

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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. I would also like to acknowledge that students and guests in this course join us from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.

COURSE INFORMATION

| Course Title | Course Code Number | Credit Value |
|--|---------------------------|---------------------|
| Health Promotion and Physical Activity | KIN 464 | 3.0 |

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

| Course Instructor(s) | Contact Details | Office Location | Office Hours |
|----------------------|--|-----------------|--|
| Andrea Bundon | Email via Canvas (preferred) or andrea.bundon@ubc.ca | N/A | The Canvas course calendar has available appointment times each week. If all the appointments are booked, I will add additional time slots. All meetings will be conducted online. |
| Teaching Assistants | Contact Details | Office Location | Office Hours |
| Staci Mannella | Email via Canvas | N/A | Online by appointment |
| Joseph O'Rourke | Email via Canvas | N/A | Online by appointment |

COURSE STRUCTURE

This course has been designed to include a mix of synchronous (live) sessions with asynchronous (on your own time) activities. **Please note that group work is integral to this course – you will be expected to make time to (virtually) meet with your group members.**

**** SEE WEEKLY SCHEDULE AT **END OF THIS DOCUMENT** FOR DETAILED SCHEDULE. ANY CHANGES TO SCHEDULE WILL BE COMMUNICATED VIA ANNOUNCEMENTS IN CANVAS****

Live lectures on Zoom (link to be provided on Canvas) are scheduled from **9:30 to 11:00 AM on Tuesdays MOST WEEKS with two additional lectures on the first two Thursdays of the term.** Students are encouraged to join in real time in order to benefit from the ability to ask questions and engage with other students. However, all sessions will be recorded and videos posted later that day for students who are unable to join us live.

Asynchronous learning activities include readings from the course textbook, short and long videos, podcasts and a number of ungraded self-tests, polls, reflections exercises for students to complete online. **Online content is made available each week on Mondays.** Students should aim to complete all module activities **prior to Monday the following week** in order to fully participate in discussions and stay on pace with the course.

Two midterm exams are scheduled **9:30 to 11:00 AM on Thursdays (March 4th and April 1st).** Students are required to complete these in 'real time' on Canvas. An 'alternate writing time' **may be scheduled** after consulting with students and considering timezones.

This course has a **strong emphasis on participation and includes group work and work with campus partners.** Students are expected to make time to meet and work with their classmates on a regular basis

and to meet with campus partners as needed based on the demands of their project. Consistently failing to attend and/or participate in group meetings will negatively impact upon the student's grade.

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 = Midterm exams*)
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 = Midterm exams & 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 in Move UBC + Reflection*)

LEARNING MATERIALS

*****STUDENTS WHO EXPERIENCE ISSUES ACCESSING CONTENT FOR ANY REASON SHOULD CONTACT DR. BUNDON AS SOON AS POSSIBLE TO EXPLORE ALTERNATIVES.*****

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. **Compulsory readings in the form of academic journal articles, book chapters, reports and grey literature are assigned each week.** All readings are available on Canvas (Library resource tab) or via the URL provided. The Weekly Schedule (below) provides readings for each week – but please note the instructor reserves the right to make changes and will post changes in Canvas.

Videos: This course makes extensive use of short video content. Instructions to find and view the videos will be posted in the Canvas modules. Most of the videos are provided through subscriptions managed by UBC Library or on public sites on the web.

Podcasts: A number of podcasts are used in this courses. Direct links to podcasts and relevant episodes will be posted in the Canvas modules. Students can stream the audio online or download using a podcast platform/app to listen offline.

Newspaper articles: Newspaper articles are used to prompt discussions about current topics and debates pertaining to the Canadian healthcare system. Links to articles will be posted in Canvas.

Additional resources and learning materials may be posted on Canvas throughout the semester.

ASSESSMENTS OF LEARNING

Students will submit be evaluated on the following items:

| | |
|---|-------|
| 1. TCPS 2 Module completion (Jan 22 nd , 11:59pm) | 0% |
| 2. 2 Midterms (Mar 4 th , 9:30am) | 22.5% |
| (Apr 1 st , 9:30am) | 22.5% |
| 3. Move UBC Participation and Reflection (March 11 th , 11:59pm) | 5% |
| 4. Group Project Assignments | |
| Group Contracts (Jan 28 th , 11:59pm) | 0% |
| Assignment #1 Introduction & Literature Review (Feb 11 th , 11:59pm) | 5% |
| Assignment #2 Methods & Rationale (Feb 25 th , 11:59pm) | 5% |
| Assignment #3 Final Report (Apr 13 th , 11:59pm) | 30% |
| Assignment #4 Poster and Presentation (Apr 13 th , 11:59pm) | 10% |
| Data and consent forms (Apr 13 th , 11:59pm) | 0% |

**NOTE: Although the TCPS 2 module, the Group Contracts and the submission of data and consent forms are complete/incomplete and not worth any grades, students are required to complete to continue in the course. Students with incomplete on these three submissions will not receive a grade on their next assignment until these are done.*

Midterm Exams (2x 22.5% = 45%)

There are 2 midterms exams for this course (each worth 22.5%). These will be held **9:30 to 11:00 AM on Thursdays online**. Midterm 1 covers all material from Weeks 1 – 7 (inclusive) and Midterm 2 covers material from Weeks 8 - 12 (inclusive). **Key concepts and theories will be repeated in across all midterms but the more ‘topical’ content will be covered in the midterm relevant to the weeks listed above.**

The midterm exam will take the form of multiple-choice, true/false, and long answer questions. All midterms will be conducted online, in Canvas and will require the use of LockDown Browser (more details will be provided).

