THE UNIVERSITY OF BRITISH COLUMBIA

Land Acknowledgement

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

We can't begin a professional practice course without considering what it means for all of us to live and work here in a good way. As future HES professionals, what are our obligations to the syilx caretakers of this land? How do we practice in ways that support Indigenous self-determination, particularly the right to access culturally safe health programs and services? How do we practice in ways that move toward health equity for Indigenous people? How do we support equity and inclusion for Indigenous HES professionals?

As we move through this course together, we won't necessarily provide clear answers to these questions. However, I hope you bring these ideas to mind as we learn about what health professionals are expected to know and do, and as you reflect on the kind of professional that you would like to become.

HES 371: Professional Practice in Health & Exercise Sciences

Instructor: Dr. Meaghan MacNutt (she/her/hers)

Duration: Winter 2025 Term 1 (Sep 2 – Dec 4)

Class Details: Tue/Thu 11am-1230pm, LIB 305

Student Hours: Tue 1245-2pm OR by appointment, ART 149

Course Overview

This course explores the professional expectations, industry-accepted standards, and regulatory requirements that are relevant to health and exercise practitioners. In addition to a focus on safety and legal compliance, we will work to develop the knowledge and skills needed to support professional practice that is reflective, collaborative, equity-oriented, and person-centered.

Course Format

This course will be delivered in person using a semi-flipped format. Students will encounter some course concepts outside of class (i.e. readings, podcasts, videos, etc. delivered via Canvas modules) and class time will be used to clarify, discuss, and apply these concepts via short interactive lectures, class polling, case studies and a variety of other learning activities.

This course uses team-based learning. Students can work independently (or with whomever they choose) on the Canvas modules but will work with their Learning Team in class. Much of the course learning will happen during team activities so team members rely on each other to come to class prepared and ready to contribute to each other's learning.

Team-based learning can be challenging, but it is invaluable for developing the collaborative skills that are essential in virtually every health and exercise profession. Throughout this course, we will explore theory and practice skills related to effective team functioning and conflict management, with a particular focus on inclusive, respectful interpersonal conduct and communication. Students will put these skills to use while completing challenging (but ungraded) in-class activities and a graded team component of the midterm.

You will be assigned to a Learning Team that you will work in for the entire course.

Learning Outcomes

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

1. Describe the challenges and opportunities of interprofessional and team-based practice; identify and selectively apply strategies for inclusive and respectful collaboration and conflict management
2. Recognize, describe, and select appropriate practice standards that support client safety, including pre-participation screening, risk assessment and management, maintenance of a safe environment, and emergency preparation and response
3. Describe, demonstrate, and selectively apply industry and/or regulatory standards related to practicing within scope, maintaining competence, obtaining consent, appropriate record-keeping, and protection of privacy
4. Describe, demonstrate, and selectively apply communication strategies that support trauma-informed, anti-oppressive, person-centered practice
5. Evaluate their own readiness for professional practice by reflecting on the expectations of health and exercise professionals and on their own experiences, strengths, and areas for professional growth.

Learning Materials

There is no required textbook for this course. All learning materials will be available via Canvas modules.

Assessments of Learning (See course schedule for due dates)

1	**Course Engagement – 50%**
	• Preparation & Participation (10%)
	  • daily in-class iClicker questions (*full points for responding to at least 50% of each day's polls/quizzes*)
	  • occasional in-class and out-of-class Canvas activities *(some graded, most completion-only)*
	  • *FIRM deadlines - no opportunity for late submissions*
	  • *3 lowest/missed scores dropped*
	• Canvas Review Quizzes (15%)
	  • ~10 throughout term, due 1 week after release
	  • *FLEX deadlines (3-d grace period before quiz closes)*
	  • *up to 3 attempts each, average score = quiz grade; lowest quiz grade from term dropped*
	• Learning Reflections (25%)
	  • throughout term, submit any 5 of 10

2	**Midterm – 15%** • Two-stage assessment - *90% of grade from individual midterm, 10% from team midterm* • Details about format / testable material on Canvas
3	**Professional Practice Portfolio - 35%** • Assets + Experiences Inventory (10%) • Jane Certification and Charting (10%) • Professional Toolkit (15%) • *FLEX deadlines (no penalty within 3-d grace period, then 10% penalty per day)*

Academic Integrity:

From https://academicintegrity.ubc.ca/about-academic-integrity/

> Doing your own work, acknowledging the contributions of others, and seeking help when you need it are all part of what academic integrity means at UBC, as is avoiding tools and services that subvert these practices. Academic integrity is a commitment to upholding the values of respect, integrity, and accountability in academic work. It is foundational to teaching and learning and is a fundamental and shared value of all members of the UBC community. UBC adopts an educative approach to academic integrity that supports students and instructors around awareness and that values academic misconduct processes that are fair and effective.
>
> Academic integrity is a set of values and skills that must be learned and refined over time. Instructors are responsible for setting clear expectations around academic integrity in their courses, modelling honest behaviour as teachers and scholars, and creating a space for students to develop their understanding of academic integrity. Students are responsible for meeting these expectations in their academic work, developing an understanding of concepts, and seeking support when they have questions. UBC is responsible for creating and sustaining the culture of academic integrity that makes all of this possible. Everyone plays a part in supporting and enhancing academic integrity at UBC.

