Choose from list be	PhD	$ 7,063.76
			MSc	$ 6,811.52
0.5 FTE →	(Sept 1 – Apr 30)	☐	PhD	$ 7,063.76
			MSc	$ 6,811.52
0.5 FTE →	IDENTIFY TERM USING THE DROP-DOWN BOX:	Choose from list be	PhD	$ 3,543.30
			MSc	$ 3,405.76

***Note: a full teaching assistantship involves an average of 12 hrs per week*

9. CURRICULUM VITAE INCLUDED (TEACHING EMPHASIZED)

NO

10. PLEASE INDICATE THE AREAS YOU WOULD PREFER TO WORK IN AS A TEACHING ASSISTANT. These are areas in which you have interest, experience or expertise in: (e.g., physiology, health behaviour change, data analysis & statistics)

11. PLEASE LIST ANY SPECIFIC COURSES YOU WOULD PREFER TO WORK IN AS A TEACHING ASSISTANT (although this cannot be guaranteed). (Refer to TA duties table for expectations, knowledge, skills, duties)

12. PLEASE PROVIDE ANY ADDITIONAL COMMENTS WHICH MAY HELP INFORM YOUR SPECIFIC TEACHING ASSISTANT ALLOCATION

13. PLEASE PROVIDE THE DETAILS OF ANY EXTERNAL GRANT APPLICATIONS YOU HAVE MADE, AND THE DATE BY WHICH YOU WILL HAVE RECEIVED OFFICAL NOTIFICATION.

14. WILL YOU BE A FULL TIME GRADUATE STUDENT NEXT YEAR?	Choose Yes or No from the List

15. DO YOU PLAN TO BE AWAY FROM CAMPUS DURING THE FORTHCOMING YEAR?	Choose Yes or No from the List
IF SO, PLEASE PROVIDE THE DATES OF YOUR ABSENCE.	

STUDENT SIGNATURE:

SECTION 2: Supervisor/Faculty – TO BE COMPLETED SECOND

1. SUPERVISOR'S NAME

2. DATE

3. DO YOU WANT THIS STUDENT TO BE SUPPORTED FROM YOUR NOMINAL 2.0 FTE?

- ☐ ☐ 1.0 (FULL TA)
- ☐ ☐ 0.5 (HALF TA)
- ☐ ☐ NO, BUT STILL SUPPORT THIS STUDENT HAVING A TA IF THERE ARE ANY FURTHER AVALIABLE.

Note: You may support the application for greater than two (2) Teaching Assistants, however, confirmation of additional Teaching Assistants will depend on availability and is not guaranteed.

Note: Teaching Assistants confirmed for this year, beyond the two (2) Teaching Assistants provisionally allocated, does not guarantee Teaching Assistant support for these individuals in subsequent years. (Notwithstanding TA's with previous experience receive preference).

4. PLEASE PROVIDE ANY ADDITION COMMENTS WHICH MAY HELP INFORM YOUR SPECIFIC TEACHING ASSISTANT REQUEST.

1. SUPERVISOR SIGNATURE:
   You have discussed course work, research duties, travel and have identified expectations, knowledge, skills, duties required for requested teaching assistantship for this student and agree to support this teaching assistantship.

