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.

Truth and Reconciliation Commission of Canada: Calls to Action

HES 493: Community Practicum

Faculty: Faculty of Health and Social Development

Department: Health and Exercise Sciences

Instructor(s): Dr. Tori Stranges
Instructor(s) Email: tori.stranges@ubc.ca
Duration: September 8 2026 – April 9 2027

Delivery Modality: Industry setting.

Office hours: ART 125, Tuesdays 1-3 or via Zoom appointment

Course Description

Practical work experience in a supervised health, fitness or performance work setting with a community-based partner.

Prerequisite: HES 212**. Registration limited to students in the Kinesiology and Allied Health, Health Behaviour Change, Clinical Exercise Physiology concentrations of the B.H.E.S program.**

Course Format

This course occurs in an industry setting over an accumulated 180 hours to achieve the learning objectives. Although heavily focused on competency development and skills required for entry to practice, there are also assessments of learning throughout.

Each practicum placement will be unique to the student and the specific schedule will depend on the host site and practicum supervisor.

Course Overview, Content and Objectives

The course is designed to provide an immersive, hands-on experience that prepares students to enter the industry. By working with community partners students will continue to develop the required competencies in a field setting. As well as developing technical skill and desirable professional attributes, the course also aims for students to develop critical interpersonal, and other transferable skills required for working in any professional environment. Lastly, the course aims for students to see their roles and responsibilities in each practicum through an EDI-D lens to aid in working towards equity in the health professions. The learning objectives are:

- To develop the required skill set for entry to practice
- To gain an understanding of their role within the health professions
- To develop empathy toward clients, patients, residents, peers, and colleagues with different lived experiences
- To create deeper foundational relationships with our community partners

Learning Outcomes

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

1. Perform the typical duties of a qualified exercise professional such as client interaction, exercise assessment, program design, exercise monitoring, and documentation

2. Demonstrate the competencies necessary for the scope of practice for a qualified exercise professional working with low-risk populations, such as, communication skills, risk assessment, exercise/program modification, and emergency management

3. Demonstrate reflective practice to critically evaluate personal performance, integrate feedback, and enhance professional growth in clinical and fitness settings

4. Apply evidence-based knowledge to the practicum setting and create strategies that meet the needs of the target population

5. Demonstrate ethical practice in a professional setting by recognizing barriers to inclusion and opportunities for working toward equity

Assessments of Learning

1. Completion of hours – 15% (pass/fail – must pass to pass course)

Students must complete a total of 180 hours at their assigned placement to receive course credit.

Students receive guidance on what a strong placement consists of in terms of hours spent completing various activities, however there is no expectation that students accumulate hours in specific categories of practice for course credit.

2. Reflective logbook completion - 15% (pass/fail)

Students will complete a series of reflective logbook at set intervals over the course of the semester. The logbook serves two purposes: (1) tracking hours across different practice areas and (2) reflecting on one course learning outcome using a standardized framework. This process helps students analyze their experiences and strategize improvements while preparing for the later **Critical Incident Reflection** assessment. Each completed logbook entry contributes a set % to the final grade (pro-rated). Students will receive brief feedback on each submission.

3. Supervisor evaluation (2 mid-point and 1 final evaluation) - 20% (pass/fail)

Students will be assessed through three evaluations:

- Self-assessment after ~45 hours of practice
- Midpoint supervisor evaluation at 90 hours
- Final supervisor evaluation at 180 hours

Each evaluation follows the same criteria focusing on required competency for practice, allowing students and supervisors to identify areas for improvement. Supervisors will use these evaluations to help students develop strategies for growth. The evaluations are pass/fail based on completion and collectively account for 20% of the final grade.

4. Critical Reflection - 30% (graded)

Following each evaluation (self-assessment, midpoint, and final supervisor evaluation), students will complete a graded critical reflection (10% each, total of 30%). These reflections require students to analyze their performance, identify strengths and areas for improvement, and develop strategies for growth. The reflections align with the evaluations to encourage continuous learning and self-improvement

5. Practicum Portfolio - 15% (graded)

This graded portfolio is designed to help students transition into the industry by developing key professional materials. Students will create a resume, write a cover letter for a real job posting, and build a LinkedIn profile connected to the school. This assessment supports career readiness by ensuring students have polished application materials for future employment opportunities.

6. Participation - 5% (pass/fail)

Students are required to attend monthly group discussions, participate in two 1-1 check-ins with their faculty mentor, and attend any additional meetings requested by their mentor. Active participation in these meetings fosters engagement, provides support, and ensures students stay on track throughout the practicum experience.

Learning Activities

Students will complete duties as assigned by the placement site. A strong practicum experience is outline as followed:

- A minimum of 100 hours will be focused on primary activities in exercise assessment, prescription, and delivery.
- 40 hours may focus on secondary activities such as consultation and documentation
- 40 hours may focus on site-specific activities as determined by the supervisor

In addition, students will join 4 group discussions across their placement with their cohort.

GROUP DISCUSSION 1: Course Overview	Wednesday Sept 9 2-3pm	Location will be posted on Canvas.
GROUP DISCUSSION 2: Navigating Professional Boundaries	Wednesday Nov 4 2-3pm	
GROUP DISCUSSION 3: Careers Workshop	Wednesday Feb 10 2-3pm	
GROUP DISCUSSION 4: Communication and Cueing in Practice	Wednesday March 31 2-3pm	

Missed Activity Policy:

Some leeway will be given for missed shifts for legitimate reasons (sickness, crisis) as long as it is communicated with the practicum supervisor and faculty mentor. **No less than 162 hours will qualify for course credit.**

Late policy

Assignments are due at the specified due date and time indicated on the course outline or Canvas. It is expected that you will budget your time accordingly to avoid work overload and manage personal issues to meet academic performance requirements. Be aware of when your work is due, as it is common to have several exams and assignments due on the same day or within the same week.

It is understood that each practicum experience is different and that the timing of some assignments and evaluations may depend on your practicum hours and experiences. Please refer to the course outline and Canvas for assignment requirements and deadlines, and submit your work at the appropriate time based on your practicum progression.

Passing/ Grading Criteria

No less than 162 practicum hours will qualify for course credit.

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

Learning Materials

See partner profile for specific requirements of each site.

Other Course Policies:

Use of AI Tools

Students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately. Use of AI tools is not permitted during midterm exams and final exams in this course. Learn more through the Generative AI website.

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.

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

Student Service Resources:

Disability Resource Centre

The Disability Resource Centre (DRC) facilitates disability-related accommodations and programming initiatives to that ameliorate barriers for students with disabilities and/or 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

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

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 academic integrity, 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

Wellbeing and Accessibility Services (WAS)

Wellbeing and Accessibility Services (WAS) supports holistic student wellbeing in body, mind, and spirit. Students can access nurses, physicians and counsellors for health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. WAS is also home to the Disability Resource Centre, Spiritual and Multi-Faith Services, and Campus Health and Education. If you require assistance with your health, please contact Wellbeing and Accessibility Services for more information or to book an appointment.

UNC 337 250.807.9270
Email: healthwellness.okanagan@ubc.ca
Web: www.students.ok.ubc.ca/was