Course Code and Title: KIN 120 Health and Exercise Management  
Previous Code and Title: KIN 103 Active Health  
Class location: Instructional Resources Centre (Woodward, IRC) Hall #2

Class Times (in person): Monday, Wednesday and Friday 9:00-9:50am, PST  
Lab Times: Monday at 12-2pm and Thursdays 10-12pm and 12-2pm, PST  
in Osborne unit 2 Undergraduate Learning Lab

Instructor Name: Dr. Maria Gallo  
Contact Information: maria.gallo@ubc.ca  
Office: Osborne Centre Unit 2, Room 204  
Office Hours: Tuesdays from 10-11am online (zoom on canvas)  
Please email me to set up a date/time if not available during scheduled office hours.  
Teaching Assistants (TAs), their emails and office hours: TBD

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. Please eat or drink between classes. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. 

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: https://bc.thrive.health/covid19/en. In this class, the marking scheme can provide some flexibility so that you can prioritize your health and still succeed. Contact your instructor if you will be missing more than two classes and/or one laboratory. We can then discuss how you may need to make up for the missed time: however, it is strongly recommended you stay connected with a peer, get class notes, consult canvas read the textbook, attend virtual office hours, watch the lectures (if being recorded), etc.
Land Acknowledgements
We acknowledge that 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 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 and programming courses in subsequent years.

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 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:

- 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
- 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 VO2max can be predicted from cardiovascular tests
- Explain the basic guidelines and tools used for aerobic and anaerobic exercise prescription

Format and Procedures

There are several approaches to learning in this course that include traditional lecture, discussion in partners and small groups, and team-based learning. Questions during class time are always welcome and student participation in all class formats is essential for success in the course. This course is organized into eight units. Refer to the tentative schedule for each unit topic/subject. The first four units focus on health and disease prevention whilst the last four units focus on training and exercise programming. The course will consist of three 50-minute classes each week. These in person classes will include lecturing, individual activities, and small group discussions. Although attendance is not formally taken, regular attendance to lectures is strongly encouraged. You are responsible for all material covered during lectures and labs and any information given
whether in attendance or not. You are also responsible for getting your own notes from lectures and labs as well as information pertaining to changes in the course outline, readings, assignments, and information pertaining to any tests or exams. Course material is made available to students for personal use only. Students may not distribute or reproduce the materials for commercial purposes without the instructor’s express written consent.

Lectures may be recorded by the lecture hall audio-visual equipment, and posted on Canvas or accessible in another location (TBD) shortly thereafter. Note that the instructor camera can only capture the front of the room, not the side or the back of the classroom. All audio will be captured in the recording; this includes student questions, remarks, etc. These recordings will only be shared with students absent for more than a week due to medical reasons or Covid. I am doing this to encourage in class attendance.

Public Health orders may change over the course of the term, which in turn may affect the way the course is delivered, as well as safety measures that are required in class and labs. Flexibility during this semester will be important.

**Important Semester Dates**

<table>
<thead>
<tr>
<th>Our first class</th>
<th>January 10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBC closed (no classes)</td>
<td>Feb. 21-25th</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>In class/in person Feb. 18th (units 1-4)</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>April 8th</td>
</tr>
<tr>
<td>Final examination period</td>
<td>April 12-27th (focus on units 5-8)</td>
</tr>
<tr>
<td></td>
<td>Exam date will be released later in the term.</td>
</tr>
</tbody>
</table>

*Add/Drop days: Jan. 21st is the last day to drop without a W standing), and March 4th is the last day with a W standing.*

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Chapters in Fahey et al. textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 10th</td>
<td>Introduction to KIN 120</td>
<td></td>
</tr>
<tr>
<td>Jan. 12-17th</td>
<td>Unit 1: Physical activity in health</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Jan. 19-28th</td>
<td>Unit 2: Stress management</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Jan. 31- Feb. 7th</td>
<td>Unit 3: Chronic disease prevention</td>
<td>Chapters 10 and 12</td>
</tr>
<tr>
<td>Feb. 9-16th</td>
<td>Unit 4: Body composition and diabetes</td>
<td>Chapters 6 and 8</td>
</tr>
<tr>
<td>Feb. 18th</td>
<td><strong>Midterm (units 1-4) in class/in person</strong></td>
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</tr>
</tbody>
</table>
**Laboratories**

