THE UNIVERSITY OF BRITISH COLUMBIA

Land Acknowledgement

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

HES 201: Exercise Prescription

Faculty: Faculty of Health and Social Development

Department: Health and Exercise Sciences

Instructor(s): Dr. H. Connon

Instructor(s) Email: hannah.connon@ubc.ca

Office: ART129

Communication preference: canvas message

Office phone: 250-8078478

Zoom PMI: 316 936 2392

Duration: Term 1 Winter 2026

Delivery Modality: In-Person

Course Location: ASC140

Course Days: Wed/Fri

Class Hours: 3:30 PM - 5:00 PM

Office hours: Friday 1230-130

Office hours are an invitation to come and informally chat about course-related content, assessments, or general areas of interest. They are a safe and informal place - it is not expected that you come with pre-planned or well-thought-out questions ahead of time.

Prerequisites: HES105, HES111, HES120

Other Instructional Staff

Madison Gorsline	Madig5@student.ubc.ca
Tasha Reiter	tashagr@student.ubc.ca

Positionality statement:

My name is Hannah Connon and my pronouns are they/them. I am a non-binary, queer, white individual. I grew up in the southwest United Kingdom surrounded by beautiful coastlines. My grandmother was a holocaust survivor, so despite my British upbringing, I find my identity and experiences are jointly formed by my Jewish ancestry, white Caucasian appearance, and my gender expression.

Navigating my path through life and post-secondary education across two continents has been a journey at times defined by substantial privilege and unearned advantage, as well as profound discrimination. As a child I had to learn how to survive discrimination in school as I proudly identified as Jewish, although as an adolescent I often hid it for fear of persecution. My entrance to post-secondary education seemed to be based solely on factors out of my control. Conversely, I suffered considerable disadvantages during my time as an undergraduate student due to factors related to my identity and socioeconomic status. As an international graduate student in a commonwealth country, I was at times 'exotic' and given undue opportunity, and at other times I'd find myself at the foodbank wondering whether to choose dinner or paying the internet bill.

The advantage of my genuinely intersectional lived experience, although painful at times, is the empathy I have learnt for others regardless of what I know to be true of them. As an academic in a teaching position my interactions with students are mainly at face value, however I know it is not as simple as 'treating everyone equally'. I know that the finish line is littered with obstacles unbeknown to others. My hope is to use my lived experiences to create an inclusive environment where students can excel rather than merely survive.

Course Description

Exercise prescription and testing for both the healthy adult population and for special populations or persons with a disability. Credit will only be granted for HES 201 or HMKN 311. [3-0-0] Prerequisite: One of HES 105, HMKN 200 and one of HES 111, HMKN 191; and HES 120.

Course Structure

This is a lecture-based course designed to empower students with the theory and practical foundations of programming exercise training to support health, fitness and performance outcomes in apparently healthy individuals. Students will explore the physiological bases of exercise responses and adaptations and use evidence-informed approaches to develop individualized conditioning programs for clients. Following this course, students will be able to plan, develop and evaluate exercise interventions for apparently healthy clients across the lifespan.

Learning Outcomes

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

1. Apply scientific knowledge to train healthy persons, across the lifespan, toward improving health, fitness and physical performance.
2. Design and implement safe and effective fitness conditioning programs for individuals and groups using the principles of training.
3. Utilize evidence-based practice and to critically evaluate research and innovation in the area of exercise testing and prescription
4. Be familiar with the requirements of the CSEP-PATH Certified Personal Trainer (CPT)certification.

Course Overview, Content and Objectives

This course is designed to provide a comprehensive overview of exercise assessment and prescription for adult populations with introductory information on children, older adults, persons with disability and chronic disease. The course will examine emphasize health and fitness assessment, exercise training principles including; program design, evaluation, and application of different modes of exercise training. The learning objectives are to:

- Progress students' knowledge of how to prescribe exercise for individuals across the lifespan to improve their health, fitness and physical performance.
- Have students critically examine health and fitness assessments commonly used in the area of exercise prescription.
- Work with students to apply knowledge learned about the principles of training to design safe and effective exercise programs for individuals
- Assist students in developing their critical thinking skills to evaluate research and innovation int he area of exercise prescription
  Prepare students for the CSEP-PATH Certified Personal Trainer (CPT) requirements

Methods of Assessment

Assessment	Date	% of grade	Learning outcomes
Quizzes: 3 * 5%	Sep 30, Oct 21, Nov 27	15	LO1 LO2 LO4
Midterm	Oct 23	25	LO1 LO2 LO4
Poster	Nov 27-Dec 4	25	LO1 LO2 LO3 LO4
Final	Final exam period	30	LO1 LO2 LO4
Participation	Throughout	5	LO1 LO2 LO4

Course Assessment Details

Below are brief descriptions of the assessments involved in this course, including course weighting, assessment topics and estimates of time required to complete the assessment (these are estimates to help guide work requirements, however individual students may require more or less time). Due dates of assignments below are approximate and are subject to change based on course progression to permit students appropriate time for completion. Further information for each assessment will be provided during the course.

