

**The University of British Columbia
The School of Kinesiology**

**KIN 469
Chronic Health Issues, Physical Activity, and Community Practice**

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Course Overview

This course examines issues related to physical activity and public health with a focus on community interventions. Students will describe the holistic nature of health and create activity plans that promote physical, mental and/or social well-being in persons dealing with chronic health issues.

At the end of this course, students should be able to:

1. Describe the various dimensions of health
2. Describe health as a holistic concept
3. Describe how an individual's exercise goals change with age
4. Identify how various health conditions affect an individual's exercise capacity
5. Plan an appropriate exercise test
6. Create an appropriate exercise plan for specific groups of individuals
7. Identify common approaches used to promote physical activity in the community

Learning Goals

The purpose of this course is to develop skills relating to PROBLEM SOLVING. Problem solving first focuses on knowing the issues. So we will try and understand who we are working with by looking at available research to understand the facts and misconceptions about that group. Next, we must identify what the key areas of concern are by looking at how health and wellness are affected. Finally, we must find a solution. While the goal is to create an exercise plan for each population, the real solution is in identifying why exercise is considered meaningful for that particular group.

The overall learning objectives for this course are to:

1. Develop problem solving skills
2. Critically read research papers
3. Incorporate current research into an activity plan

Readings and Resources

ACSM's Guidelines for Exercise Testing and Prescription, 10th Edition, Lippincott Williams & Wilkins

Information about this course, handouts, and other readings will be made available on the course website. This information can be accessed at the following address: <http://elearning.ubc.ca/connect>

Evaluation

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| 1. Concept Map | (Monday, February 27) | 10% |
| 2. Activity Plan | (Monday, April 3) | 20% |
| 3. Midterm | (Friday, February 10) | 25% |
| 4. Final Exam | (April 10 to 28) | 45% |

Class Expectations

Below is a summary of some of the key expectations for this course:

Attendance

Although attendance is not formally taken in class, regular attendance is encouraged. You are responsible for all material covered in class and any information given whether in attendance or not. You are also responsible for getting your own notes from class as well as information pertaining to changes in the course outline, readings, assignments, and information pertaining to any tests or exams.

Email

Questions through email are always welcome but please be aware that I might not be able to respond right away. It may take me up to 24 hours to respond to your email during the week and I don't check my email on weekends. Please keep this in mind around assignment due dates and just before tests. Also, I teach several large classes, which means that I might not recall your name at first glance. So, please include your course name (i.e. KIN 101) in the subject line.

Office Hours

Some questions can be answered through email while others may have to be discussed in person. Besides, setting up a time to meet is also a great way to get to know your instructor. Students are strongly encouraged to stop by my office. I don't hold formal office hours. Just send me an email and we can always arrange a time to meet that works for both of us.

Technology In The Classroom

Note taking on a laptop encourages verbatim transcription and students no longer process information in a way that is conducive to the give-and-take of a classroom discussion. Laptops also create the temptation to surf the web, check e-mail, or instant message creating a much less engaged classroom. Laptops will be allowed in the classroom. However, please make sure that you are focused on what is happening in the classroom and engaged in the discussion. Students may be asked to turn their computer off or leave the room if the computer becomes a disruption for the instructor or for other students.

Cell phones, however, are not welcome in the classroom. Cell phones are not to be visible or used at any time, especially not during tests or exams. Phones should be turned off before entering the room and remain off for the duration of class. If there is an extenuating circumstance which requires you to use the phone during class, kindly step out of the room. Students who use their phone during class time will be asked to put the phone away and may be asked to leave room.

Academic Integrity

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

Class Format

This class will consist of three 50-minute seminars each week. Each seminar will include lecturing, class discussions, and group activities. It is important to be prepared for these activities. So, you will be asked to attend class regularly, complete homework assignments, and prepare for discussions by reading the relevant chapter(s). Some of the course material will be placed on-line using a flexible learning approach. Flexible Learning is understood to be the ability to be able to deliver course content and learning activities in a manner that enables students to manage their learning in terms of time and place more autonomously. It also enables instructors to deliver course content using a variety of methods in addition to the traditional lecture format. By changing the method of delivery and using online resources to share and deliver content, the course could focus more on raising awareness of health issues, health promotion, and assessment of current practices. A flexible learning approach will also help to better integrate the course concepts into classroom discussions.

Classes and Topics

The topics and assigned readings are listed below, although this may be subject to change. If you have any questions, comments, or concerns about what was covered in class, about this course, or to discuss an absence, please don't hesitate to contact your instructor.

Date	Topic	Readings
January 4	Course Introduction	
January 6 to January 11	Health, Wellness, and Physical Activity	Benefits and Risks Associated with Physical Activity (Chapter 1)
January 13 to January 25	Exercise Testing and Prescription	Preparticipation Screening (Chapter 2) Pre-exercise Evaluation (Chapter 3)
January 27 to February 1	Pregnancy	Exercise Prescription for Healthy Populations With Special Considerations and Environmental Considerations (Chapter 8)
February 3 to February 8	High Blood Pressure	Clinical Exercise Testing (Chapter 5) Exercise Prescription for Hypertension (Chapter 10) Consult the following homepage: http://www.cdc.gov/bloodpressure/index.htm
February 10	Midterm	
February 15 to March 6	Obesity	Exercise Prescription for Exercise Prescription for Individuals With Obesity (Chapter 10) General Principles of Exercise Prescription (Chapter 7) Behavioral Theories and Strategies for Promoting Exercise (Chapter 11)
March 8 to March 20	Anxiety and Depression	Behavioral Theories and Strategies for Promoting Exercise (Chapter 11)
March 22 to March 31	Healthy vs. Unhealthy Aging	Exercise Prescription for Healthy Populations With Special Considerations and Environmental Considerations (Chapter 8)
April 3	Safe Practices	
April 5	Course Reflection and Exam Preparation	

There will be no class on the following dates:

Monday, February 13 Family Day
Week of February 20 Reading Week

Other important dates:

Monday, April 10 Exams Start
Friday, April 28 Exams Finish