University of British Columbia – School of Kinesiology

KIN 464 – Winter 2019/20 Term 1

Syllabus

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

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code Number</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion and Physical Activity</td>
<td>KIN 464</td>
<td>3.0</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION AND RATIONALE

Explores historical and current perspectives on health promotion with a particular focus on the evolution and context of health promotion policies and strategies in Canada. Includes examination of the theory, design, implementation and evaluation of health promotion strategies in various arenas, particularly those aimed at encouraging physical activity and active living. Kinesiology is an academic discipline that involves the study of physical activity and its impact on health and quality of life at the individual and community level. The School of Kinesiology is a community of educators and researchers committed to advancing and disseminating knowledge that fosters healthier living through physical activity. This course is intended to explore how we can promote health through physical activity and develop critical insights into the theories and strategies behind health promotion.

PREREQUISITES

Third-year standing.

CONTACTS

<table>
<thead>
<tr>
<th>Course Instructor(s)</th>
<th>Contact Details</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Bundon</td>
<td><a href="mailto:Andrea.bundon@ubc.ca">Andrea.bundon@ubc.ca</a></td>
<td>Auditorium Annex</td>
<td>Use ‘Sign Up Genius’ to see office hours each week and sign up for an appointment – book consecutive sessions if you anticipate needing longer than 15 min. <a href="https://www.signupgenius.com/go/60B0D4BAEA92DA3FA7-drandrea">https://www.signupgenius.com/go/60B0D4BAEA92DA3FA7-drandrea</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Assistants</th>
<th>Contact Details</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nikolaus Dean</td>
<td><a href="mailto:nik.dean@ubc.ca">nik.dean@ubc.ca</a></td>
<td></td>
<td>Email to arrange</td>
</tr>
<tr>
<td>Jackie Lee</td>
<td><a href="mailto:jackie.lee@ubc.ca">jackie.lee@ubc.ca</a></td>
<td></td>
<td>Email to arrange</td>
</tr>
</tbody>
</table>
COURSE STRUCTURE

Lectures: Tuesdays and Thursdays from 9:30AM to 11AM in Woodward 6 (WOOD 6).

Weekly Schedule: See the course Canvas page for a calendar with a more detailed breakdown of the weekly schedule.

LEARNING OUTCOMES

The aims of this course are to examine how individuals and communities make health related choices (with a particular focus on choices related to physical activity and active living). Students will apply concepts and theories from the field of health promotion to analyze how these choices are shaped and constrained by external factors. Using the concepts of ‘agency’ and ‘structure,’ we will evaluate how health promotion strategies can be used to expand choices available to individuals and contribute to healthier living.

Specific Learning Objectives

By the end of this course, students will have:

1. Identified key issues, debates, theories and controversies in the literature on health and physical activity promotion. (Assessment = Quizzes)

2. Reflected upon how the social determinants of health intersect and the subsequent impact of these intersections on the wellbeing of individuals and their ability to engage in physical activity. (Assessment = Quizzes & Group Project)

3. Applied key concepts and theories from the field of health promotion to identify and assess the existing structures and conditions that impact the ability of individuals or communities to engage in physical activity and active living. (Assessment = Group Project)

4. Participated in health promotion activities held on the UBC campus. (Assessment = Participation + Reflection)

LEARNING ACTIVITIES

The format for the class includes lectures on Tuesdays and Thursday. Notes for the lectures will be posted on Canvas prior to the start of class. NOT ALL INFORMATION COMMUNICATED IN CLASS IS IN THE NOTES – students are expected to use the notes to guide their own notetaking and regular attendance is
expected of all students. Students who are absent from class for whatever reason are responsible for getting the missed lecture material from a classmate. Students who are going to miss multiple classes for any reason should contact the instructor. This course has a strong emphasis on participation and includes group work and work with community partners. Students are expected to make time to meet and work with their classmates on a regular basis and to meet with community partners as needed based on the demands of their project (average 2 times per semester). Some time will be provided in class (usually on Thursdays but occasionally on Tuesdays) for students to meet with their group. Should a student not be able to attend class, they should communicate with their group directly. Consistently failing to attend and/or participate in group meetings may negatively impact upon the student’s grade.

LEARNING MATERIALS

All students should have been registered in an online Canvas course for KIN 464. This platform will be used to communicate during the course and includes access and links to important resources.

There is no textbook for the course. Compulsary readings in the form of academic journal articles, book chapters, reports and grey literature are assigned each week (see Weekly Schedule below). All readings are available on Canvs (Library resource tab) or via the URL provided.

ASSESSMENTS OF LEARNING

Students will be evaluated on the following items:

1. **3 Quizzes** (January 30th, February 27th, March 26th) 3 x 15% = 45%
2. **Participation and Reflection** (March 5th) 5%
3. **Group Project Assignments** 3 x 5% = 15%
   - Assignment #1 Introduction & Literature Review (January 28th)
   - Assignment #2 Methods & Rationale (February 4th)
   - Assignment #3 Anticipated Challenges and Plan (February 13th)
4. **Group Project Final Report** (April 2nd) 25%
5. **Group Project Research Poster** (April 2nd) 10%

**Quizzes (3 x 15% = 45%)**
Three non-cumulative quizzes on readings and lecture material will be held in class on January 30th, February 27th, March 26th. Any valid reason for missing a quiz must be discussed with the instructor at
least 2 weeks in advance. Should a student miss a quiz for an unplanned reason (ie. illness), they have 24 hours to contact the instructor and make alternative arrangements. Documentation may be requested.

