



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

School of Health and Exercise Sciences
HES 231 Exercise Counselling and Behaviour Modification Course Outline
2024-2025 (3 credits)

Instructors: Dr. Mary Jung
email: mary.jung@ubc.ca

TA contact information: Natalie Grieve (natalie.grieve@ubc.ca), Rebecca Reitsma (rebecca.reitsma@ubc.ca)

Office Hours (note all are virtual):

Tuesdays @ 10:00am-11:00am (visit Canvas shell office hours tab to access the zoom link)

Thursdays @ 1:00pm-2:00pm (visit Canvas shell office hours tab to access the zoom link)

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: Mondays 9:30-11:00am in Fipke room 204

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

Academic Calendar Course Description:

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

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 both lab and lecture part 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

Due Date	% of total mark	Assignment
Friday Feb 7 th @ 5:00pm	10%	Video 1: Therapeutic alliance and empathy mock role-play 5-7-minute recorded video of you acting as a counsellor to a mock client and demonstrating therapeutic alliance and empathy.
Friday, Mar 14 th @ 5:00pm	5%	Foundations for Inclusive and Respectful Engagement (FIRE) discussion board Meaningful contributions to the Gender Equity in Academic and Professional Contexts discussion board on Canvas
Friday, Mar 21 st @ 5:00pm	10%	Completion of the Cultural Safety and Inclusivity module and Quiz

		Successful completion of asynchronous cultural safety and inclusivity module <i>and</i> completion of 10-item quiz on Canvas.
Monday April 11 @ 5:00pm)	15%	Video 2: Final mock roleplay ~10-15-minute recorded video of you acting as counsellor to a mock client delivering BAP.
Monday April 11 @ 5:00pm)	10%	Reflections on Your Counselling Skills, BCTs, and BAP ~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

Due Date	% of total mark	Assignment
Friday, Jan 24 th @ 5:00pm	12.5%	Lab 1: Considerations when developing a behaviour change intervention
Friday, Jan 31 st @ 5:00pm	12.5%	Lab 2: Understanding general population's exercise barriers
Friday Feb 14 th @ 5:00pm	12.5%	Lab 3: Evaluation of group fitness instructors
Friday, Mar 7 th @ 5:00pm	12.5%	Lab 4: Implicit association test

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 a course designed for Health and Exercise Sciences 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 course syllabus and lab manual and on the School of Health and Exercise Sciences website for more detail.

Course Schedule:

Date	LECTURE Topic	Associated Learning Outcome	Associated course assignment	LAB # AND NAME	Due date of lab or course assignment
Jan 6	<ul style="list-style-type: none"> • Class overview • Overview of labs and assignments • How to prepare assignments for this course 	[1]	--	--	--
Jan 13	<ul style="list-style-type: none"> • Applying theory and evidence-based strategies in counselling sessions: Introduction to the behaviour change wheel 	[1,3,4]		Lab 1: Considerations when developing a behaviour change intervention	Friday, Jan 24 th @ 5:00pm
Jan 20	<ul style="list-style-type: none"> • Introduction to empathy • How could you demonstrate empathy? • Understanding perspectives of others 	[2,3]	--	Lab 2: Understanding General Population's Exercise Barriers	Friday, Jan 31 st @ 5:00pm
Jan 27	<ul style="list-style-type: none"> • What is therapeutic alliance? • Why is it important? • Applying it in the real-world 	[2,3,4]	Video 1: Therapeutic alliance and empathy mock roleplay	--	Friday Feb 7 th @ 5:00pm
Feb 3	<ul style="list-style-type: none"> • Impact of fitness staff on client experiences 	[1,4]	--	Lab 3: Evaluation of Group Fitness Instructors	Friday Feb 14 th @ 5:00pm
Feb 10	<ul style="list-style-type: none"> • Weight biases in healthcare and fitness facilities • Owning our own biases 	[1]	--	--	--
Feb 17	MIDTERM BREAK				
Feb 24	<ul style="list-style-type: none"> • Implicit Associations 	[1]		Lab 4: Implicit Associations	Friday, Mar 7 th @ 5:00pm

Mar 3	<ul style="list-style-type: none"> Sex and gender biases 	[1]	FIRE (sex and gender) module discussion board	--	Friday, Mar 14 th @ 5:00pm
Mar 10	<ul style="list-style-type: none"> Cultural safety and Inclusivity 	[1]	Cultural safety and Inclusivity module and associated quiz on Canvas	--	Friday, Mar 21 st @ 5:00pm
Mar 17	<ul style="list-style-type: none"> Power imbalances inherent to counselling scenarios Power imbalances inherent to fitness scenarios 	[1,2,3, 4]		--	
Mar 24	<ul style="list-style-type: none"> Introduction to Brief Action Planning 	[1,2,3,4]	Video 2: Final mock roleplay Final written reflection	--	Both due: Monday, Apr 11 th @ 5:00pm
Mar 31	<ul style="list-style-type: none"> Wrap up: Summary of course content time for recording mock role-play Extra help if needed 	[1,2,3,4]		--	
April 7	<ul style="list-style-type: none"> time for recording mock role-play Extra help if needed 				
Exam period (April 11-26)	--	--	--	--	--

Expectations:

As your instructor, I expect from you: punctuality, effort, professional conduct and work, and respect for your classmates, instructor and yourself. You can expect the same from me. As we are all

lifelong learners, I will strive to make the class an optimal learning environment for everyone. This can be facilitated by your communication with me, throughout the entire course, about positive components of the class process as well as your constructive feedback for improvement.