APPENDIX: TA RESPONSIBLITIES PER COURSE

Anatomy: Teaching Assistants in this area will be responsible for leading laboratories and contributing to marking exams (lecture and station-based, timed exams). Knowledge of human anatomy (bones, joints, muscles, nerves and blood vessels) is required with additional understanding of how these anatomical systems work together to produce functional human movement as an asset. Additional training on functional human movement will be provided.	**Human Physiology** Teaching Assistants in this area will be responsible for leading laboratories in systems physiology and marking lab and/or lecture assessments. Weekly lab prep meetings will introduce the lab and go over measurement process and analysis. Advance preparation for labs (pre-lab presentation), is expected. Undergraduate-level knowledge of foundational topics in human physiology is required. Term 1 topics include: histology, neuromuscular physiology (EMG, twitch, nerve conduction, spinal reflexes). Term 2 topics include: cardiovascular (HR, BP, ECG recordings) and respiratory (respiratory rate, static and dynamic pulmonary function tests), metabolism (blood glucose measurement and analysis), fluid and electrolyte balance.	**Exercise Prescription:** Teaching Assistants in this area will be responsible for marking exams and assignments. Knowledge of principles of training and the physiological responses of the musculoskeletal and cardiorespiratory systems to an acute exercise bout and repeated exercise training is required.	**Exercise Psychology/Exercise Counselling and Behaviour Modification** Teaching Assistants in this area will be responsible for leading laboratories, and contribute to marking exams and assignments (lecture-based as well as lab reports). Knowledge of concepts associated with basic counselling and motivational interviewing including, but not limited to, empathy, active listening, implicit and explicit biases, and respectful communication is required. Experience applying counselling skills and/or coding motivational interviewing skills is preferred. Certification in motivational interviewing is an asset.
HEAL 100: Teaching assistants will be responsible for helping students progress through the course content by attending some active and discussion/workshop classes, holding office hours and responding to emails and questions directed to them. TAs will help with marking assignments and assisting with course management. This course includes some active classes and workshops and the TAs are needed to help lead the large classes. TAs for this course need to	**Exercise Physiology:** Teaching Assistants in this area will be responsible for leading laboratories and/or contributing to marking exams and assignments (lecture-based and/or lab reports/assignments). Knowledge of how the neuromuscular, metabolic and cardiorespiratory systems respond to acute and chronic exercise is required. It is also key to understand the fundamental concepts including, but not limited to: force-velocity relationship; force-angle relationship;	**Exercise Testing:** Teaching Assistants in this area will be responsible for leading lectures and/or laboratories and contributing to competency-based instruction and evaluation of exercise tests of the musculoskeletal and cardiorespiratory systems (e.g., dynamometry, muscular strength testing, progressive exercise using metabolic measurement, blood lactate, etc.). Experience with performing exercise tests with healthy and/or chronic populations and	**Health Behaviour Change/Intervention Design & Evaluation:** Teaching Assistants in this area will be responsible for contributing to marking exams, assignments (lecture-based and/or assignments). Knowledge of health behaviour change theories and evaluation frameworks is required. Understanding of concepts and theories including, but not limited to: the coin model of power & privilege, social determinants of health, stages of intervention design, the

have some knowledge of the factors contributing to healthy lifestyles (e.g., exercise, nutrition, sleep, mindfulness, etc.)	phosphagen, glycolytic and aerobic energy systems; oxygen transport cascade; and maximal oxygen uptake are key. Experience with exercise testing equipment and measures (e.g., dynamometry, progressive exercise using metabolic measurement, blood lactate, etc.) is also necessary. Additional training will be provided on specific equipment and exercise testing protocols.	interpretation of relevant results is necessary. Supervision of student safety is a key component of this position and requires baseline skills in blood pressure measurement and symptom monitoring. Additional training will be provided on specific application of exercise testing and equipment (e.g., tools and protocols). CSEP CPT (or similar) certification is an asset.	behaviour change wheel, behaviour change technique taxonomy, expectancy-value theories of behaviour change, RE-AIM framework, utilization-focused evaluation are key. Application and experience with developing, implementing, and/or evaluating interventions is preferred.
Nutrition: Teaching assistants in this area will be responsible for helping students progress through the course content by attending some active and discussion/workshop classes, holding office hours and responding to emails and questions directed to them. In addition, TAs will mark assignments and assist with course management. TAs should have taken a university-level nutrition class or related.	Pathophysiology Teaching assistants in this area will be responsible for marking case studies, poster presentations and exams. Undergraduate-level knowledge of foundational topics in human physiology is required. Topics include pharmacology, immunology, cancer, metabolic disturbances, bone and joint conditions, and applied systems physiology (cardiovascular, respiratory, neurological) in the context of common chronic diseases, application to health and exercise science. Must be competent in marking research-based written responses, evaluation of critical thinking and application, and in providing adequate written feedback.	Exercise Training: Teaching Assistants in this area will be responsible for leading lectures and/or laboratories and contributing to competency-based instruction and evaluation of exercise training sessions related to the musculoskeletal and cardiorespiratory systems (e.g., flexibility, resistance training, moderate-intensity continuous aerobic exercise, high-intensity interval training). Experience with exercise selection, instruction/coaching, planning and monitoring is required. Supervision of student safety is a key component of this position and requires baseline skills in blood pressure measurement and symptom monitoring. Additional training will be provided on specific application of exercise training and equipment (e.g., tools and protocols). CSEP CPT (or similar) certification is an asset.	Research Methods/Statistics Teaching assistants in this area will be responsible for attending classes, marking assignments, assisting with exam marking and communication with students. Knowledge of basic quantitative research methods is required and knowledge of qualitative methods and mixed methods is an asset.

