

SYLLABUS

KIN 442: Planning Physical Education, Sport, and Physical Activity Programs (3 Credits)



Section 901 – September 9th -December 2nd, 2020

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 Structure	Wednesdays – Combination of lectures, group work, and self-directed work.
Time & Location	Wednesday 5:00 – 8:00pm PST online through Collaborative Ultra and Zoom. Your attendance is expected and necessary for you to participate in classroom activities. Follow the course schedule, read the material for each topic before class, and arrive on time.
Course Website	All correspondence for the course will be posted on the KIN 442 Canvas course website (https://canvas.ubc.ca): use your CWL to login. You are responsible for attending class on this website and regularly checking it to be aware of any updates or changes to the course content, schedule, or learning activities.
Instructor and Teaching Assistants	<p>Course Instructor – Janka Corewyn Office Hours: Online through Collaborative Ultra Wednesdays 7:15-8:00pm PST, after class on Wednesday, or by appointment. janka.samuhel-corewyn@ubc.ca</p> <p>Course Teaching Assistants Joshua Webster - joshua.webster@ubc.ca Derek Paterson - d.paterson@ubc.ca</p>

Course 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 abilities, 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.

Instructor Bio

I am a practitioner in the field of sports and recreation. I was an elite athlete and represented Canada on the international stage in Swimming. After my swimming career, I worked for the Vancouver Park Board for 40 years. During this time, I provided sport and recreation opportunities for diverse populations. As well, I have been teaching at UBC as a School of Kinesiology sessional instructor for 25 years. I take my expertise and translate it into active class delivery that includes theory, research, and experiential learning.

Learning Material

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

Learning Outcomes

As an **instructor**, I will be responsible for integrating instructional strategies that support collaborative and active learning and accommodate students' different learning styles, as a **student** you will be responsible for developing new knowledge by engaging in critical dialogue and self-directed inquiry with your classmates: **together**, we will both be responsible for ensuring respectful, engaging, inclusive, effective, and productive learning environment.

Topics of Discussion:

1. How program planning concepts including needs assessment, marketing, budgeting, community resource management, human resource management, risk management, and program evaluation are implemented.
2. How to design a comprehensive sport or recreation program for a specific population.
3. How developing problem-solving skills are required to meet the challenges faced in sport and recreation program development and implementation.
4. How to appreciate the importance of equal and equitable access to community resource and services in sport and recreation delivery.

Learning Activities

The course will have three main learning platforms. The first, will be self-directed learning, where students will read reference material and answer questions. The second, will be lecture presentation through the zoom platform. This session will be recorded for further reference. The third, will be a combination of lecture and student discussion of relevant material. The material will be reviewed and documented by all students.

Assessment Type	Weight %
Program Plan – Due Nov 30 th by 11:59pm PST	25%
Brochure/Infographic – Due Nov 27 th , by 11:59pm PST	10%
Class Discussion Individual Activity Hand-ins - Ongoing	20%
Mid Term – October 14 during class – 5:00-5:50pm PST	15%
Final Exam (during December TBA)	30%
Total (must complete all segments above to successfully to complete the course)	100%

Schedule

Dates	Topics	Self-directed Activity
Sep 9	1. Introduction and Term of Reference	Introduction to Demography
Sep 16	2. Demography 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	Introduction to Needs Assessment
Sep 23	3. Needs Assessment A Framework for Recreation in Canada 2015 – Pathways to Wellbeing https://static1.squarespace.com/static/57a2167acd0f68183878e305/t/5926efacebbd1a74b7b584d8/1495723950196/Framework+For+Recreation+In+Canada_2016+w+citation.pdf	Introduction to Tournament Types