Any student who misses a midterm must contact Dr. Bundon with 48 hours of the midterm regardless of their reason for missing to discuss options. Options MAY include rescheduling or redistributing weight to other exams/assignments.

Missing **both midterms** will result in a failing grade in the course.

MoveUBC Participation and Reflection (5%)

MoveUBC is an annual event intended to promote movement and physical activity to the UBC community in the month of February. Students will select *one* event from the MoveUBC calendar to attend. To receive full marks, the student must complete an online submission on the event and a short reflection on how the event used strategies/concepts discussed in the course. More details will be provided in class and on Canvas. Please understand that **MoveUBC will be virtual** this year and the organizers are having to do something they’ve never done before. Information will be provided as their plans evolve but your patience and flexibility is appreciated! **Late Participation and Reflection Submissions will not be accepted.**

Group Project (5% + 5% + 5% + 30% +10%)

KIN 464 works with SEEDS (Social Ecological Economic Development Studies) to complete research projects for on campus partners. The projects are all related to health promotion and explore topics such as (but not limited to) evaluation of recreation facilities and assets, delivery of recreation and physical activity programs, the inclusion of marginalized or underrepresented communities in physical activity programming, communication and marketing of physical activity programming. **All projects will be online (ie. topics do not require students to be present on campus and meetings with campus partners and group members will be online).**

Students will work in groups of 4-5 to complete projects.

The deliverables will include four Project Assignments: #1 Introduction and Literature Review, #2 Methods and Rationale, #3 Final Report, and #4 Poster and Presentation. 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.**

All assignments are to be submitted on Canvas. **Late** assignments will be accepted with a penalty of 5% per day (including weekends) with each day ending/starting at midnight. Assignments not submitted on Canvas by 11:59pm on the day they are due will be considered late.

Requesting a regrade

Occasionally students disagree with the marks they receive. **To request a review of a mark, the following procedure must be followed.** For group marks, an approximately 1-page typed email describing in detail the nature of the perceived marking error must be sent to the instructor and **signed by all group members (or all member sign by ‘replying’ to the email)**. For midterm exams, 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. ANY EMAILS RECEIVED BEFORE 48 HOURS HAVE PASSED WILL BE DELETED WITHOUT REPLY** (trust me – nothing good comes of an email sent in haste or out of frustration). Please note that when a mark is reviewed, the final regraded 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](#).

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:

<http://academic.ubc.ca/support-resources/freedom-expression>

OTHER COURSE POLICIES

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 the Centre for Accessibility 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 regardless of their status with the Centre for Accessibility.

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, and age. 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 email Dr. Bundon and the Teaching Assistants with any information you believe would help us make your experience in this course more inclusive. We also encourage you to use the Canvas and Zoom settings to share your preferred name and pronouns and how you would like these to be used (or send us an email).

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 (+ extensions and integrated apps), and Mentimeter. 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.
- Grade assignments and provide you with personalized feedback.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, instructor recorded videos 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.

Students are not permitted to record or take photographs/screenshots of any course content unless they are granted prior permission by Dr. Bundon.

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.

| Week & Dates | Topic | Readings, Other Materials and Deadlines |
|--------------------------|----------------------------------|---|
| Week 1 January 12,14 | What is health promotion? | <p>January 12 and 14: Lectures - introduction, discuss structure of class, what is health promotion</p> <p>Asynchronous module: brief introduction to course materials</p> <p>Readings: World Health Organization. (1986). Ottawa Charter for Health Promotion. Available online at: http://www.who.int/healthpromotion/conferences/previous/ottawa/en/</p> |
| Week 2 January 19, 21 | Group Projects | <p>January 19 and 21: Lectures - Discuss format for group projects, visit from group partners (TBC)</p> <p>Asynchronous module: overview of group project documents and assignments</p> <p>Deadlines: 1. TCPS 2 Module completion (Jan 22nd, 11:59pm) 2. SIGN UP FOR GROUP (Jan 23rd, 11:59pm)</p> |