Lifespan Motor Development: Teaching Assistants in this area will be responsible for marking exams, reflection assignments and assist in marking a group presentation (poster symposium format). Undergraduate-level knowledge of motor development in relation to gross movement and physical literacy across lifespan with application to physical activity and sport.	Laboratory Techniques in Exercise Science: Teaching Assistants in this area will be responsible for instructing laboratory activities, leading student discussion, and/or contributing to marking exams and assignments (lecture-based and/or lab reports/assignments). Knowledge regarding experimental design, good laboratory practice, and a working understanding of techniques commonly used in the assessment of the neuromuscular and cardiorespiratory systems is needed. Previous experience of using, LabChart software, strain gauges, EMG, electric or magnetic stimulation, ECG, respiratory analysis (gas, flow, volume), blood pressure, and ultrasound equipment would be advantageous. Additional training will be provided on specific protocols and equipment.	Human Motor Behaviour Teaching Assistants in this area will be responsible for conducting out-of-class tutorials/concept meetings by appointment, leading small group discussions in class, and facilitating interactive demonstrations related to the course material during synchronous class meetings. TAs will also contribute to marking assessments (out-of-class Canvas quizzes, submitted in-class discussion assignments, and traditional exams). Basic knowledge of neuromuscular physiology and sensorimotor neuroscience (brain areas involved in movement, motor and sensory neurons, motor and sensory pathways, muscle) is required. An additional understanding of how various sensorimotor systems work together to produce functional human movement is an asset. Additional training on course concepts will be provided in weekly meetings prior to synchronous class offerings	HES 100

Physical Dimensions of Aging: Teaching Assistants in this area will responsible for marking case studies and exams. Undergraduate-level knowledge of foundational topics in human physiology is required. Topics include cellular aging, normal age-related degeneration as well as application to disease in the following systems: bone and joints, neuromuscular, cardiovascular, respiratory, neurological. *Conducting physical assessments common in practice (e.g., Short-physical performance battery protocol, get-up-and-go test, mini-mental state exam).* Must be competent in marking research-based written responses, evaluation of critical thinking and application, and in providing adequate written.	**Biomechanics:** Students will be responsible for marking assignments and exams, both of which are composed primarily of calculation-based questions. Although detailed answer keys will be provided, a knowledge of introductory-level biomechanics would be an asset when marking and when meeting with undergraduate students who wish to contest an assignment grade or view their exam.		**Ethics:** TAs will be responsible for marking assignments and exams and for supporting students during completion of a scaffolded team project. Knowledge of bioethical principles, ethical analysis, and legal/ethical expectations for health professionals are essential. Knowledge related to equitable, inclusive, and anti-oppressive professional practice is expected, with opportunities to learn throughout the course.