The overall aims of the labs are twofold: firstly, to expose the Kinesiology student with reliable and valid field tests that assess the health-related components of fitness (body composition, flexibility, muscular strength, endurance and power, and cardiorespiratory fitness), and secondly to familiarize them with the foundational four pillars of human movement: push/pull, change of elevation, rotation and locomotion. Students will be able to perform simple, valid, standardized and reliable field tests. Students will learn to execute quality movement, learn cueing by analyzing the key performance indicators of specific movements. Students will work in small groups; however, they will collect data from themselves and use that data as baseline to help create an exercise program to improve their fitness. The data that will inform the fitness program will be used in a case study and communicated in two lab reports. 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, watch videos and any text reading) and on time. Everyone **must attend** each laboratory and expected to participate fully in the lab sessions (attendance is taken). Participation means serving as both the tester and the participant. Appropriate dress (gym wear) is required during labs. Physical testing, activities and exercises will be completed during the lab. It is expected that you participate as much as possible. You will also be expected to complete some tasks on your own time (outside of lab time), and have the results for discussion during lab times. Legitimate excuses for missing labs include illness (physician note may be required), and compassionate circumstances only. Extended vacations, extra work, etc. do not qualify. Your assigned TA is your first point of contact; however, both myself and the TAs are here to help. *If you miss a lab and you are not able to observe another lab session, 20% may be deducted from your lab report grade.*

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 **Feb. 28-March 9th**  
**Unit 5: Principles of training & principles of conducting fitness assessments**  
Chapters 2 and 9

**March-11-18th**  
**Unit 6: Flexibility (adaptations, assessment and designing programs)**  
Chapter 5

**March 21-31st**  
**Unit 7: Musculoskeletal Fitness (adaptations, assessment and designing programs)**  
Chapter 4

**April 1-8th**  
**Unit 8: Cardiorespiratory Fitness (Bioenergetics, adaptations, assessment and designing programs)**  
Chapter 3

*Two guest speakers will be scheduled to come and speak to the class. Date will be communicated once confirmed.*
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.

Lab topics:

<table>
<thead>
<tr>
<th>Lab</th>
<th>Description</th>
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<tbody>
<tr>
<td>Lab 1</td>
<td>Anthropometric measurements, heart rate, blood pressure and lifestyle questionnaire</td>
</tr>
<tr>
<td>Lab 2</td>
<td>Exercise preparation &amp; recovery, aerobic and anaerobic testing</td>
</tr>
<tr>
<td>Lab 3</td>
<td>Hip ROM, hip hinge movement patterns and vertical &amp; broad jump assessments</td>
</tr>
<tr>
<td>Lab 4</td>
<td>Squat and push movement patterns, upper &amp; lower body strength and endurance assessments</td>
</tr>
<tr>
<td>Lab 5</td>
<td>Shoulder ROM, core strength and lunge and row movement patterns and assessments</td>
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</tbody>
</table>

Policies and Expectations

Attendance
Regular attendance is expected of students for all lectures, laboratories, and review classes. Students who are unavoidably absent from a few classes in a row because of illness or an emergency should email the instructor. If you are absent during your assigned lab session, email your TA immediately. You will be asked to make up your missed lab session.

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/](http://students.ubc.ca/publications/multifaith/). Any accommodations required should be communicated to the course instructor during the first two weeks of the term.

Contacting your instructor and TAs (emails):
Students are always welcome to contact the instructor and teaching assistants via email. When contacting the instructor and teaching assistants, students should use professional email etiquette and should have the course code (KIN 120) in the subject line. The following are some tips to help us help you. When contacting us, students should use professional email etiquette (I highly recommend this fun blog on how to do this well). Please keep in mind that it may take us (myself and the teaching assistants) up to 48 hours to respond to your email during the week and we do not check our email on weekends. Please keep this in mind around assignment due dates and just before

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1 [https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087](https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087)
the midterm. Some questions can be answered through email while others need to be discussed in person. As such, students are strongly encouraged to go to office hours. If you are not available to meet during office hours, please send me an email and we will arrange a mutually convenient time to meet. Appointments to meet with a teaching assistant can be made by emailing the teaching assistant.

Technology
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 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.

Mentimeter may be used throughout the term to enhance student learning by encouraging student participation, engagement, and discussion. To use Mentimeter students will need to have access to an electronic device that will allow them to connect to the internet (e.g., tablet, laptop, phone). Responding to Mentimeter questions is not mandatory, and thus students will not be penalized if they do not have access to an electronic device during class time.

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.

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct.

Honesty Pledge
I hereby pledge that I have read and will abide by the rules, regulations, and expectations set out in the UBC Academic Calendar, with particular attention paid to:

1. The Student Declaration
   (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0)
2. The Academic Honesty and Standards
   (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0)
3. The Student Conduct During Examinations
   (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,90,0)
4. And any special rules for conduct as set out by the examiner

I affirm that I will not give or receive any unauthorized help on this examination, that all work will be my own, and that I will abide by any special rules for conduct set out by the examiner.

