

THE UNIVERSITY OF BRITISH COLUMBIA
School of Kinesiology
KIN 400 Sec 901 – 3 Credits
September 4th – November 27th, 2019

PLANNING PHYSICAL EDUCATION, SPORT AND PHYSICAL ACTIVITY PROGRAMS

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Class Times Wednesday 5:00 – 8:00pm
Location Woodward 2

ACKNOWLEDGEMENT:

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Description

The broad goal of the course is to investigate processes, techniques and considerations in the planning, implementing, and evaluating sport and physical activity programs in both public and private agencies. Particular focus will be placed on the comprehensive development of programs for a variety of populations, with a range of ability, social, economic and life circumstances. Emphasis will be placed on the challenges of meeting individual and organizational program goals and objectives, financial and budgetary constraints, and designing and implementing programs within broader community development strategies.

Course Learning Outcomes

At the conclusion of this course, successful students will be able to:

1. DEMONSTRATE UNDERSTANDING of the components, considerations, implementation, and evaluation of sport, and recreation programs.
2. DEMONSTRATE UNDERSTANDING and ability to design a comprehensive sport or recreation program for a specific population.
3. DEMONSTRATE UNDERSTANDING of the program planning concepts including needs assessment, marketing, budgeting, community resource management, human resource management, risk management, and program evaluation.
4. DEMONSTRATE UNDERSTANDING in developing problem solving skills required to meet the challenges faced in sport and recreation program development and implementation.
5. DEMONSTRATE UNDERSTANDING and appreciation of equal and equitable access to community resource and services in sport and recreation delivery.

Required Reading

There is not a required textbook for the course, however, there will be a series of references on Canvas; <https://canvas.ubc.ca/>
Students will be responsible for having access to these notes.

Course Grading

Major Project	35%
Class Participation	10%
Class presentation	10%
Mid Term	15%
Final examination	30%

Lectures and Readings

Although the weekly lectures will be related to the references, the lectures are far more than an overview of the readings. In many cases, in fact, the readings will act as a supplement to the lecture material. For this reason, attending lectures and referring to the references are both crucial for success in the course. You will be tested on all lecture and reading material.

Course Grading

A Strategic Plan Document (November 20th) 35%

Each student will:

1. Select a demographic group – age and gender;
2. Select a community and do a normative needs assessment;
3. Identify the program and the level;
4. Select a delivery mode;
5. Develop a plan for delivery considering the following;
 - a. Staffing
 - b. Community resources
 - c. Risk management planning
 - d. Zero Based Budgeting
 - e. Marketing
 - f. Program and Staff Evaluation

The final project will be in a **manual format**. Detailed project expectations will be discussed in class during the discussion segments. The paper will be typed, have 1.25 spacing, be 10-12 point font, have one-inch margins, APA in-text citations, reference page, and a title page. For help with APA in-text citations and referencing, please see the following website only:

http://wiki.ubc.ca/images/8/81/APA_Style_Guide_Sept_2013a.pdf

The paper is due on – November 20th, 2019

Class Participation 10%

During a number of the classes, group discussion, problem solving, and group dynamic exercises will be done. Each of these sessions will include a worksheet or evaluation. Students will be given credit for participation and completing the worksheet/ evaluation in these sessions.

Presentation 10%

During Nov 13 and 20 classes of the course, students (2) will introduce a governing body from their strategic plan to the class. The presentation will include 3 documents. One will be in media format; video clip, power point, etc presentation, a 1-page summary of the presentation with presenter names, and a copy of each presenter's brochure. Each presenter group of 2 will have up to **2.5 minutes** for the visual presentation. Individual marks will be based on organization of material, originality of presentation, timing, and presentation style. The specific presentation criteria can be found on the last page of this document.

Mid Term Examination 15%

Thirty minutes of the class on October 16th will be dedicated to a conceptual mid term examination.

