



THE UNIVERSITY OF BRITISH COLUMBIA

Land Acknowledgement

We respectfully acknowledge the syilx Okanagan Nation and their peoples, in whose traditional, ancestral, and unceded territory UBC Okanagan is situated.

This course (and the BHES program) will provide multiple opportunities to reflect on what it means to work, study, and live here in a good way. Throughout your degree, I encourage you to take every opportunity – in and out of class – to learn about syilx history and culture and about how colonialism has impacted Indigenous people here and across Canada.

Staff and faculty in the School of Health & Exercise Sciences are committed to decolonizing our curriculum and to providing an education that prepares you to work towards health equity for Indigenous people. We invite you to support our efforts by thoughtfully engaging with relevant learning activities, understanding that we will sometimes make mistakes, and by holding us accountable when we do.

HMKN 100: Foundations of Health & Exercise Science

Instructor: Dr. Meaghan MacNutt, meaghan.macnutt@ubc.ca

Duration: Term 1, Winter 2022: Sep 5 – Dec 7

Class Location: FIP 204

Class Time: Mon/Wed 8-920am (see Course Schedule for exceptions)

Tutorial: You will attend a 2-hour tutorial session most weeks during the semester, as indicated on the Course Schedule. See Course Home Page for information about the location of your tutorial and your TA's name and email address.

Student Drop-in Hours: Mon 930-11am / Wed 1115am-1245pm - ART 149 (Meaghan's office)

Meetings are also available by appointment.

What is this course about?

The course is an introduction to the health and exercise sciences and to the evidence-based approaches used by HES professionals to enhance human health. While adopting an equity mindset, students will gain fluency in foundational terminology and concepts related to physical activity and its assessment, exercise testing and prescription, and client-centered approaches to health behavior change. Tutorials are focused on developing academic and professional skills (including critical thinking, collaboration, data management and quantitative reasoning, and information literacy) that will support student success throughout the BHES degree and beyond.

What will I learn in this course?

Upon successful completion of this course, students will be able to...

1. Discuss the multidisciplinary nature of health and exercise sciences and demonstrate awareness of some of the common professional pathways in HES
2. Describe the definitions and determinants of health and physical activity, and discuss common methods/metrics for assessing health and physical activity levels of individuals and populations
3. Explain to a non-expert what we know about physical activity and health (and how we know it)
4. Overview the six-stage approach that is used by qualified exercise professionals to optimize client health and discuss best practices relevant to each stage
5. Demonstrate early competency with key academic and professional skills, including: thinking critically about health claims, working with colleagues and clients, organizing/analyzing/interpreting/communicating quantitative information, and finding/reading/summarizing scientific articles
6. Discuss the importance of equity and inclusion in HES and critically reflect on their own beliefs, values, and attitudes about health, physical activity and health behavior

How will this course run?

This course will be delivered in-person. You are expected to prepare for each class session by completing any assigned readings, videos or activities in advance. All materials and instructions can be found in weekly Canvas modules.

You should come to class prepared to take notes (digitally or on paper) and you will need a device that allows you to participate in in-class quizzes (via iClicker) and to access and work with in-class learning materials that will be posted on Canvas. Phones will work but laptops and tablets are strongly recommended. Ensure your device is charged since outlets in the classroom are limited.

Any lecture slides from class will be available on Canvas. I will also make every effort to post class recordings on Canvas but their quality and availability is not guaranteed.

Do I need to buy a textbook or any other materials?

You will need to purchase a “program textbook” for use in this course. This means you will use it again - it will be a required text for a number of different courses throughout your degree.

CSEP Physical Activity Training for Health ® (CSEP-PATH®) Resource Manual, 3rd Edition

A print copy can be purchased at the UBCO Bookstore. A digital copy can be purchased directly through the [publisher](#).

How will I be graded in this course?

