



**a place of mind**  
**THE UNIVERSITY OF BRITISH COLUMBIA**

**School of Health and Exercise Sciences**  
**HES 231 Exercise Counselling and Behaviour Modification Course Outline**  
**2023 (3 credits)**

**Instructors:** Dr. Mary Jung and Kaela Cranston  
**Teaching Office:** Upper Campus Health Building  
**office phone:** (250) 807-9670  
**Office Hours:** by appointment  
**email:** [mary.jung@ubc.ca](mailto:mary.jung@ubc.ca) and [kaela.cranston@ubc.ca](mailto:kaela.cranston@ubc.ca)

We respectfully acknowledge that this course takes place within the ancestral, traditional unceded territory of the Syilx Nation. As part of our commitment to decolonization, learning objectives within this course strive to confront and challenge past “knowledge”, address issues of power and privilege as it relates to health and healthcare, and diversify our ways of knowing and educational materials.

**Lecture time and location:** Fridays 8:00-9:30am in ASC 140

**Lab times and location:** All labs will be asynchronous and do not require you to attend your scheduled lab times.

**Academic Calendar Course Description:**

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Application of evidence-informed behaviour change techniques to help individuals adopt and adhere to health behaviours. [3-2-0]

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**Prerequisite:** HES 131 or HMKN 201

**Course format:**

**LECTURE TIME**

- ~1hr asynchronous (course prep on your own) learning activities
- ~1.5hr in person synchronous lecture activities
- ~1hr optional office hours/Q&A time per week

**LAB TIME**

- ~ 2-hr lab per week (all labs are asynchronous to be done in your own time)

**Course Format**

The course consists of both lectures and labs to achieve the learning objectives. Lectures will focus on introducing basic strategies used in exercise counselling. The lectures and associated assignments will involve students engaging in several activities designed to enhance communication and

interpersonal skills including cultural safety, compassion, caring and professionalism, and practice counselling with peers. Through interactive lab-based activities, students will understand barriers to exercise for the general population, critically reflect on their own biases, and learn behaviour change techniques known to be effective for eliciting change in others.

**Course Overview, Content, and Objectives**

This course is designed to aid students in developing an understanding and appreciation of how to work with future clientele to adopt and adhere to a variety of health behaviours with a particular focus on exercise. This course will expose students to advances in applied research in the field of Exercise Psychology through practice, application, and first-hand experiences. Laboratories will allow students to grasp concepts discussed in previous classes and readings by witnessing the phenomenon themselves.

**Our teaching objectives are to:**

- Observe, provide feedback and advance students’ interpersonal skills including communication, empathy, compassion, and professionalism.
- Design hands-on activities that foster reflective practice and cultural humility.
- Expose students to the application, and importance of evidence-based behaviour change theories and techniques in a variety of allied health professions

**Learning Outcomes**

After completing this course, students should be able to:

- [1] Recognize power imbalances, your positional biases, and how this relates to therapeutic alliance
- [2] Demonstrate empathy for how the general public experiences exercise
- [3] Apply interpersonal skills including communication, empathy, compassion, and professionalism in exercise counselling
- [4] Deliver evidence-based behaviour change techniques in a counselling setting

**Evaluation Criteria and Grading:**

Please note that you must receive a passing grade in the lab and lecture part of the course to pass this course. In addition, if you fail the course as a result of not passing one of these two components you will have to complete both the lecture and lab again. There is no midterm or final exam in this course.

**Course Evaluation**

	<i>Lecture Assignments</i>	<i>Lab</i>
<i>% of class mark</i>	<i>50%</i>	<i>50% (each lab worth 12.5%)</i>