	<p>Community Needs Assessment https://ontario.cmha.ca/wp-content/uploads/2017/03/cca_roadmap_assessing_community_needs.pdf</p> <p>Sport for Life http://sportforlife.ca</p>	
Sep 30	<p>4. Programming Info</p> <p>Sport Participation 2010 https://central.bac-lac.gc.ca/.item?id=CH24-1-2014-eng&op=pdf&app=Library#:~:text=In%202010%2C%207.2%20million%20or,older%20participated%20regularly%20in%20sport.&text=In%202010%2C%2054%25%20of%20Canadians,older%20were%20regularly%20practicing%20sport</p> <p>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</p> <p>Non-Profit https://www2.gov.bc.ca/gov/content/employment-business/business/not-for-profit-organizations</p>	Sport Participation Trends
Oct 7	<p>5. Human Resources</p> <p>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</p> <p>Job Description http://www.hr.ubc.ca/administrators/recruiting/writing-job-description/</p> <p>Labour standards web page (part 4-34) http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96113_01</p>	Prep for Midterm by answering the Midterm Prep Questions
Oct 14	Mid Term Exam during class time 5:00-5:50pm PST	
Oct 14	<p>6. Resource Inventory</p> <p>Affordable Access to Recreation https://www.prontario.org/public/policy/RecAccessPolicyFinal.pdf <i>Please complete the personality test in this link before next class.</i> https://www.16personalities.com/free-personality-test</p>	Universal Design 101
Oct 21	<p>7. Management</p> <p>Universal Design 101 https://www.rickhansen.com/news-stories/blog/universal-design-101</p> <p>Leisure Management: all about the “what” and “who” https://www.tandfonline.com/doi/full/10.1080/16078055.2016.1277608?scroll=top&needAccess=true</p> <p>Building Enhanced Collaboration between Recreation and Sport http://sportforlife.ca/wp-content/uploads/2016/11/Recreation_and_Sport_Collaboration-FINAL-WEB-JAN-2013.pdf?x96000</p>	Do your MBTI Enhanced Collaboration of Recreation and Sport
Oct 28	<p>8. Adverting and Marketing</p> <p>Schools and Physical Activity https://phecanada.ca/programs</p> <p>Marketing Principles https://online.wvstateu.edu/news/business/principles-of-marketing/ https://marketbusinessnews.com/financial-glossary/marketing-principles/</p> <p>How to advertise https://blog.marketresearch.com/5-steps-for-using-market-research-to-advertise-your-product</p>	Budgeting for Not-for-Profit Organization

Nov 4	9. Budgeting Budgeting for Not-for- Profit Organizations https://open.alberta.ca/dataset/3808e2a5-9f7e-4b25-91e2-2b081c6887ae/resource/f446c3af-1435-437e-9d8b-600af1757a3c/download/2009-budgeting-nonprofit-boards-information-bulletin.pdf	Risk Management Introduction
Nov 18	10. Risk Management Risk Management Guide for Community Sport Organizations https://www.viasport.ca/sites/default/files/resources/Risk%20Management%20Guide.pdf https://sportlaw.ca/risk-management-for-sport-organizations-and-sport-facilities/ Using Participation Waiver Forms https://sportlaw.ca/using-waivers-in-university-programs-and-facilities/ How to write a waiver https://sportlaw.ca/wp-content/uploads/2011/03/a-Risk-management-Waivers-A-How-To-Guide.pdf	Work on Program Plan
Nov 25	11. Evaluation http://www.socialresearchmethods.net/kb/intreval.htm http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1578833	Work on Program Plan
Nov 30	Program Plan Due at 11:59pm PST	
Dec 2	12. Course Review	

Learning Resources

The Faculty of Education has a number of resources to support learning. These are available here (<https://educ.ubc.ca/students/student-resources/>).

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 and cultural 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 here (<https://senate.ubc.ca/policies-resources-support-student-success>).

Learning Analytics

Some of the learning technologies used for your course may collect and analyse information about your activity in this course. The purpose of the learning analytic data is used to support teaching, learning, and student success. If you have questions or would like to learn more about learning analytics project at UBC visit the [UBC Learning Analytics site](https://learninganalytics.ubc.ca/for-students/) (<https://learninganalytics.ubc.ca/for-students/>).

Accessibility

If you have any challenges accessing materials that will impact your success in this course, [UBC's Centre for Accessibility](#) can support your needs by providing appropriate accommodations to support you.

Web: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

Email: accessibility@ubc.ca

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor and to be used in this course. Redistribution of these materials by any means without permission of the Course Instructor constitutes a breach of copyright and may lead to academic discipline.

Students Learning Outside of Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/supportresources/freedom-expression>.