1	Course engagement - 20% <ul style="list-style-type: none"> • Prep & Participation <ul style="list-style-type: none"> • regular iClicker (80% participation/20% accuracy) + occasional Canvas activities - 3 lowest/missed scores dropped • Canvas review quizzes <ul style="list-style-type: none"> • ~weekly; must be completed by 8am the following Mon – up to 3 attempts each, avg score for each quiz recorded
2	Midterm Exam - 15% <ul style="list-style-type: none"> • Mon Oct 23 – in class • Two-stage exam: 12% from individual grade, 3% from group grade
3	Reflection Posts - 20% (5% each) <ul style="list-style-type: none"> • Individual (private) post <ul style="list-style-type: none"> • This I Believe (8am, Mon Sep 11) • Health & Its Pursuit (5pm Thu Dec 7, <i>FIRM</i>) • Group post / response (choose 2 of 3) <ul style="list-style-type: none"> • Privilege, Truth, & Reconciliation (post 8am Mon Oct 2 / response 5pm Fri Oct 6) • Anti-fat Bias (8am Wed Oct 25 / 5pm Sat Oct 28) • Choose Your Own Adventure (8am Mon Nov 27 / 5pm Fri Dec 1)
4	Tutorial Assignments - 25% <ul style="list-style-type: none"> • Complete/submit in groups – due at beginning of your scheduled tutorial session <ul style="list-style-type: none"> • Team Contract (2%, Week of Sep 18) • Health claim analysis (5%, Week of Sep 25) • Working with Data (5%, Week of Oct 30) • Visualizing Data (5%, Week of Nov 6) • Summarizing Evidence (8%, draft Week of Nov 20, presentation Week of Nov 27)
5	Final Exam - 20% <ul style="list-style-type: none"> • Date TBD – sometime during official exam period (Dec 10-21) • Two-stage cumulative exam: 16% from individual grade, 4% from group grade

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. **For example, incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course.** Careful records are kept to monitor and prevent recidivism. See the [Academic Calendar](#) for more details.

In this course, the use of Chat GPT or other generative AI tools is NOT strictly prohibited. Your instructor will provide some guidance about when and how you might consider using these tools effectively and ethically, and about using it in ways that will enhance your learning rather than hinder it. Note that this is a course-specific policy. Check with your instructor before using these kinds of tools in other classes.

Course Schedule

	Monday	Wednesday	Tutorial	Reflection/Tutorial Assignments <i>5-d grace period unless noted</i>
Week 1 Sep 4-8	--	Program Orientation	--	
Week 2 Sep 11-15	Course Orientation	Thinking critically about health information: evaluating sources	Working on Teams	This I Believe
Week 3 Sep 18-22	Thinking critically about health information: evaluating arguments	Towards equity: bias and discrimination in health care	Health Claim Analysis	Team Contract
Week 4 Sep 25-29	Towards equity: positionality, privilege and power	What is health?	Towards equity: Disrupting Bias	Health Claim Analysis
Week 5 Oct 2-6	--	How do we optimize health?	Working with Clients I: Trauma-Informed Practice	Privilege, Truth & Reconciliation
Week 6 Oct 9-13	---	Working with Clients II: the CSEP PATH®	ASYNCHRONOUS Tutorial: Exploring Anti-fat Bias	
Week 7 Oct 16-20	Thinking critically: health and body weight	What is physical activity?	Working with Clients III: Starting on the PATH®	
Week 8 Oct 23-27	MIDTERM	Physical activity & health: what are the benefits?	Working with Data	Anti-fat Bias
Week 9 Oct 30-Nov 3	How active are we?	Physical activity & health: how do we know?	Visualizing Data	Working with Data
Week 10 Nov 6-10	Exploring scientific evidence: how to read a scientific paper	Harms of physical activity	Finding Evidence	Visualizing Data
Week 11 Nov 13-17	FALL BREAK – NO CLASSES OR TUTORIALS			
Week 12 Nov 20-24	Fitness and its assessment	Principles of exercise prescription	Summarizing Evidence: Draft Workshop	Summarizing Evidence, draft (<i>firm</i>)
Week 13 Nov 27-Dec 1	What influences health behavior?	Principles of health behavior change	Summarizing Evidence: Presentations	Choose Your Own Adventure Summarizing Evidence, final (<i>firm</i>)
Week 14 Dec 4-7	Working with Clients IV: Walking the PATH® together	Review/Wrap Up	--	Health & Its Pursuit (<i>firm</i>)

Learning Environment Expectations:

UBC and the School of Health and Exercise Sciences are committed to equity, human rights and respect for diversity. All members of the learning environment should strive to create an atmosphere of mutual respect and inclusion where all members of our community can express themselves, engage with each other, and respect one another's differences. We do not condone discrimination or harassment against any persons or communities. If students encounter any problems, these should be discussed with your instructors and/or teaching assistants. If problems persist or your concerns involve the instructor or TA, please reach out to the Director of the School (tanya.fornieris@ubc.ca) or the campus Ombudsperson (ombuds.office.ok@ubc.ca).