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.
Class Notes

Class notes will be made available through the course shell. 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.

Readings and Resources

Students are responsible for all readings assigned in the course syllabus and during class time. Not all concepts in the textbook will be covered in class. Concepts from the assigned readings in the textbook will be tested on the midterm and final examination. Assigned empirical research and review articles are meant to develop student’s understanding and provide examples of concepts discussed in class. Thus, they will not be directly tested on the midterm, but completion of these readings will enhance knowledge of the course material. Additional readings, information about this course, handouts, and important reminders will be made available on the course shell.

Required Readings:

Textbook:


Refer to Canvas for instructions for purchasing the book.

All work students complete in Connect should be done through Canvas access to Connect to ensure it is recorded. All textbook purchases must be made via the UBC bookstore.

SmartBook reading assignments are time sensitive and must be completed before certain dates. Refer to Connect for full details. Units 1 and 2 cover chapters 1 and, while units 3 and 4 cover chapters 10 & 11 and 6 & 8; these readings need to be completed before the midterm. Units 5-8 cover chapters 2, 9, 5, 4 and 3; these readings need to be completed before the final exam (date to be confirmed). These units make up the final examination.

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. These quizzes are not graded.

Peer reviewed articles will also be included as part of required readings. These will be communicated throughout the course and can be found on the Canvas shell under Supplementary Reads.
**KIN 120 Laboratory ‘Manual’**. This will be available on Canvas: lab modules will include all lab information.

### Course Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<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 (in person)</td>
<td>30%</td>
</tr>
<tr>
<td>Final examination (in person)</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Grading/Evaluations

Due dates of lab reports/exams will not be rescheduled for any reason other than a medical issue or family emergency. Written documentation must be presented in order for an exam to be rescheduled or for extensions on assignments. Lab reports will not be re-graded. If you miss a due date or exam for an emergency, you must contact your instructor as soon as possible following the class/exam. If you do not contact your instructor, your assignment will be considered late or in the case of missing an exam, it will be given a score of zero. If you are not able to write the midterm due to a medical issue or family emergency then the weighing from the missed midterm will be redistributed to your final examination. You may be writing a cumulative final examination. All extensions, rescheduling, or other concessions are at the discretion of the instructor. Reach out to your instructor as soon as possible. All examinations will be written in person. If you need separate accommodations due to a learning disability, ongoing medical problem, etc., and have the documentation, please reach out to the Centre for Accessibility for further resources.

Each lab group is expected to submit one lab report [Yes, you need to work as a group] after the second lab, and after the last lab for grading. Lab #1 report (includes labs 1 & 2) is due 14-days post lab and to be submitted electronically via Canvas (by the same time and on the same day as the lab). Lab #2 report (includes labs 1-5) is due 10 days post lab and to be submitted electronically via Canvas (by the same time and on the same day as the lab). Lab reports will not be accepted through email. Lab reports are considered late ten minutes after the end of that lab session. Late reports will be deducted at a rate of 10% per day. Deductions will commence from the date and time the lab report is due, and will accumulate for each subsequent 24-hour period for a maximum of two days, followed by a grade of zero. Lab reports will be graded by the TAs via Speedgrader. Students are responsible for making sure that their electronic submissions were successful and have sufficient internet speed to upload their lab reports.

**Examinations:**

There will be one midterm in this course. Units 1 to 4 are assessed in this examination. The midterm may include, but is not limited to: multiple choice questions, labeling, fill-in-the-blank, true/false, and short answer questions. The midterm will cover material presented in the lecture/s prior to the examination. Details will be discussed during the
class period before the examination. It is your responsibility to know what will be covered on the examination, even if you missed a class. Missed examinations are subject to the policies outlined in the section titled “Course Evaluation.”

The final exam is not accumulative; however, key themes will thread throughout the whole term, and these concepts are examinable. Units 5-8 will be the focus for the final examination. Applied questions from the labs are not to be submitted in the lab reports but they are testable on examinations.

If you are feeling ill at the time of a final assessment, do not attend. You must apply for deferred standing (an academic concession) through your instructor. Students who are granted deferred standing (SD) will be able to complete assignments at a later date.

Grading scale is as following:

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Letter Grade</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>64-67</td>
<td>C+</td>
</tr>
<tr>
<td>60-63</td>
<td>C</td>
</tr>
<tr>
<td>55-59</td>
<td>C-</td>
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<tr>
<td>50-54</td>
<td>D</td>
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<tr>
<td>049</td>
<td>F (Fail)</td>
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</tbody>
</table>

UBC policies

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.

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/policiesresources-support-student-success).

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 pronouns and how you would like these to be used.