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 2 of Winter 2024-2025 is April 11th-26th. 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>

Use of Generative AI

This course does not permit the use of generative AI tools such as ChatGPT. It is a key expectation for academic integrity that students complete their own work. The use of Chat GPT or other generative AI tools in this course would be considered academic misconduct.

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>

Use of Glean software in class

During lectures, recordings may be made by a student with note-taking accommodation using Glean.co. These recordings utilize the device's microphone and/or content displayed on the screen and are exclusively for the student's personal use to support their accommodation. This service is provided by UBCO's Disability Resource Centre, and all users have agreed to UBC's terms for recording lectures.

Under Section 26 of the BC Freedom of Information and Protection of Privacy Act (FIPPA), UBC collects this information solely to facilitate note-taking accommodations. Glean, along with its third-party service providers, processes and stores data outside of Canada, primarily in the United Kingdom and the United States, adhering to its Privacy Policy.

For any inquiries or concerns regarding how this information is collected, used, or stored, please contact drc.questions@ubc.ca.

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
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 216 250.807.9291
email: equity.ubco@ubc.ca
Web: 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
Web: 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



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SCHOOL OF HEALTH AND EXERCISE SCIENCES

HES 231

Exercise

Counselling

and Behaviour

Modification

Laboratory Manual

Course Instructor: Dr. Mary Jung

WINTER 2024/2025

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LAB SCHEDULE

Date	LAB # AND NAME	Due date of lab or course assignment
Jan 6	NO LAB	--
Jan 13	Lab 1: Considerations when developing a behaviour change intervention	Friday, January 24 th @ 5:00pm
Jan 20	Lab 2: Understanding General Population's Exercise Barriers	Friday, January 31 st @ 5:00pm
Jan 27	NO LAB	--
Feb 3	Lab 3: Evaluation of Group Fitness Instructors	Friday Feb 14 th @ 5:00pm
Feb 10	NO LAB	--
Feb 17	MIDTERM BREAK	
Feb 24	Lab 4: Implicit Associations	Friday, Mar 7 th @ 5:00pm
Mar 3	NO LAB	--
Mar 10	NO LAB	--
Mar 17	NO LAB	--
Mar 24	NO LAB	--
Mar 31	NO LAB	--
April 7	NO LAB	--

Please note that all labs will be done asynchronously (on your own time).



CONTACT INFORMATION

Course Instructors: **Dr. Mary Jung**
mary.jung@ubc.ca

Teaching Assistants: **Natalie Grieve**
natalie.grieve@ubc.ca

Rebecca Reitsma
rebecca.reitsma@ubc.ca

EMERGENCY PROCEDURES

If there is an emergency in the lab classroom, posted signs near the phone instruct you to dial:

UBC Landline: 78111

Cell phone: 250.807.8111

You will be dispatched to UBC O Emergency Services who will contact fire/ambulance/police
If no one answers, then call 9-1-1

If a student is having medical difficulties, but does not need an ambulance, please
direct them to:



Health and Wellness

UNC337 - 3333 University Way
Kelowna, BC Canada V1V 1V7
Tel: 250.807.9270

E-mail: campushealth.ubco@ubc.ca

The First Aid Kit and AED unit is located in Upper Campus Building. TAs are trained in AED use and must be consulted before using the First Aid Kit (except for in extreme emergencies).

Note that any use of the First Aid Kit must be accompanied by the submission of an Incident Report Form to the Laboratory Coordinator.

LABORATORY POLICIES

Passing of Labs

Students must pass both the lab and lecture component of a course to receive a passing grade in the course. If a student fails one of these components, yet their total grade is still above 50%, then the grade entered will be 49%.

Preparation for the Lab

It is the student's responsibility to read any pre-lab readings or materials before completing the lab. Instructions for each lab will be posted on Canvas and will be discussed in class.

GRADING

The laboratory component of HES 231 is worth **50%** of the total grade. It will be composed of your 4 lab reports.