**Lecture Evaluation**

<b>Due Date</b>	<b>% of total mark</b>	<b>Assignment</b>
Thursday, October 12 <sup>th</sup> @ 5:00pm	10%	<b>Video 1: Therapeutic alliance and empathy mock role-play</b> 5-7-minute recorded video of you acting as a counsellor to a mock client and demonstrating therapeutic alliance and empathy.
Thursday, November 23 <sup>rd</sup> @ 5:00pm	10%	<b>Video 2: Cultural humility mock role-play</b> 5-7-minute recorded video of you acting as a counsellor to a mock client and demonstrating cultural humility.
Friday, November 3 <sup>rd</sup> @ 11:59pm (Allyship) and Friday, November 10 <sup>th</sup> @ 11:59 pm (Gender Equity)	5% (Each discussion board worth 2.5%)	<b>Foundations for Inclusive and Respectful Engagement (FIRE) discussion boards</b> Meaningful contributions to the Gender Equity in Academic and Professional Contexts and Allyship FIRE discussion boards
Monday, December 11 <sup>th</sup> @ 11:59pm	15%	<b>Video 3: Final mock roleplay</b> ~10-15-minute recorded video of you acting as counsellor to a mock client.
Monday, December 11 <sup>th</sup> @ 11:59pm	10%	<b>Reflections on Your Counselling Skills and BAP</b> ~4-page paper reflecting on what ways you demonstrated empathy, ways you could improve your counselling skills in general and BAP in your mock video.

**Lab Evaluation**

<b>Due Date</b>	<b>% of total mark</b>	<b>Assignment</b>
Thursday, September 28 <sup>th</sup> @ 5:00pm	12.5%	<b>Lab 1: Considerations when developing a behaviour change intervention</b>
Thursday, October 5 <sup>th</sup> @ 5:00pm	12.5%	<b>Lab 2: Understanding general population's exercise barriers</b>
Thursday, October 19 <sup>th</sup> @ 5:00pm	12.5%	<b>Lab 3: Evaluation of group fitness instructors</b>
Thursday, November 9 <sup>th</sup> @ 5:00pm	12.5%	<b>Lab 4: Implicit association test</b>

**Grading Scheme:**

Percentage (%)	Letter Grade
90 - 100	A+
85 - 89	A
80 - 84	A-
76 - 79	B+
72 - 75	B
68 - 71	B-
64 - 67	C+
60 - 63	C
55 - 59	C-
50 - 54	D
0 - 49	F (Fail)

**Required Text and/or readings:**

There is no required text for this course. There are, however, several **required** readings for both lecture and laboratory components that are available online at our library. Required readings and videos will be posted on Canvas. Please be sure to check Canvas on a weekly basis for updates.

**Lecture and Lab Attendance:**

This is an advanced course designed for students with a keen interest in Health Behaviour Change. Evaluation is heavily based on involvement in class and major assignments. It is expected that students not only attend classes, but actively engage in them. In order to do well in this course, readings and videos will need to be read/watched prior to class and participation in class discussions will be pivotal. Lecture attendance is not mandatory but is highly recommended as material discussed in class will be expected to be mentioned and discussed on assignments. Students who attend lecture generally achieve higher grades. Class participation is encouraged and has also been found to lead to higher grades. The text and/or notes, other resources are easily accessible at any time, but it is impossible to duplicate the discussion, activities, challenge and interaction that takes place in the classroom.

**All labs are completed on your own - asynchronously.** Refer to the lab policies in your lab manual and on the School of Health and Exercise Sciences website for more detail.

**Course Schedule:**

<b>Date</b>	<b>LECTURE Topic</b>	<b>Associated Learning Outcome</b>	<b>Associated course assignment</b>	<b>LAB # AND NAME</b>	<b>Due date of lab or course assignment</b>
Sept 8	<ul style="list-style-type: none"> <li>• Class overview</li> <li>• Overview of labs and assignments</li> <li>• How to prepare assignments for this course</li> </ul>	[1]	--	--	--
Sept 15	<ul style="list-style-type: none"> <li>• Applying theory and evidence-based strategies in counselling sessions: Introduction to the behaviour change wheel</li> </ul>	[1,3,4]		Lab 1: Considerations when developing a behaviour change intervention	Thursday, September 28 <sup>th</sup> @ 5:00pm
Sept 22	<ul style="list-style-type: none"> <li>• Introduction to empathy</li> <li>• How could you demonstrate empathy?</li> <li>• Understanding perspectives of others</li> </ul>	[2,3]	--	Lab 2: Understanding General Population's Exercise Barriers	Thursday, October 5 <sup>th</sup> @ 5:00pm
Sept 29	<ul style="list-style-type: none"> <li>• What is therapeutic alliance?</li> <li>• Why is it important?</li> <li>• Applying it in the real-world</li> </ul>	[2,3,4]	Video 1: Therapeutic alliance and empathy mock roleplay	--	Thursday October 12 <sup>th</sup> @ 5:00pm
Oct 6	<ul style="list-style-type: none"> <li>• Impact of fitness staff on client experiences</li> </ul>	[1,4]	--	Lab 3: Evaluation of Group Fitness Instructors	Thursday October 19 <sup>th</sup> @ 5:00pm
Oct 13	CLASS CANCELLED		--		