Final Accumulative Examination 30%

Date to be announced – during the December examination period

Resources to Support Students Success

<https://senate.ubc.ca/policies-resources-support-student-success>

Policies and Procedures

1. Course material is made available to students for personal use only. Students may not distribute or reproduce the materials for commercial purposes without your express written consent.
2. The use of mobile phones, audio recording devices, and cameras, in lectures, is strictly prohibited without written permission from the course instructor.
3. **Cell Phones and Electronic Devices**
All cell phones or any devices that ring, beep, or make any noise must be turned off. If a cell phone ring or text message alert interrupts the class, the student may be asked to leave the classroom. Laptops may be used to take notes but should not be used in a manner which distracts from the class experience (e.g., checking web, email, or Facebook etc. during class). Please use professional courtesy and judgment in the use of electronic devices in this class. ***This regulation skill is important to learn and practice as it is an expectation in the professional setting.***
4. The Project is to be submitted at the beginning of class on November 20th. Late assignments will be accepted with a 10% per day penalty.
5. Students are expected to attend every class in order to demonstrate active course interest and participation. Students who know in advance that they will be unavoidably absent, will be responsible for getting the notes missed from fellow students.
6. Students who miss the final examination **MUST** apply to the Undergraduate Advising Office at the earliest possible date to request consideration for Academic Concession. Students will be asked to complete an Academic Concession Form and provide supportive documentation. Academic Concession is a privilege, not a right, and can be granted only by the Undergraduate Advising Office.
7. Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term (or as soon as possible) to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resources Centre or a physician must be submitted to the Undergraduate Advising Office.
8. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstention from work or study, or participation in all day of fixed-time activities is available at <http://students.ubc.ca/publications/multifaith/>. Any accommodations required should be communicated to the course instructor **during the first two weeks of the term.**
9. 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.

NOTE: All evaluation components must be completed successfully 50% + to complete the course.

LECTURE OUTLINE

Part I – Introduction to Program Management

- September 4: Introduction**
Course Overview
Course Evaluation
Course Expectations
Leisure Umbrella
- September 11-18: Demographics**
Canadian Statistics
<https://www.statcan.gc.ca/eng/start>
Canadian Education: Demographic Change and Future Challenges
<http://cclp.mior.ca/Reference%20Shelf/edcan.pdf>
Senior Exercise Article
<http://www.cbc.ca/news/technology/seniors-prefer-not-to-exercise-with-young-researchers-1.631256>
Vancouver Community Profile Information
<http://www12.statcan.gc.ca/census-recensement/2011/as-sa/fogs-spg/Facts-csd-eng.cfm?Lang=Eng&TAB=2&GK=CSD&GC=5915022>
Review Vancouver Stats 2011
<http://vancouver.ca/news-calendar/areas-of-the-city.aspx>
Family Stats
<http://www.sparc.bc.ca/resources/bc-family-infographics/>
- September 25: Needs Assessment**
Community Needs Assessment
https://ontario.cmha.ca/wp-content/uploads/2017/03/cca_roadmap_assessing_community_needs.pdf
Universal Design
https://www.calgary.ca/CSPS/CNS/Documents/universal_design_handbook.pdf?noredirect=1
Sport for Life
<http://sportforlife.ca>
A National Framework for Recreation in Canada
https://static1.squarespace.com/static/57a2167acd0f68183878e305/t/5926efacebbd1a74b7b584d8/1495723950196/Framework+For+Recreation+In+Canada_2016+w+citation.pdf
Poverty Report
<http://www.sparc.bc.ca/wp-content/uploads/2017/03/2016-BC-Child-Poverty-Report-Card.pdf>
Program Planning Principles/Concepts
How to write a mission statement
<https://www.forbes.com/sites/patrickhull/2013/01/10/answer-4-questions-to-get-a-great-mission-statement/#38402e5b67f5>
Non-Profits
<https://www.investopedia.com/terms/n/not-for-profit.asp>
<https://www.investopedia.com/articles/investing/110215/pros-and-cons-being-nonprofit.asp>

Part II – Management Functions

- October 2:** **Segment #1 1-Page outline of major project is due (mandatory)**
Human Resources Management
Employment Contract
http://www.lawdepot.ca/contracts/employment-contract/?loc=CA&pid=googleppc-employ_cabc-contractT1_b1-ggkey_employment%20contract%20template&gclid=CNfg_ubd-c4CFZCCfgodvb0HuA#.V84vBzsSHq0
Job Description
<http://www.hr.ubc.ca/administrators/recruiting/writing-job-description/>
Labour standards web page (part 4-34)
http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96113_01
Work Safe BC
<https://www.worksafebc.com/en/resources/law-policy/classification-and-rate-lists/2019-classification-and-rate-list?lang=en>