Quizzes:

Questions related to the theoretical components of the course will be assessed via asynchronous, MC, closed book quizzes. Quizzes will be open for a period of time, students are free to take the quiz at any time during the window. Quiz submissions will be individual and submitted primarily via Canvas.

Weighting: 3 x 5% = 15%.
Due dates: Sep 30, Oct 21, Nov 27
Weekly time allotment: 1 hour

Midterm

1 x midterm based on lecture information classes 1-11, assessed via multiple choice, true/false, and short answer questions.

Approximate time: 110mins class time

Course Weight: 25%

Due date: Oct 23

Weekly time allotment: 1 hour

Poster

Students will work in pairs to develop an evidence-informed exercise prescription for a client case of their choosing. The project will involve three components: (1) development of a client case study, (2) a summary of the planned exercise prescription approach, and (3) creation and presentation of an academic-style poster. Students will apply principles of exercise assessment, prescription, progression, and program design discussed throughout the course.

Poster presentation schedules will be assigned later in the term. Students will be assigned to present during either the first or second half of the scheduled poster session. During the half in which their group is not presenting, students are expected to attend the poster session, engage with classmates' posters, and complete a brief participation activity.

Course weight: 25%

Due date: One of Nov 27, Dec 2, Dec 4

Weekly time allotment: 1 hour

Final Exam

Based on lecture information classes 13-19 (non-cumulative), assessed via multiple choice, true/false, and short answer questions.

Approximate time: 120mins

Course Weight: 30%

Due date: Final exam period

Weekly time allotment: 2 hours

Participation — 5%

Participation marks are based on engagement with in-class iClicker questions throughout the term. You are expected to participate in **at least 80% of classes in which iClicker questions are used** and respond to **at least 50% of the questions presented during those classes**. Participation is based on engagement, not correctness; you will receive credit for attempting the questions regardless of whether your answer is correct.

Participation marks are **prorated based on your level of engagement**. Your participation grade will reflect the proportion of the participation requirements you meet, rather than being all-or-nothing. For example, a student who meets the participation threshold for 70% of the eligible classes would receive 70% of the available participation marks.

Weight: 5%
Assessment period: Throughout the term

Weekly time allotment:

University courses require learning both during scheduled class time and through independent study. For this course, students should expect to spend approximately 3 hours per week outside of class reviewing course material, completing practice activities, preparing for upcoming assessments, and applying concepts to exercise prescription scenarios.

This time should be used consistently throughout the term rather than concentrated immediately before exams or assignments. Exercise prescription is an applied skill that develops through repeated practice, problem-solving, and integration of concepts. Students who engage with the material regularly are better positioned to understand, retain, and apply course concepts in assessments and future professional practice.

Learning Activities

Lecture, group discussion, case studies

Course schedule

#	Weekday	Date	Topic	Assessments
1	Wednesday	Sep 9	Intro	
2	Friday	Sep 11	Training Principles I	
3	Wednesday	Sep 16	Training Principles II	
4	Friday	Sep 18	Needs Assessment	
5	Wednesday	Sep 23	Resistance Training I - Basics	Quiz I Opens
6	Friday	Sep 25	Resistance Training II - Training for Strength and Power	
-	Wednesday	Sep 30	National Day for Truth and Reconciliation - NO CLASS	Quiz I Due
7	Friday	Oct 2	Resistance Training III - Training for Endurance	
8	Wednesday	Oct 7	Resistance Training IV - Training for Hypertrophy	
9	Friday	Oct 9	Resistance Training V: Training for Flexibility	
10	Wednesday	Oct 14	Resistance Training VI - Program Design and Progression	Quiz II Opens
11	Friday	Oct 16	Flex Class	
12	Wednesday	Oct 21	Review	Quiz II Due
-	Friday	Oct 23	MIDTERM	MIDTERM
13	Wednesday	Oct 28	Aerobic Exercise Prescription I - Foundations	
14	Friday	Oct 30	Aerobic Exercise Prescription II - Training for Endurance	

15	Wednesday	Nov 4	Aerobic Exercise Prescription III - Training for Endurance II	
16	Friday	Nov 6	Aerobic Exercise Prescription IV - Training for Anaerobic Performance	
	Friday	Nov 9-13	READING WEEK	
17	Wednesday	Nov 18	Program Design I -Progression and Monitoring	
18	Friday	Nov 20	Program Design II - Chronic Programming and Concurrent Training	Quiz III Opens
19	Wednesday	Nov 25	Flex Class	
20	Friday	Nov 27	Poster Presentation Day I	Quiz III Due
21	Wednesday	Dec 2	Poster Presentation Day II	
22	Friday	Dec 4	Poster Presentation Day III	
23	Wednesday	Dec 9	Review	

Learning Materials

Required Resources:

- Canadian Society for Exercise Physiology – Physical Activity Training for Health (CSEP-PATH). (2nd & 3rd Editions). Canadian Society for Exercise Physiology.