Oct 20	<ul style="list-style-type: none"> <li>Weight biases in healthcare and fitness facilities</li> <li>Owning our own biases</li> </ul>	[1]	--	--	--
Oct 27	<ul style="list-style-type: none"> <li>Implicit Associations</li> </ul>	[1]		Lab 4: Implicit Associations	Thursday, November 9 <sup>th</sup> @ 5:00pm
Nov 3	<ul style="list-style-type: none"> <li>Power imbalances inherent to counselling scenarios</li> <li>Power imbalances inherent to fitness scenarios</li> <li>Cultural safety</li> <li>Allyship</li> </ul>	[1,2,3, 4]	<p>Video 2: Cultural humility mock roleplay</p> <p>FIRE module discussion board</p>	--	<p>Thursday, November 23<sup>rd</sup> @ 5:00pm</p> <p>Friday, November 3<sup>rd</sup> @ 11:59pm</p>
Nov 10	<ul style="list-style-type: none"> <li>Sex and gender biases</li> </ul>	[1]	FIRE module discussion board	--	Friday, November 10 <sup>th</sup> @ 11:59pm
Nov 17	MIDTERM BREAK				
Nov 24	<ul style="list-style-type: none"> <li>Introduction to Brief Action Planning</li> </ul>	[1,2,3,4]	--	--	
Dec 1	<ul style="list-style-type: none"> <li>Wrap up: Summary of course content</li> <li>time for recording mock role-play</li> <li>Extra help if needed</li> </ul>	[1,2,3,4]	<p>Video 3: Final mock roleplay</p> <p>Final written reflection</p>	--	Both due: Monday, December 11 <sup>th</sup> @ 11:59pm
Exam period (December	--	--	--	--	--

10-21)					
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### **Expectations:**

As your instructors, we expect from you: punctuality, effort, professional conduct and work, and respect for your classmates, instructor and yourself. You can expect the same from us. As we are all lifelong learners, we will strive to make the class an optimal learning environment for everyone. This can be facilitated by your communication with us, throughout the entire course, about positive components of the class process as well as your concerns.

### **Course Policies:**

Please refer to the UBC O and HES websites for full details of our academic policies. All UBC, FHSD and School of Health and Exercise Sciences Policies apply. You are responsible to be familiar with all policies as necessary for your situations and success.

### **Final Examinations**

The examination period for Term 1 of Winter 2023-2024 is December 10<sup>th</sup>-21<sup>st</sup>. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for our-of-time final examinations only if they are representing the University, the province or the country in a competition or performance; serving 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 can be found under Policies and Regulation in the *Okanagan Academic Calendar* <http://www.calendar.ubc.ca/okanagan/index.cmf?tree=3,48,0,0>

### **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 may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cmf?tree=3,54,111,0>

### **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 the faculty, department, or school might change an unofficial grade given by an instructor.

Grades are not official until they appear on a student's academic record.

<http://www.calendar.ubc.ca/okanagan/index.cmf?tree=3,41,90,1014>

## **Student Service Resources**

### **UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

**UNC 214**      250.807.9263  
email: [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca)  
Web: [www.students.ok.ubc.ca/drc](http://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 216**      250.807.9291  
email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)  
Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)

### **Health & Wellness**

At UBC Okanagan health services to students are provided by Health and 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 Health and Wellness for more information or to book an appointment.

**UNC 337**      250.807.9270  
email: [healthwellness.okanagan@ubc.ca](mailto:healthwellness.okanagan@ubc.ca)  
Web: [www.students.ok.ubc.ca/health-wellness](http://www.students.ok.ubc.ca/health-wellness)

### **Student Learning Hub**

The Student Learning Hub (LIB 237) 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.** For more information, please visit the Hub's website (<https://students.ok.ubc.ca/student-learning-hub/>) or call 250-807-9185.

**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](http://www.security.ok.ubc.ca)*