Breakdown

Lab Reports: 4 lab reports each worth 12.5% of your total grade



Lab Reports

Lab reports for this course are to be submitted in the form of a written reflection on Canvas. Reflections will be maximum 3 pages double-spaced and should include some background information on the associated lab topic, how the lab activity relates to in-class discussion (this must be cited with date of the lecture it is from), and why this lab is important in the context of your degree. Background information should consider valid sources of information, including, but not limited to peer-reviewed sources, events in the news, and lived experience (your own or others').

Lab reports are due at the dates outlined in class and online (Canvas) unless otherwise stated. Do not email the professor or TA your assignment.

Late Assignments or Reports

As of September 2013, the School of Health and Exercise Sciences has a standardized policy for late materials. Lab assignments or reports received after the appointed time, will be considered late and given the following penalties:

<24 hours: 20% deducted from grade
24–48 hours: 50% deducted from grade
>48 hours: a grade of zero

Deductions will commence from the date and time the assignment is due, and will accumulate for each subsequent period, including weekends and holidays.

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 break-down 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 in order to monitor and prevent recidivism. A more detailed description of academic integrity, including the policies and procedures, may be found at:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,0,0>

STRUCTURE OF THE LAB REPORT AND GENERAL MARKING SCHEME

Dimension	5 points	4 points	3 points	2-1 points
Organization and Coherence	<p>Connections drawn from paragraph to paragraph (or within paragraph) are logical and seamless</p> <p>Order of ideas is effective</p> <p>Excellent economy of words (expresses complex points or good description without wasted word count)</p> <p>Good use of paragraph and structure</p>	<p>Ideas often flow well, but not always</p> <p>Solid effort at use of structure</p> <p>Solid effort at economy of words, but sometimes sentences, or parts of sentences do not add to the reflection</p>	<p>Some attempt at word economy (too few words to express ideas in detail, or uses too many words per idea)</p> <p>Some structure evident, but needs development (e.g., too many or too few paragraphs, or too many points expressed per paragraph)</p>	<p>Needs development (talk to the TA or professor for additional help)</p>
Clarity	<p>Overall point is obvious and clear (simple writing is welcome as complex writing may limit clarity)</p> <p>Use of language and wording is excellent</p> <p>Very few writing errors</p>	<p>May have some writing errors</p> <p>Use of language and wording is good</p> <p>The main point is largely clear (but maybe too general, or too many central ideas)</p>	<p>Wording makes the central point unclear or only partially clear</p> <p>Frequent writing errors (typo's, grammatical errors, repetitive statements)</p>	<p>Needs development (talk to the TA or professor for additional help)</p>
Understanding of class concepts, theory, models, or content	<p>Expresses good understanding of (i.e., explains) key concepts from class</p> <p>Choice of concepts enhances understanding of the central point and evidence</p>	<p>Some attempt to use concepts from class</p> <p>Solid, but incomplete explanation of concepts</p> <p>Solid attempt to explain concepts with sufficient depth</p> <p>Solid effort to use concepts to enhance the central point</p> <p>Explanation of ideas may become too general at times</p>	<p>Concepts are used, but often rely on a very general application of the concept, and may rely on clichéd use of concepts</p> <p>Little attempt at explaining concepts from class, or there are mistakes made in explaining the concepts</p> <p>Concepts not explained with much depth or thought</p> <p>Choice of concepts may not fully align with examples or central point</p>	<p>Needs development (talk to the TA or professor for additional help)</p>

<p>Well-developed and explained central point</p>	<p>Ideas are nuanced and insightful</p> <p>Depth of thinking</p> <p>Coherent set of ideas expressed</p> <p>Shows critical thinking</p>	<p>Some critical thinking</p> <p>Generally, the ideas expressed are good</p> <p>Most (but not all) ideas support central argument</p> <p>Good attempt at showing nuance of thought</p>	<p>Some good ideas</p> <p>The central idea is not well supported by all paragraphs</p> <p>Some effort to integrate ideas, but may only loosely connect ideas in the reflection</p>	<p>Needs development (talk to the TA or professor for additional help)</p>
<p>Use of evidence and examples in explanation of central point</p>	<p>Provides appropriate (i.e., not too much or too little) description of examples</p> <p>Explains examples and evidence to enhance the main argument</p> <p>Strong fit between central point, key concepts, and evidence</p> <p>Evidence and examples relate to class discussions</p>	<p>Some examples used</p> <p>An attempt to provide appropriate detail, but may be too much or too little descriptive detail</p> <p>The connection between examples and the central point are largely successful</p> <p>Evidence and examples somewhat relate to class discussions</p>	<p>Potentially very few examples used</p> <p>Examples are not well or fully explained</p> <p>Examples only provide partial support of main ideas or partial relevance to concepts</p> <p>Provides good explanation of example, but fails to fully tie it to the main ideas</p> <p>Evidence and examples weakly relate to class discussions</p>	<p>Needs development (talk to the TA or professor for additional help)</p>
<p>Total score</p>	<p>/25</p>			