Course Code and Title: KIN 120 Health and Exercise Management  
Class location: Woodward Hall #5  
Class Meeting time(s): Monday, Wednesday and Friday 9-10am  
Lab Times: Monday 12-2pm, and Thursday 10-12pm & 12-2pm in Osborne Unit 2-125G3

Instructor Name: Dr. Maria Gallo  
Contact Information: maria.gallo@ubc.ca  
Office: Osborne Centre Unit 2, Room 206  
Office Hours: Monday and Wednesdays from 10-12pm or by appointment (please email me to set up a date/time)  
Teaching Assistants: Jordan Stevenson at stevenjt@mcmaster.ca and Shauna Pearce at shaunapearce17@gmail.com

Course Description  
Role of physical activity in the maintenance of a healthy life. The emphasis of this course will be on exercise prescription and testing for the healthy adult population. Field and laboratory techniques for exercise testing, interpretation, and exercise program prescription are major topics. Particular emphasis on test protocols for exercise assessment screening, body composition, flexibility, musculoskeletal fitness and cardiorespiratory endurance. The course features a blend of theory and practice.

Rationale  
This core course examines how to achieve wellness and fitness through exercise programming by improving the health-related components. Knowledge acquired in this course will propel you into health-related courses in second year.

Aims and Outcomes  
-To understand the link between health components, wellness & fitness.  
-To understand how exercise can help prevent chronic diseases (cardiovascular, cancer, diabetes).  
-To understand how stress affects wellbeing.  
-To provide an understanding of the principles of exercise testing and exercise prescription in healthy adults.  
-To understand the physiological adaptations that result from exercise prescription.  
-To provide hands-on laboratory experience in the appraisal of body composition, flexibility, muscular strength, endurance, power and cardiorespiratory fitness in healthy adults (health related components).  
-To provide the knowledge and skills necessary to safely design exercise programs for improving health related components.  
-Develop skills relating to reading and analyzing relevant literature in the area of wellness and fitness  
-Express ideas and facts effectively in writing (lab reports), while accessing and make effective use of quantitative information collected from laboratories

Specific Learning Objectives:  
By the end of this course, students will be to:  
-To understand how health-related components affect wellness.  
-Define stress and explain how the stress response affects wellbeing
Understand how to manage stress
- Describe the controllable and uncontrollable risk factors associated with cardiovascular disease and cancer
- Identify the steps to lower your personal risk of developing cardiovascular disease and cancer.
- Understand how body composition affects health and be able to assess it (caliper testing)
- List and describe the components of a pre-appraisal screening.
- Explain the various principles of exercise prescription.
- Explain the methods used for body composition assessment and describe the various assessment tools/protocols available.
- Calculate percent body fat using data from various body composition assessment methods.
- Describe how to develop a basic exercise program with the purpose of body composition changes, including calculations of energy expenditure.
- Explain the methods used for flexibility assessment.
- Describe how to develop a basic exercise program with the purpose of improving range of motion (joint specific).
- Explain the methods used for musculoskeletal fitness assessment, as well as predicting 1 RM.
- Explain the basic guidelines and tools used for resistance training prescription for overall health, gains in strength, power and muscular endurance.
- Describe methods for performing various exercises including the proper use of exercise equipment, spotting, and exercise modifications.
- Describe field protocols for cardiovascular assessment
- Calculate how \( \text{VO}_2\text{max} \) can be predicted from these cardiovascular tests.
- Explain the basic guidelines and tools used for aerobic and anaerobic exercise prescription.

**Format and Procedures**

This course will consist of three 50-minute classes each week. Each class will include lecturing, class discussions and small group discussion. 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.

**Important Semester Dates**

<table>
<thead>
<tr>
<th>Classes begin/Our first class</th>
<th>January 6th, 2020</th>
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</thead>
<tbody>
<tr>
<td>Withdraw without a “W” standing and with a “W”, respectively</td>
<td>Before Jan. 17th, and after Feb. 24th</td>
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<tr>
<td>UBC closed (no classes)</td>
<td>Feb. 17-21st</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>In class on Feb. 24th (units 1, 2 and 3)</td>
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<tr>
<td>Last day of classes</td>
<td>April 8th</td>
</tr>
<tr>
<td>Final examination period</td>
<td>April 14th - 29th (focus on units 4-6)</td>
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<tr>
<td></td>
<td>Exam date will be released in October and location in November. <strong>Do not schedule holiday travel during this period.</strong></td>
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</tbody>
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**Tentative Schedule**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assigned readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 6-17th</td>
<td>Unit 1: Physical activity in health</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Jan. 20-31st</td>
<td>Unit 2: Stress and disease prevention</td>
<td>Chapters 12, 10 and 11</td>
</tr>
<tr>
<td>Feb. 3-12th</td>
<td>Unit 3: Body composition and diabetes</td>
<td>Chapters 6 and 8</td>
</tr>
<tr>
<td>Feb. 24-March 2nd</td>
<td>Unit 4: Principles of training &amp; principles of conducting fitness assessments</td>
<td>Chapters 2 and 9</td>
</tr>
<tr>
<td>March 4-13th</td>
<td>Unit 5: Flexibility (adaptations, assessment and designing programs)</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>March 16-24th</td>
<td>Unit 6: Musculoskeletal Fitness (adaptations, assessment and designing programs)</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>March 25–April 8th</td>
<td>Unit 7: Cardiorespiratory Fitness (Bioenergetics, adaptations, assessment and designing programs)</td>
<td>Chapter 3</td>
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*Guest speakers will be invited throughout the term. Dates will be communicated once confirmed.