**Participation and Reflection (5%)**
A calendar of activities and events associated with MoveUBC (an on-campus initiative to promote movement and physical activity held each February) will be linked to on Canvas. Students will select one event from the calendar to attend and/or volunteer for (provided the event is recruiting volunteers). To receive full marks, the student must complete a form indicating the event that they participated in and get it signed by the event organizer. The student will also complete a 1 page reflection on the event and how it relates to key concepts discussed in the course. More details to be provided in class and on Canvas.

**Group Project (5% + 5% + 5% + 25% +10%)**
This course works with SEEDS (Social Ecological Economic Development Studies) to complete research projects for on campus partners. The projects are all related to health promoting and explore topics such as (but not limited to) evaluation of recreation facilities and settings, delivery of recreation and physical activity programs, the inclusion of marginalized or underrepresented communities in physical activity programming. Students will work in groups of 5 to complete projects. The deliverables will include 3 Project Assignments that address: Introduction and Literature Review, Methods and Rationale, and Anticipated Challenges and Plan. The group will also produce a Final Report and Research Poster. More details to be provided in class and on Canvas. **NOTE: There is a peer evaluation component to the final mark on the group project. Details will be explained in class.**

Late assignments will be accepted with a penalty of 5% per day (including weekends) with each day ending/starting at 9:30AM. Assignments not submitted on Canvas by 9:30AM on the day they are due will be considered late. **Late Participation and Reflection Submissions will not be accepted.**

Occasionally students disagree with the marks they receive. To request a review of a mark, the following procedure must be followed. For group marks, a 1-page typed memo describing in detail the nature of the perceived marking error must be sent to the instructor and signed by all group members. For quizzes, the same process is to be followed but is only signed by the single student. Requests may be submitted for review no sooner than 48 hours after receiving the grade and feedback and no later than one week after receiving the grade and feedback. All emails received outside that timeframe will be deleted without reply. Please note that when a mark is reviewed, the final re-grade mark may stay the same, be increased, or go down from the originally assigned grade.

**UNIVERSITY POLICIES**

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.

OTHER COURSE POLICIES

Class Attendance
Regular attendance is expected of students for all lectures and tutorials. Students who are absent from class for whatever reason are responsible for obtaining the missed lecture materials from a classmate. Students who are unavoidably absent for multiple classes should contact the instructor to discuss. (Please note further policies on missing quizzes.)

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 and register with Access and Diversity without delay (http://students.ubc.ca/about/access). Please contact Dr. Bundon early to discuss any accommodations that you require. Dr. Bundon also welcomes feedback and suggestions on how to make this course more widely accessible to students with a disability.

Inclusivity Statement
School of Kinesiology 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 our classes, course content, discussions and assignments. Please feel welcome to e-mail Dr. Bundon and the Teaching Assistants your name and pronouns and how you would like these to be used.

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. Students are encouraged to visit: http://www.calendar.ubc.ca/vancouver/?tree=3,54,111,959

and
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0
LEARNING ANALYTICS

This course will be using the following learning technologies: Canvas, Mentimeter and iPeer. 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 and encourage and facilitate in class discussions
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Assess your participation in the course
- Collect peer evaluations
- Grade assignments and provide you with personalized feedback.

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 owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Dr. Bundon permits students to record classes for their personal use only but respectfully requests that you do not distribute the recordings or share them in any digital format or online platform.

WEEKLY SCHEDULE

The topics and assigned readings for each class are listed below, although this may be subject to change. Changes will be communicated in class and on Canvas.

<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>Topic</th>
<th>Readings, Other Materials and Deadlines</th>
</tr>
</thead>
</table>
| Week 1       | What is health promotion? The evolution of health promotion | **Readings:**


| Week 2 | January 14, 16 | **Readings:**  
| --- | --- | --- |
| Week 3 | January 21, 23 | **Readings:**  
Okanagan Charter: An International Charter for Health Promoting Universities and Colleges. Available at: [https://open.library.ubc.ca/cIRcle/collections/53926/items/1.0132754](https://open.library.ubc.ca/cIRcle/collections/53926/items/1.0132754)  
| Week 4 | January 28, 30 | **Readings:**  
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Social theory and health promotion</th>
<th>February 4: Assignment #2 Methods and Rationale Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 4, 6</td>
<td>Theories of behavior change</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Diversity and inequities in health promotion</th>
<th>February 13: Assignment #3 Anticipated Challenges and Plan Due, TCPS certificates due</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 11, 13</td>
<td>Indigenous perspectives on health promotion</td>
<td></td>
</tr>
</tbody>
</table>

**Readings:**


<table>
<thead>
<tr>
<th>Week 7</th>
<th>No lecture</th>
<th>No activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Break</td>
<td>February 18, 20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Healthy City Strategy</th>
<th>February 27: Quiz 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 25, 27</td>
<td>Active transportation strategies</td>
<td></td>
</tr>
</tbody>
</table>

**Readings:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Working in health promotion</td>
<td>March 5: Participation and Reflection Due</td>
</tr>
<tr>
<td>Week 10</td>
<td>March 10, 12</td>
<td>To be confirmed</td>
<td>I reserve one week each term to cover a topic that has come up during the semester and/or to explore something directly relevant to the group projects. Details will be provided a week or two in advance.</td>
</tr>
<tr>
<td>Week 12</td>
<td>March 24, 26</td>
<td>Ethical dilemmas, surveillance and health promotion</td>
<td>March 26: Quiz 3</td>
</tr>
<tr>
<td>Week 13</td>
<td>March 31, April 2</td>
<td>No lecture</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td>Conference and Judging of Research Posters</td>
<td>We will hold a ‘mini-conference’ on April 7th where all groups present their research posters.</td>
</tr>
<tr>
<td>April 7</td>
<td>Attendance is mandatory and <strong>at least</strong> one group member must be available to set up early and stay late to take down.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Version: January 2020*