Welcome to the KIN 321 course! My name is Dr. Paul Kennedy and it is my pleasure to work with you this term. Students come into this course with a background in anatomy and physiology, have an understanding of how the body responds to exercise, and are familiar with exercise prescription principles. In KIN 321, we use a problem- or case-based learning approach to revisit these concepts but apply them to different populations. My goal is to give you a better understanding of (a) the dynamic and holistic nature of health (b) the physical, mental and social challenges that individuals dealing with a health issue often encounter and (c) the steps needed to create a meaningful exercise program that will benefit individuals in the community.

LEARNING OBJECTIVES
By the end of this course, students will be able to:

- Describe the various dimensions of health
- Describe health as a holistic concept
- Describe how an individual’s exercise goals change with age
- Identify how various health conditions affect an individual’s exercise capacity
- Develop and apply effective problem-solving skills
- Plan an appropriate exercise test for individuals dealing with various health issues
- Critique current research evaluating the impact physical activity has on special populations
- Create an appropriate exercise plan for specific groups of individuals
- Identify common approaches used to promote physical activity in the community

READINGS.....
and other useful resources

Publisher: Wolters Kluwer

Research articles will be assigned throughout the course
Materials can be downloaded through the UBC library website

http://www.library.ubc.ca
Find texts and other materials dealing with biomechanics at the Library

http://canvas.ubc.ca
Find helpful handouts, lecture overviews, and other classroom materials on the course website
Incorporating active learning technology into the classroom will:

A. Engage students in thinking and learning
B. Create opportunities for discussion and collaboration
C. Provide students with immediate feedback about learning and studying
D. Create teachable moments to reinforce and elaborate on concepts
E. Prompt students to come to class prepared

F. All of the above

What is a classroom response system?
A set of hardware and software that facilitates teaching activities. Your instructor will post multiple-choice questions via the classroom projector and each student will answer using a web-enabled device. Your instructor’s computer collects the answers and produces a bar chart showing how many students chose each of the answer choices.

Why use a classroom response system?
There are positive correlations between activities and student outcomes. BUT (and that’s a big but), participation is KEY!

Will any data be recorded?
No. No personal data of any kind will be collected. Students do not need to identify themselves. Your instructor will not keep any information about how you scored on the questions. The classroom response system will not be used to monitor your performance in class.

Lastly…..
This is a free system. Students do not need to pay for an account or purchase any equipment or applications.

What You’ll Need

ClassQuestion Account
- Go to classquestion.com
- Click on the “student–sign up/log in” link on the top/left portion of the screen
- Click to register your free account using the link at the bottom of the page
- Enter in 10-numbers as a login (it can be any 10 numbers, no need to use your phone number)
- Click on “+ add a class”
- Enter the following code: KZQZM (then click on “+ add class)
- You should be able to see the KIN 321 course

Log In To Your Account
- Bring your web-enabled device with you to class
  - Log in to your account at the start of class
  - Answer questions during the lecture
  - Review questions after class
CLASS EXPECTATIONS
Summary of some of the key expectations for this course:

DOWNLOAD
Go to the course website and gather the materials you will need for each lecture. Read ahead, complete any tasks so that you are ready for class.

ATTEND
It is important to come to class regularly. Class gives you another perspective on the material besides just the textbook.

PARTICIPATE
A course is much more rewarding if you fully participate. Get involved in the learning process and participate in classroom activities and discussions.

RESPECT
In the classroom, everyone must be treated with respect. Please keep the talking to a minimum so that you do not disturb your classmates. Laugh with one another - not at each other.

FOCUS
Avoid using electronic devices for anything other than taking notes, or following the lecture. If you need to use your phone, kindly step out of the classroom (if it can’t wait).

CHECK IN
You are responsible for all material covered in class and any information given whether in attendance or not. Contact your instructor to discuss an absence and see what was missed.

COMMUNICATION
When in doubt……ask!!!

EMAIL
Questions through email are always welcome. I check my email regularly during the week. I will do my best to respond within 24 hours. Please include your first and last name and course code (KIN 216) in the subject line. Thanks!

MEETINGS
Some questions may have to be discussed in person. Setting up a time to meet is also a great way to get to know your instructor. Just send me an email and we can always arrange a time to meet that works for both of us.

WEBSITE
Announcements, handouts, and other materials are regularly posted on your course website. Please keep in mind that these notes provide an overview of what will be covered. A full set of notes will not be available online.
**SCHEDULE**
Topics and assigned readings for each class are listed below, although, this may be subject to change. If you have any questions about what was covered in class, or to discuss an absence, please don’t hesitate to contact your instructor.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<td>Course Introduction</td>
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<td>January 12 to 14</td>
<td>Health, Wellness, and Physical Activity</td>
<td>Chapter 1</td>
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<td>January 17 to 21</td>
<td>Exercise Testing and Prescription</td>
<td>Chapters 2 and 3</td>
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<td>February 2 to 9</td>
<td>Sex-Specific Differences and Pregnancy</td>
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<td>High Blood Pressure</td>
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<td>March 2 to 9</td>
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<td>April 12 to 27</td>
<td>Final Exam</td>
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EVALUATION
Your final grade will be determined based on your marks from the following assessments. There are NO OPPORTUNITIES TO EARN EXTRA CREDITS. So, please pay attention to the dates and deadlines so that you are prepared to complete the following. And if something arises, please talk to your instructor as soon as possible.

1. CLASS TESTS (25%)
There will be 2 tests this term. The tests will consist of multiple-choice and short answer questions and will be written during class times.

2. FINAL EXAM (50%)
A comprehensive test that will be written during the exam period (https://students.ubc.ca/enrolment/exams/exam-schedule). Similar to the tests, the exam will consist of multiple-choice, short answer, and long answer questions.

PLEASE NOTE:
You will need to bring a pencil to write the tests and final exam (multiple choice sections).

When writing a test or exam, cell phones are not to be visible or used at any time. Phones should be turned off before entering the room and remain off for the duration of the assessment.

ACADEMIC CONCESSION
If an absence is anticipated before an assessment, please talk to your instructor as soon as possible. Tests will not be rescheduled for any reason other than self-declared medical circumstances, personal emergencies, or academic conflicts. Please note that personal travel (e.g. vacations) are not a valid excuse to miss an assessment. Failure to discuss the matter with your instructor in a reasonable timeframe will result in a zero on the assessment.

More information about academic concession and the School’s policies can be found here: https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/

UNIVERSITY POLICIES

Academic Honesty and Standards
Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. 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 the student's obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty.

If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made his or her final decision. When a student is placed on academic hold, the student is blocked from all activity in the Student Service Centre.

**Resources to Support Student Success**

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](#).

**Academic Accommodation for Students with Disabilities**

The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs, and facilities and to be welcomed as participating members of the University community. 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 Centre for Accessibility without delay.

**Copyright**

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