Etiquette & Communication:

- Email communication must be professional and courteous with subject, your name, student number and course indicated. Doing so helps faculty members better respond to your concerns as many of our faculty teach multiple courses or hold multiple responsibilities with the school and across the campus.
- Email communication should be succinct with direct questions. Concerns needing significant clarification are better addressed in office hours.
- All written communication, including exams, must be legible.
- Computers and phones should only be used for course purposes during class/lab time. Other uses can be distracting to the students around you.
- The course outline for any given course is NOT comprehensive. Changes in content and in dates of assessments may occur for unforeseen circumstances. In addition, instructors typically post the details regarding assignment expectations via Canvas. It is your responsibility to read all communications and documents posted via Canvas to remain aware of any changes throughout the course.
- If there are any concerns related to the course content or delivery, please communicate these concerns to the instructor in a professional manner to resolve. If concerns remain unresolved you can bring your concerns forward by emailing hes.undergrad@ubc.ca.

Should I come to class? What if I need to miss a class once in a while?

Class attendance is not technically mandatory but it is **HIGHLY** recommended. Some new material will be introduced and explored, and classes will include opportunities to apply knowledge, practice skills, and clarify misconceptions about material you have seen outside of class. Most in-class activities will be team-based and are critical for working through the most challenging course concepts. You will work in the same assigned team throughout the term, both in class and in tutorials. You will meet your team at your first tutorial session.

Classes will also include iClicker quizzes and activities that will count towards your "Engagement" grade. Even if you prioritize attending class, I realize that life sometimes gets in the way. Therefore, your total Engagement grade will be calculated by dropping your three lowest-scoring (or absent) days. Additional absences will begin to directly affect your grade and will almost certainly impair your learning and performance on other assessments.

If you miss class for any reason, you DO NOT need to let your instructor know, but it is a good idea to let your team know when you will be absent. You are responsible for any in-class material that you miss. You can catch up by reviewing slides, watching recordings of class, and working through learning activities on your own time. You can also humbly ask for help from your team members or others to help you catch up on any material you miss. Student hours can be used to supplement your own efforts to get caught up but shouldn't be considered as a replacement for coming to class.

If you anticipate missing more than two classes in a row, please see the section below on "what my studies are unexpectedly interrupted...?"

What are tutorials? What if I need to miss one?

Tutorials are opportunities to work with your team through a variety of learning activities - with lots of support from your teaching assistant (TA). They are used to review and apply course concepts, practice important skills, and work on graded team assignments. Material from tutorials will also be examined on the midterm and final. Tutorial learning happens within your team (with the support of your TA) and everyone's preparation, attendance, and participation is crucial for the team's success.

If you miss a tutorial, you DO NOT need to let your instructor know. However, you must notify your TA and your team members, ideally in advance. You will establish guidelines with your team about how you will handle tutorial absences, expectations around preparation and participation, how to contribute to graded assignments, and how to get caught up on any missed material.

What if my studies are unexpectedly interrupted during the term?

In the School of Health and Exercise Sciences we care about your wellbeing and we are committed to supporting you in reaching your academic goals. We understand that life can present unanticipated events or challenges.

If you experience a disruption that is likely to impact your ability to attend mandatory events or meet deadlines for more than one week, you should talk to your instructor about requesting an academic concession. You may be required to provide the university with formal documentation (like a medical note, death certificate, etc.) but YOU DO NOT need to share any justification or personal information with your instructor. If you find yourself in this situation, make sure you initiate your request through your instructor as soon as possible. More details about concessions are found in the HES Academic Concessions document on the Canvas course home page.

If you experience a disruption that you expect will impact your academics for less than a week, you might be able to submit a self-declaration form in lieu of requesting concessions. The School of Health and Exercise Sciences (HES) Self-Declaration Form does not require disclosure of personal information to anyone and is intended to be used in the following circumstances:

- **Unforeseen Events:** An acute illness that is likely to resolve without seeing a health professional or a traumatic event experienced by the student, a family member, or a close friend.
- **Conflicting Responsibilities:** Life events that are scheduled beyond the student's control and normally arise after the student has registered in courses (e.g., representing university at an event, court appearance, military duty, provision of care to a family member).

Note: You may only submit a self-declaration request once per term and accommodations will NOT be considered for job interviews, volunteer commitments, travel/vacation plans, or work schedules. Students are expected to plan their personal affairs around their academic responsibilities. Please

see the [HES Self-Declaration Form](#) for further information and conditions on the use of the Self-Declaration.

What if I miss an assignment deadline?

This course uses a flexible deadline policy.

All submissions are expected on the due date. These due dates are set in order to keep you on track with your course work and to make sure that TAs have time to grade submissions and provide feedback.

There will be no grade penalty for *most* assignments submitted with a 5-day grace period. This grace period is automatically applied and you do not need to ask permission or notify your instructor or TA. As long as an assignment is submitted within the grace period there are no questions asked and it is not considered late. Assignments submitted after the grace period has ended are subject to a penalty of 10% of the assignment value per day.

Deadlines that are described on the schedule as "FIRM" do not have a grace period. For these assignments, a 10% per day grade deductions will be applied, starting from the due date. Submissions that are more than one day late may not receive any feedback.