- October 9:** **Resource Inventory**
 Affordable Access to Recreation
<https://www.prontario.org/public/policy/RecAccessPolicyFinal.pdf>
 Sport Participation
http://publications.gc.ca/collections/collection_2013/pc-ch/CH24-1-2012-eng.pdf
Please complete the personality test in this link before next class.
<http://www.my-personality-test.com>
- October 16:** **Mid Term Examination (30 minutes at the beginning)**
Management
 Building Standards
http://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/construction-industry/building-codes-and-standards/guides/2014_building_access_handbook.pdf
 Partnership Information
https://www.acec.ca/files/resources/acec_P3_report_v3.pdf
- October 23:** **Marketing**
 Schools and Physical Activity
<http://www.heartandstroke.ca/-/media/pdf-files/canada/2017-position-statements/schoolsand-physical-activity-ps-eng.ashx?la=en>
 Marketing Principles
<https://www.professionalacademy.com/blogs-and-advice/marketing-theories---the-marketing-mix-from-4-p-s-to-7-p-s>
Advertising
 How to advertise
<https://blog.marketresearch.com/5-steps-for-using-market-research-to-advertise-your-product>
Financial Planning and Revenue Generation
 Dollars and Sense
 In Marketing and Budget CANVAS for reference
- Part III – Managerial Issues**
- October 30:** **Risk Management Guide for Community Sport Organizations**
<https://www.viasport.ca/sites/default/files/resources/Risk%20Management%20Guide.pdf>
Evaluation
<http://www.socialresearchmethods.net/kb/intreval.htm>
http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1578833
Segment #2 outline of major project is due (highly recommended)
- November 6:** **Catch up**
- November 13-20:** **Student Presentations (schedule to be posted)**
Strategic Plan is due November 20th
- November 27:** **Review and final exam prep**

KIN 400
Outline Due Dates

October 2 Segment # 1 (mandatory) 1-page Summary

1. Identify the PSO that governs your program
 - a. **State their mission and vision and show in-text citation and the reference**

Example of APA referencing

Swim BC

“Swim BC is a not-for-profit Provincial Sport Organization and the governing body for competitive swimming in BC and a member of Swimming Canada”(Swim BC, 2018a). According to Swim BC (2018a), they are driven by their vision that promotes a variety of programs to enhance the swimmer’s experience (Swim BC, 2018a). Furthermore, Swim BC (2018b), “is committed to the development and maintenance of progressive governance and transparency in policy development.”(Swim BC, 2018b).

Reference

Swim BC. (2018a). *Overview*. Retrieved from

<https://swimbc.ca/swim-bc-board-structure?rq=mission%20statement>

Swim BC. (2018b). *Swim BC Governance*. Retrieved from <https://swimbc.ca/new-page-1>

2. Pick a recreation activity that you want to plan
3. Pick a community that you want to deliver the program in
4. Decide on a delivery mode
5. Give rationale for the community selected, the activity picked, and the delivery mode selected

October 30 Segment # 2 (highly recommended)

6. Identify your program philosophy
 - a. Mission
7. Design the program
 - a. Dates, days, times
8. Establish a per participant price based on direct fixed costs divided by the minimum number of participants
9. Describe the registration process

November 20 Completed project (mandatory)

10. Risk Management Plan
11. Cost out promotional material and include the promotional material
12. Brochure
13. Identify facility and equipment
14. Describe staff needs and create a staff contract
15. Produce an evaluation form

KIN 400
Problem Solving Discussion Evaluation – Self Reflection

Name: _____ Date: _____

Topic discussed: _____

Effectiveness of the Group Process:
(Identify one)

5. Everyone had a chance to contribute and the group worked towards solving the problem.
4. Almost everyone had a chance to contribute but 1 or 2 of the members dominated the problem solving process.
3. The group could not find its groove solving the problem.
2. We did not know where to start.
1. We got off topic.

Personal effectiveness contributing to the group discussion
(Identify one)

5. I felt I was an active member in the group discussion.
4. I felt I had something to contribute but could not get a word in due to 1 or 2 members who dominated the process.
3. I felt that the other members did not have much to contribute so I did not contribute either.
2. I felt I had nothing to contribute because I did not have any terms of reference.
1. I did not contribute to effective group process because we were off topic.

What you could have done differently/more of to help the group accomplish the task more effectively.

What you learned from the process (about myself, about others, about the process).