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

HMKN 371 – Professional Practice in Health & Exercise Sciences, 2025W1

Course Schedule *ASYNCHRONOUS sessions are shaded*

	Tue	**Thu**	**Assignment Deadlines** *Portfolios: all required. Reflections: do 5 of 10.* *All due 5pm Sat (end of week) with 3-day grace period, except as indicated*
Week 1 Sep 1-5	Intro to Professional Practice	Professional Standards & Expectations	
Week 2 Sep 8-12	Reflective Practice and Lifelong Learning	Privilege, Power, & Professionalism	Reflection: Professional Expectations & Professionalism
Week 3 Sep 15-19	Collaborative Practice 1	Collaborative Practice 2	Reflection: Collaborative Practice
Week 4 Sep 22-26	Practicing Safely 1: Overview and Expectations	Practicing Safely 2: Risk Assessment	**Portfolio**: **Assets + Experiences**
Week 5 Sep 29-Oct 3	---	Practicing Safely 3: Emergency Preparation & Management	Reflection: Risk Assessment
Week 6 Oct 6-10	Scope, Competence, & Referrals 1	Scope, Competence, & Referrals 2	Reflection: Emergencies
Week 7 Oct 13-17	Documentation 1	Documentation 2	Reflection: Scope of Practice
Week 8 Oct 20-24	Consent & Capacity	Confidentiality & Privacy	**Portfolio**: **Jane Certification & Charting**
Week 9 Oct 27-31	Compliant Practice	Person-Centered Practice & Shared Decision-Making	Reflection: Compliant Practice
Week 10 Nov 3-7	Person-Centered Communication 1	Person-Centered Communication 2	Reflection: Person-Centered Communication
Week 11 Nov 10-14	**READING WEEK = NO CLASSES**		
Week 12 Nov 17-21	**MIDTERM**	Trauma-Informed Practice	Reflection: Trauma-Informed Practice
Week 13 Nov 16-20	Inclusive & Accessible Practice	Working with 2SLGBTQIA+ Clients and Colleagues	Reflection: Inclusive Practice
Week 13 Dec 1-5	Supporting Clients & Colleagues Living with Chronic Pain	Professional Toolkits & Course Wrap-Up	**Portfolio**: **Professional Toolkit** *(Thu at 11am, FIRM)* Reflection: Accessible Practice

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 Associate Director of the School (greg.dumanoir@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.

Is it worth coming to class? What if I need to miss a class or two?

Class attendance is not technically mandatory but it is HIGHLY recommended. Classes will include opportunities to apply knowledge, practice skills, and clarify misconceptions about material you have seen outside of class. New material will also be introduced end explored. Classes will also include iClicker quizzes and activities that will count towards your "Preparation & Participation" grade. Even if you prioritize attending class, I realize that life sometimes gets in the way. Therefore, your total partiiation grade will be calculated by dropping your three lowest-scoring (or absent) engagement activities. Absences beyond this will begin to directly affect your grade, will impact your team members, and will almost certainly impair your learning and performance on other assessments.

If you miss class for any reason, you do NOT need to me know but it would be collegial to let your team members know. If you are able, you can join the class session through Zoom and still earn engagement points via iClicker. However, you will miss out on team-based learning activities, which happen daily and are critical for working through the most challenging course concepts.

If you can't attend class in person or on Zoom, you will still be able to review slides, watch recordings of class, and work through learning activities on your own time. However, you will not be able to earn engagement points for that day.

If you do miss class, I encourage you to take advantage of the Zoom option and/or the course recordings and to 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 replacement for coming to class.

If you anticipate missing more than two classes in a row, please see the next section.

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 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 is the late policy for this class?

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.

Deadlines that are described on the schedule as "FIRM" do not have a grace period. These assignments are subject to a 10% grade deduction per day of delay. Submissions that are more than one day late may become ineligible to receive feedback.

For all other deadlines, there will be no grade penalty for assignments submitted with a 3-day grace period. This grace period is automatically applied and you do not need to ask permission or notify your instructor or TA in order to use it. For assignments, grade penalties of 10% per day will be applied starting at the end of the grace period. Quizzes are no longer available after the grace period and will receive a grade of zero if they are not completed before then.

It is in your best interest to treat all 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 the midterm?

If you miss the 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.

If you do not communicate with your instructor within 72 hours of missing the midterm, 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 optimal performance in university. This could include additional time to write a midterm/final, 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. One important university policy is described here; the rest 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, end 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 Ombudsperson 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