Five two-hour labs will be scheduled throughout the term. Students will come to their assigned lab on the specified dates and times. It is the student’s responsibility to come prepared (read the lab and any text reading) and on time. Everyone must attend each laboratory and expected to participate fully in the lab sessions. Participation means serving as both the tester and the participant. Appropriate dress (gym wear) is required during labs. Legitimate excuses for missing labs include illness (physician note required), and compassionate circumstances only. Extended vacations, extra work, etc. do not qualify. Laboratory Safety procedures will be reviewed during the first lab of the term. Labs involve testing on your classmates and various forms of exercise. You are expected to adhere to the laboratory guidelines at all times. Failure to do so will result in removal from the laboratory setting. All risks and procedures are outlined in the labs posted online and it is your responsibility to review these prior to attending the lab.

**Guest speakers will be scheduled throughout the term to present on several topics in this course.**

**Laboratories**

Participation in lab is expected.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Lab 1</th>
<th>Lab 2</th>
<th>Lab 3</th>
<th>Lab 4</th>
<th>Lab 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Anthropometric measurements, heart rate, blood pressure and lifestyle questionnaire</td>
<td>Exercise preparation &amp; recovery, aerobic and anaerobic testing</td>
<td>Hip hinge movement patterns and vertical &amp; broad jump assessments</td>
<td>Squat and push movement patterns and assessments</td>
<td>Lunge and row Movement patterns and assessments</td>
</tr>
</tbody>
</table>

**Policies and Expectations**

**Class Attendance**

Regular attendance is expected of students for all lectures, laboratories, tutorials, seminars, etc. Students who neglect their academic work and assignments may be excluded from final examinations. Students
who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

*Emails*
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 24hrs to respond to your email during the week and I don’t check my email on weekends. 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 120) in the subject line.

*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 quizzes 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 the student 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.

*Course analytics:*
Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas and Connect. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course]

*Academic Accommodation for Students with Disabilities*
The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact Access and Diversity without delay.

*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.

*Copyright:*
All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright
Readings and Resources

Required textbook:
*Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness* (5th Canadian Edition)
Connect access codes will be packaged with a new textbook in the bookstore. REGISTRATION To register in Connect, please visit {add Connect section-specific WEB ADDRESS} and click “Register Now”
https://connect.mheducation.com/class/m-gallo-winter-2020

Print package of text with Connect: ISBN 9781260305890
Digital only option of Connect: ISBN: 9781260305630

“Connect Student Quick Tips”
(http://highered.mcgrawhill.com/olc2/dl/866234/Connect_Student_Quick_Tips.pdf)
SmartBook reading assignments are time sensitive and must be completed before certain dates. Refer to Connect for details. A total of 10% is given for the completion of all units/chapters. The trial quizzes are open all term; these will provide you with examples of the type of questions to expect on examinations. No grade for completing these quizzes.

Additional readings will be given in lecture as homework (testable).

*KIN 120 Laboratory Manual.* This will be available on Canvas.

Information about this course, handouts, and important reminders will be made available on the course website. This information can be accessed at the following address: http://lthub.ubc.ca/guides/canvas/

Class notes will be made available through the course website. Students are encouraged to bring these notes along with paper and pen to class. Notes will be posted 24-hours prior to each class. Please keep in mind that these notes provide an overview of what will be covered and do not contain information related to discussions, in-class assignments, or detailed examples, which will be covered in class.

Course Evaluation

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Smartbook reading assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Laboratory written reports</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>20%</td>
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<tr>
<td>Final examination</td>
<td>50%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

Grading

Examinations:
Term tests will not be rescheduled for any reason other than a medical issue or family emergency.
Written documentation must be presented in order for the test to be rescheduled. If you do not contact your instructor, you will be given a score of zero on the assessment.
IMPORTANT: IN ORDER TO PASS THE COURSE, STUDENT MUST PASS (≥ 50%) THE FINAL EXAMINATION. Under no circumstances, is a make-up assignment an option to supplement grades obtained.

Lab reports:
There will be no “make-up” labs.
Formal written reports will be due after lab #1 and #5, respectively. Applied questions are not to be submitted but they are testable on examinations. Lab report #1 is due 14 days post-lab while lab report #2 is due 7 days post-lab. Grades will be deducted at a rate of 10% per day if late. Deductions will commence from the date/time the report is due, and will accumulate for each subsequent 24-hour period, including holidays and weekends. Reports will no longer be accepted for evaluation 2 days past the due date. Assessment of labs (rubric: scoring tool that lists the criteria used to grade your labs) is posted on Canvas for your viewing. Refer to the Laboratory Manual for details.

Grading scale is as following:

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
</tr>
<tr>
<td>76-79</td>
<td>B+</td>
</tr>
<tr>
<td>72-75</td>
<td>B</td>
</tr>
<tr>
<td>68-71</td>
<td>B-</td>
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<tr>
<td>64-67</td>
<td>C+</td>
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<tr>
<td>60-63</td>
<td>C</td>
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<tr>
<td>55-59</td>
<td>C-</td>
</tr>
<tr>
<td>50-54</td>
<td>D</td>
</tr>
<tr>
<td>0-49</td>
<td>F (Fail)</td>
</tr>
</tbody>
</table>

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website.

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC’s Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members’ full
participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail me your name and pronoun and how you would like these to be used.

Acknowledgements

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 in their culture, history, and traditions from one generation to the next on this site.