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| | | <p>Readings: O’Neill, M., Rootman, I., Dupéré, & Pederson, A. (2012). Chapter 1: The evolution of health promotion in Canada. Health Promotion in Canada: Critical Perspectives on Practice, pp. 3-17.</p> |
| <p>Week 3 January 26, 28</p> | <p>The evolution of health promotion</p> | <p>January 26: lecture – The evolution of health promotion</p> <p>Asynchronous module: online –difference between health promotion, public health and health education</p> <p>Deadlines: 1. Group Contracts (Jan 28th, 11:59pm)</p> <p>Readings: Rootman, I., O’Neill, M. (2012). Chapter 2: Key concepts in health promotion. Health Promotion in Canada: Critical Perspectives on Practice, pp. 18-32.</p> <p>Okanagan Charter: An International Charter for Health Promoting Universities and Colleges. Available at: https://open.library.ubc.ca/cIRcle/collections/53926/items/1.0132754</p> |
| <p>Week 4 February 2, 4</p> | <p>ParticipACTION – a national campaign</p> | <p>February 2: Lecture - ParticipACTION</p> <p>Asynchronous module: online – ParticipACTION ads and marketing campaigns</p> <p>Readings: Bauman, A., Madill, J., Craig, C. L., & Salmon, A. (2004). ParticipACTION: This mouse roared, but did it get the cheese?. Canadian Journal of Public Health/Revue Canadienne de Sante'e Publique, 95, S14-S19.</p> <p>Latimer-Cheung, A., Murumets, K., Faulkner, G. (2014) Chapter 8: ParticipACTION: The national voice of physical activity and sport participation in Canada. In R. Pate & D. Buchner (Eds.)</p> |

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| | | Implementing Physical Activity Strategies, pp. 61-70. |
| Week 5 February 9, 11 | Health promotion theories and models | <p>February 9: lecture – health promotion models</p> <p>Asynchronous module: models continued</p> <p>Deadlines: Assignment #1 Introduction & Literature Review (Feb 11th, 11:59pm)</p> <p>Readings: TBC</p> |
| Week 6 Reading Break February 16, 18 | | |
| Week 7 February 23, 25 | Individual models (Understanding behaviour change) | <p>February 23: lecture – understanding behaviour change</p> <p>Asynchronous module: behaviour change case studies</p> <p>Deadlines: Assignment #2 Methods & Rationale (Feb 25th, 11:59pm)</p> <p>Readings: TBC</p> |
| Week 8 March 2, 4 | Societal models (Ecological model) | <p>March 2: lecture – ecological model</p> <p>Midterm 1 (Mar 4th, 9:30am)</p> <p>Readings: TBC</p> |
| Week 9 March 9, 11 | Transportation and health promotion | <p>March 9: lecture – transportation and health promotion</p> <p>Asynchronous module: Running Free documentary</p> <p>Deadlines: 1. Move UBC Participation and Reflection (March 11th, 11:59pm)</p> <p>Readings:</p> |

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| | | <p>Lau, E. Y., Faulkner, G., Riazi, N., Qian, W., & Leatherdale, S. T. (2017). An examination of how changing patterns of school travel mode impact moderate-to-vigorous physical activity among adolescents over time. <i>Journal of Transport & Health</i>. doi:10.1016/j.jth.2017.03.011</p> <p>Prati, G. (2017). Gender equality and women's participation in transport cycling. <i>Journal of Transport Geography</i>. https://doi.org/10.1016/j.jtrangeo.2017.11.003</p> |
| <p>Week 10 March 16, 18</p> | <p>Promoting physical activity in a pandemic!</p> | <p>March 16: lecture – promoting physical activity in a pandemic</p> <p>Asynchronous module: personal reflection on physical activity during pandemic through models</p> <p>Readings: TBC</p> |
| <p>Week 11 March 23, 25</p> | <p>Digital health promotion</p> | <p>March 23: lecture – digital health promotion</p> <p>Asynchronous module: surveillance society</p> <p>Readings: Struik, L.L., Haines-Saah, R.J., Bottorff, J.L. (2017). Chapter 16: Digital Media and Health Promotion Practice. In I. Rootman, A. Pederson, K. Frohlich, & S. Dupéré (Eds.) <i>Health Promotion in Canada, 4th Edition: New Perspectives on Theory, Practice, Policy, and Research</i>, pp. 305-327.</p> <p>Lupton, D. (2012). M-health and health promotion: The digital cyborg and surveillance society. <i>Social Theory & Health</i>, 10(3), 229-244.</p> |
| <p>Week 12 March 30 April 1</p> | <p>Careers in health promotion</p> | <p>March 30: Lecture - Guests (TBC)</p> <p>Midterm 1 (April 1st, 9:30am)</p> <p>Readings:</p> |

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|-----------------------|---|---|
| Week 13 April 6, 8 | Conference and Judging of Research Posters | April 6: Group Presentations April 8: Group Presentations |
| Week 14 April 13 | Conference and Judging of Research Posters | April 13: Group Presentations Deadlines: 1. Assignment #3 Final Report (Apr 13 th , 11:59pm) 2. Assignment #4 Poster and Presentation (Apr 13 th , 11:59pm) 3. Data and consent forms (Apr 13 th , 11:59pm) |

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