Recommended Resources:

- ESSA's Student Manual for Exercise Prescription, Delivery and Adherence. Exercise & Sports Science Australia.
- Bayles, M. P. (2024). ACSM's exercise testing and prescription. Wolters Kluwer.
  Haff, G., & Triplett, N. T. (2016). Essentials of strength training and conditioning (4th ed.).Human Kinetics.
- Bompa, T. O., & Buzzichelli, C. (2019). Periodization: Theory and methodology of training. Human Kinetics.
- Liguori, G. (2021). ACSM's guidelines for exercise testing and prescription. Wolters Kluwer Health.

Other resources to be assigned during the course in alignment with individual lessons.

Other Course Policies:

Policy on grade review

If you would like to meeting with either the TA or the course instructor to review your grade, you must request a meeting **within 10 days** of the grade being published.

Late policy

All assessments are due on the date stated in the syllabus. Students requiring an extension for sickness or emergency should complete the self-declaration from. Late assessments will incur a 10% penalty per day for a maximum of 3 days after which the grade will be zero.

Missed exam policy

There will be no make-ups for missed exams. Please submit a self-declaration form to the undergraduate coordinator for an accommodation. Once approved a make-up will be scheduled.

Missed Activity Policy:

There will be no make-ups for missed exams. Please submit a self-declaration form to the undergraduate coordinator for an accommodation. Once approved a make-up will be scheduled.

Passing/Grading Criteria

A minimum grade of 50% is required to pass the course.

UBC Values

UBC creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world. UBC's core values are excellence, integrity, respect, academic freedom, and accountability.

Policies and Regulations

Visit UBC Okanagan's Academic Calendar for a list of campus-wide regulations and policies, as well as term dates and deadlines.

Resources to Support Student Success

Visit the Student Support and Resources page to find one-on-one help or explore resources to support your experience at UBC Okanagan, as well as many other campus services available to all students.

About the Academic Integrity Matters (AIM) Program

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.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar.

Statement on Academic Misconduct

The academic enterprise is founded on honesty, civility, and integrity. Violations of academic integrity (i.e., academic 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 for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department and Associate Dean Academic of the Faculty.

Use of Artificial Intelligence (AI) in HES 201

Artificial intelligence (AI) tools may be used as a learning aid to support your understanding and application of course concepts. However, AI should be used to **enhance your learning, not replace your learning**. Exercise prescription requires the development of professional judgment, critical thinking, and the ability to apply evidence-based principles to individual clients. These skills develop through actively engaging with course material, practicing decision-making, and working through problems independently.

Students are encouraged to use AI tools in ways that promote learning and deeper understanding. However, submitting AI-generated work as your own, relying on AI to complete assessments, or using AI without critically evaluating the information provided may limit your learning and may result in inaccurate exercise recommendations.

When using AI tools, you remain responsible for the accuracy, quality, and originality of your work. Always check your sources, AI has been known to hallucinate.

Appropriate Uses of AI in HES 201

Support understanding of course concepts

- Ask for explanations of difficult concepts (e.g., progressive overload, periodization, energy systems, training adaptations)
- Request examples or analogies to clarify physiological processes
- Generate practice questions to test your understanding

Support studying and exam preparation

- Create practice quizzes or flashcards based on your notes
- Identify areas where your understanding may be incomplete
- Summarize your own notes after you have reviewed and organized them

Support application and critical thinking

- Use AI as a "practice client" by asking it to generate case studies for you to solve
- Practice explaining and defending your programming choices (be careful though, it's much nicer than me!)

Inappropriate Uses of AI

- Generate your case study, exercise prescription, poster content, or assessment responses without your own input and decision-making
- Replace your reading of course materials or assigned resources
- Provide exercise recommendations that you accept without evaluating whether they are appropriate
- Complete graded assignments and submit AI-generated responses as your own work
- Create references or citations without verifying that they are accurate and relevant

See definitive statement on use of GenAI for assessments (i.e. poster) below.

A statement PROHIBITING the use of GenAI in this course

Do not use generative artificial intelligence (AI): The use of generative AI tools, including ChatGPT and other similar tools, to complete any form of assignment or assessment in this course is not allowed and would be considered academic misconduct. Learn more through the Generative AI website.