It is in your best interest to treat the expected due dates as though they were final deadlines and to make use of the grace period only when it is necessary. It is your responsibility to keep track of deadlines, including which ones are flexible or firm.

What if I miss midterm or a final?

If you miss a midterm because of an eligible, short-term situation (described above) you can request a re-take by 1) notifying your instructor of your absence as soon as possible (ideally in advance), and 2) submitting a Self-Declaration Form. If you miss a midterm as a result of a longer disruption to your studies, you will need to initiate a request for academic concessions through your instructor. Either way, you will be required to complete the midterm at the earliest date that can be arranged by your instructor.

The policies around final exams are a bit more formal because exams are administered by the university outside of class time. If you miss a final exam due to illness or emergency, you **MUST** request academic concessions within 48 hours of the missed exam in order to be eligible to re-write the exam at a later date.

If you miss a midterm or final and do not communicate promptly with your instructor, you will receive a grade of zero for that assessment.

Can I get disability-related accommodations in this class?

Many students are entitled to academic accommodations that reduce barriers to participation and/or optimal performance in university. This could include additional time to write an exam, deadline extensions, or other accommodations. If this pertains to you, please register as soon as possible with the [Disability Resource Centre](#). The DRC will automatically inform me of any approved accommodations.

Other Course Policies

The full list of policies for the School of Health & Exercise Sciences can be accessed at the bottom of the course home page on Canvas. Two important university policies are described here; the rest can be found in the [Academic Calendar](#).

Final Examinations

You can find the [Senate-approved term and examination dates here](#). Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 27-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Further information on Academic Concession can be found in the [Academic Calendar](#).

Grading Practices

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record. Further information about grading policies can be found in the [Academic Calendar](#).

Student Services Resources:

UBC Okanagan Disability Resource Centre

The DRC facilitates disability-related accommodations and programming initiatives to remove barriers for students with disabilities and ongoing medical conditions. If you require academic accommodations to achieve the objectives of a course please contact the DRC at:

UNC 215 250.807.8053
email: drc.questions@ubc.ca
Web: www.students.ok.ubc.ca/drc

UBC Okanagan Equity and Inclusion Office

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

UNC 325H 250.807.9291
email: equity.ubco@ubc.ca
Web: www.equity.ok.ubc.ca

Student Wellness

At UBC Okanagan health services to students are provided by Student Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Student Wellness for more information or to book an appointment.

UNC 337 250.807.9270
email: healthwellness.okanagan@ubc.ca
Web: www.students.ok.ubc.ca/health-wellness

Sexual Violence Prevention and Response Office (SVPRO)

SVPRO is a confidential place for those who have experienced, or been impacted by, any form of sexual or gender-based violence, harassment or harm, regardless of where or when it took place. They aim to provide a safer space for people of all identities and experiences, including all genders and sexualities. SVPRO can help you find a safe place to stay, help you arrange academic concessions, explain your reporting options, and will even go with you (if you want) to the hospital, police, or court. They prioritize your safety and wellness, and support you in making decisions that are right for you.

phone: 250.807.9640
email: svpro.okanagan@ubc.ca
web: www.svpro.ok.ubc.ca

Office of the Ombudperson

The Office of the Ombudperson for Students is an independent, confidential and impartial resource to ensure students are treated fairly. The Ombuds Office helps students navigate campus-related fairness concerns. They work with UBC community members individually and at the systemic level to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Ombuds helps students gain clarity on UBC policies and procedures, explore options, identify next steps, recommend resources, plan strategies and receive objective feedback to promote constructive problem solving. If you require assistance, please feel free to reach out for more information or to arrange an appointment.

UNC 328 250.807.9818
email: ombuds.office.ok@ubc.ca
Web: www.ombudsoffice.ubc.ca

Student Learning Hub

The Student Learning Hub is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies**. Students are encouraged to visit often and early to build the skills, strategies and behaviors that are essential to being a confident and independent learner. For more information, please visit the Hub's website.

LIB 237 250.807.8491
email: learning.hub@ubc.ca
Web: www.students.ok.ubc.ca/slh

The Global Engagement Office

The Global Engagement Office provides advising and resources to assist International students in navigating immigration, health insurance, and settlement matters, as well as opportunities for intercultural learning, and resources for Go Global experiences available to all UBC Okanagan students, and more. Come and see us – we are here to help! You may also contact geo.ubco@ubc.ca

Copyright Statement

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Safewalk

Don't want to walk alone at night? Not too sure how to get somewhere on campus?

Call Safewalk at **250-807-8076**.

For more information, see: www.security.ok.ubc.ca