Major Project= 30%

Topics for the Project Manual

Please follow this template for project

1. The following is a guide for the manual format and uploaded onto Canvas.
2. The manual should be set up as a reference guide including numbered sections, table of contents, and page numbers etc.
3. The manual should be typed, in point form and descriptive where applicable, logical order, with **APA in-text citations and reference page** as needed.

http://wiki.ubc.ca/images/8/81/APA_Style_Guide_Sept_2013a.pdf

1.	<p>Pick an activity that you want to plan, include gender and age of the target group</p> <ol style="list-style-type: none"> a. Identify the level (recreation beginner to competitive elite) of the activity you will plan b. Identify the provincial or federal governing body <ol style="list-style-type: none"> i. Identify the PSO's or NSO's delivery details as outlined below <ol style="list-style-type: none"> 1. what staff certifications are needed to deliver your program (based on level and age group you picked). If there aren't any requirements please pick the NCCP stream that best fits your program level. 2. what are the delivery guidelines – adapted rules of the game/special safety equipment/special facilities - size of facility: specific for your target group – <i>safety guidelines</i> 	/10
2.	<p>Pick a community you want to plan for Conduct a <i>normative</i> Needs Assessment by answering the following;</p> <ol style="list-style-type: none"> a. Assess the demographics of the group/community your picked <ol style="list-style-type: none"> i. Describe the uniqueness of the community (population information that is related to your program target group) ii. Do an external community resource analysis (other demographic info – income/family size/language spoken/single parent families etc to support your program target group) b. Identify the resources (facilities) in the community that can support your program delivery c. Identify programs (similar to yours) that are being delivered <ol style="list-style-type: none"> i. what level ii. where iii. when are these similar programs being offered (days and times) d. Discuss why you chose this community consider the points below <ol style="list-style-type: none"> i. to increase the present level of delivery? ii. to introduce the program to a new community? 	/15
3.	<p>Decide on a delivery mode and discuss why you chose this mode based on points made in #2</p> <ol style="list-style-type: none"> a. Private non-profit b. Private for-profit 	/5
4.	<p>Give a summarized rationale for the group/community selected, the activity picked, and the delivery mode chosen (#1-3)</p>	/5
5.	<p>Identify your program philosophy</p> <ol style="list-style-type: none"> a. Foundation (create your own – what, where, and for whom) <ol style="list-style-type: none"> i. Mission/Vision statement b. Reflection <ol style="list-style-type: none"> i. How will you evaluate your success based on your foundation (3 different indicators that meet the mission/vision statement) 	/15
6.	<p>Design the program</p> <ol style="list-style-type: none"> a. What - programming theory used b. What - element (1) of physical literacy is used c. What – recreation benefit or goal (1) is reflected in your program d. When – days/dates/times your program will be delivered e. Where – address of the facility where your program is being delivered 	/15
7.	<p>Establish a price for the program (based on direct costs – fixed and variable)</p> <ol style="list-style-type: none"> a. Establish wage for instructor - as discussed in class <ol style="list-style-type: none"> i. Pick either hourly or contract staff 	

	<ol style="list-style-type: none"> 1. Show wage break down with MERC (if applicable) 2. Ensure your hourly or contract wage is based on at least a 2 hour minimum as established by BC Labour Standards <ol style="list-style-type: none"> b. Cost of facility rental (based on class document supplied or as discussed with me) c. Identify the governing body's membership fee and include it as a variable cost d. Identify any other variable costs e. Establish budget – direct fixed costs divided by the minimum number of participants plus direct variable costs - show your work f. Include minimum and maximum of participants g. Identify the actual price charged to participants 	/20
8.	Describe the registration process (when, where, how, 2 payment format) <ol style="list-style-type: none"> a. On-line b. Phone in c. Walk in 	/10
9.	Risk Management Plan <ol style="list-style-type: none"> a. Develop a risk management plan specific to your target group (based on governing body) <ol style="list-style-type: none"> i. Safe environment ii. Fair decisions iii. Safe facility and equipment b. Discuss Ethics application (as discussed in class) c. Discuss MARS and Best Practice applications (as discussed in class) d. Discuss governing body's membership/registration info and insurance e. Create/amend participation waiver/parent informed consent form 	/15
10.	Cost out promotional material (4 X your maximum number of participants) <ol style="list-style-type: none"> a. Numbers of flyers b. Delivery – where will the distribution be? c. Format – flyer/poster/post card etc 	/5
11.	Include a copy of your flyer/brochure with your project <ol style="list-style-type: none"> a. what, where, when, how much, how to register 	/5
12.	Identify facility needed <ol style="list-style-type: none"> a. Include size (dimensions) and type of facility you are going to use <ol style="list-style-type: none"> i. Consider governing bodies guidelines if applicable b. Identify program equipment/supplies needed based on delivery guidelines c. Choose one piece of equipment and cost it out <ol style="list-style-type: none"> i. Include specifications of equipment needed based on delivery guidelines ii. Include 3 different quotes iii. Recommend one of the products and justify your choice 	/10
13.	Staffing needs <ol style="list-style-type: none"> a. Create a staff contract and include the following: <ol style="list-style-type: none"> i. A job description ii. Employment information – dates, days, times iii. Staff certifications as identified in #1 and in MARS iv. Wage as established in your budget b. If you use volunteers include a screening process 	/15
14.	Produce an evaluation form – qualitative and quantitative/Likert scale Answer the following questions; <ol style="list-style-type: none"> a. How will you know you have attained your goal b. What will you do when you attain your goal c. When will you know that the program needs to be changed etc 	/15
15.	Overall style of the project including title page, table of contents, in-text citations, references, logical order.	/15

Activity Selection Guidelines

Activity Selection

1. Must be a physical recreation/sport activity
2. Participants must register – no drop-in programs
3. Must be a Canadian sanctioned activity and have a governing body – review School Sports, Sport BC or BCRPA
4. Must have paid staff (instructor/leader/coach) to lead the program
5. Must be a **minimum of 8 hours** and a **maximum of 30 hours** in length
6. Must be spread out over a minimum of **8 and a maximum of 20 sessions**
7. Must have **a minimum of 4 participants** (ie no personal training)
Maximum number of participants will depend on delivery guidelines and risk management plan but **no more than 15/instructor/coach**
8. Must include **1 of the Physical Literacy elements** and discuss how they are used
 - a. Motivation and Confidence (**Affective**)
 - b. Physical Competence (**Physical**)
 - c. Knowledge and Understanding (**Cognitive**)
 - d. Engagement in Physical Activities for Life (**Behavioural**)
9. Must include **1 of the Recreation Benefits** and discuss how they will be achieved
 - a. **Enhance mental and physical wellbeing.** Public recreation and parks services have an important role in enhancing physical activity, which in turn, is a critical factor in improved physical and mental health.
 - b. **Enhance social wellbeing.** Participation in recreational experiences is shown to enhance social wellbeing. Programs provide many developmental opportunities for children and youth.
 - c. **Help build strong families and communities.** Recreation can be an important vehicle for promoting family cohesion, adaptability and resilience.
 - d. **Help people connect with nature.** Enhancing opportunities to connect people with nature can result in both environmental and human benefits.

Presentation Guidelines

Group Presentation (2 students)

1. Clear and concise
2. Enthusiastic about topic matter
3. Knows the topic matter
4. Stay within the time limit assigned (**2.5 minutes – 75 sec each**)
5. Look and connect with the audience
 - a. Avoid reading too much
6. Good voice projection
7. Presentation content
 - a. **Introduce your selves (2)**
 - b. **Introduce the governing body (1)**
 - c. **Identify where they located locally (1)**
 - d. **Identify their mission/vision/values/mandate (1 each)**
 - e. **Identify 2 local clubs that deliver their programs (1 each)**
 - f. **2 fun facts about the organization (1 each)**

Mark break down

- ✓ For 10/10 - 85%+ looking at the audience and scanning the room, presenting with enthusiasm and changes in intonation. Excellent understanding of the material being presented - present extra information that is not on the slides - well rehearsed
- ✓ For 8.5/10 - 65%+ looking at the audience with a good understanding of the material being presented
- ✓ For 7/10 - 50% + looking at the audience with an understanding of the material being presented
- ✓ For 6/10 - occasional look up at the audience but mostly reading the material being presented
- ✓ For 5/10 - reading the material being presented without looking up at the audience

Visual

1. Saved on a thumb drive to avoid unnecessary logins
2. Easy to follow
 - a. Not too much information on the slide
 - b. Easy to see (be careful with the back ground and color of the fonts)
3. Nice to look at – pictures and illustrations
4. Educational for the target demographic/audience
5. Appropriate for the target demographic/audience
6. If you use a video clip - *it must load easily and quickly* (within the time frame of 2.5 minutes)

Summary of presentation

1. One page summary of the presentation information from above
2. Hand in prior to your presentation

Brochure/flyer/poster to be handed in with your project

1. Proper format
 - a. Flyer folds/opens correctly
2. Picture and text boxes centered and sized appropriately
3. Appropriate size and color of text
4. Brochure/flyer/poster contains:
 - a. Program registration information (what, where, when, for whom, cost)
 - b. Benefits of the program