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>
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<tbody>
<tr>
<td>Health Promotion and Physical Activity</td>
<td>KIN 464</td>
<td>3.0</td>
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</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>Negin Riazi, PhD (she/her)</td>
<td><a href="mailto:negin.riazi@ubc.ca">negin.riazi@ubc.ca</a></td>
<td>TBC</td>
<td>Online by appointment</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td></td>
<td>TBC</td>
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<tr>
<td>Naomi Maldonado-Rodriguez</td>
<td><a href="mailto:nmrod@mail.ubc.ca">nmrod@mail.ubc.ca</a></td>
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<td>Yiling Tang</td>
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<td>TBC</td>
<td>Online by appointment</td>
</tr>
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</table>

*Go to Canvas → ‘Office Hours’ to sign up for an appointment. Appointments should be booked a minimum of three hours in advance. Appointments are 15 minutes in length – book consecutive time slots if you anticipate needing longer than 15 minutes.
COURSE STRUCTURE

Lectures: Tuesdays and Thursdays from 9:30AM to 11AM in Woodward 1 (WOOD 1).

This course is designed to be in person.* Please note that group work is integral to this course – you will be expected to make time to meet with your group members (either in person or virtually depending on the evolving public health measures).

*Subject to change (a theme throughout this syllabus). While KIN 464 was designed to be in person, I’m sure by now, most of us are familiar with the need to adapt while living in a pandemic. As of now, the first two weeks of class will be synchronous (live) sessions via Zoom. Live lectures on Zoom (link to be provided on Canvas) are scheduled from 9:30 to 11 AM on Tuesdays and Thursdays. Students are encouraged to join in real time in order to benefit from the ability to ask questions and engage with other students.

Course readings composed of readings, podcasts, short and long videos, and newspaper articles can be found on Canvas or via URL provided. Course materials (i.e. lecture slides, syllabus, etc.) will be made available on Canvas each week under the corresponding week (e.g., Week 1, Week 2, etc.). All course communication will be made though Canvas and/or via email.

Two midterm exams are scheduled for 9:30 to 11:00 AM on Thursdays (February 17th and March 31st). Students are required to complete these in class (*format subject to change depending on Provincial Health Orders).

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 how social-ecological factors influence health behaviours and the subsequent impact of these intersections and factors on the
wellbeing of individuals and their ability to engage in physical activity. \textit{(Assessment = Midterm exams & Group Project)}

3. \textbf{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. \textit{(Assessment = Group Project)}

4. \textbf{Produced} a report of practical recommendations for health promotion interventions and policies that enhance the choices available to diversely situated individuals \textit{(Assessment = Group Project)}

5. \textbf{Participated} in health promotion activities held on the UBC campus. \textit{(Assessment = Participation in Move UBC + Reflection)}

**LEARNING MATERIALS + ACTIVITIES**

The format for the class includes lectures on Tuesdays and Thursday. All students should be registered in an online Canvas course for KIN 464. This platform will be used to communicate during the course and includes links to important resources.

There is no textbook for the course (yay!). \textbf{Compulsary readings in the form of academic journal articles, grey literature, podcasts, and visual media (e.g., videos) will be assigned each week.} The Weekly Schedule (below) provides readings for each week – but please note that the instructor reserves the right to make changes and will post changes in Canvas. Additional resources and learning materials may be posted on Canvas throughout the semester.

Lecture slides will be posted on Canvas prior to the start of class. \textbf{NOT ALL INFORMATION COMMUNICATED IN CLASS IS IN THE SLIDES} – 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.

**ASSESSMENTS OF LEARNING**

Students will be evaluated on the following items:

1. \textbf{TCPS 2 Module} completion (Jan 21\textsuperscript{st}, 11:59 PM) \hspace{2cm} 0%

2. \textbf{2 Midterms}
   
   February 17\textsuperscript{th}, 9:30 AM \hspace{2cm} 22.5%
   March 31\textsuperscript{st}, 9:30 AM \hspace{2cm} 22.5%
3. Move UBC Participation and Reflection
   March 10th, 11:59 PM

4. Group Project Assignments

   Group Contracts
   (January 27th, 11:59 PM) 0%

   Assignment #1 Introduction & Literature Review
   (February 10th, 11:59 PM) 5%

   Assignment #2 Methods & Rationale
   (March 1st, 11:59 PM) 5%

   Assignment #3 Final Report
   (April 12th, 11:59 PM) 30%

   Assignment #4 Poster and Presentation
   (April 12th, 11:59 PM) 10%

   Data and Consent forms
   (April 12th, same as poster, final report, 11:59 PM) 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 assignment until these are done.

Midterm Exams (2x22.5% = 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 in class (or online depending on Provincial Health Orders). Midterm 1 covers all material from Weeks 1 – 6 (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 short/long answer questions.

Any student who misses a midterm must contact Dr. Riazi within 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 while MoveUBC is planned for in person, they will follow all Provincial Health Orders around safe recreation and therefore events may change (e.g., move to virtual activities). Updated information will be provided if circumstances evolve, but your patience and flexibility is appreciated! Late Participation and Reflection Submissions will not be accepted.

Group Project (5% + 5% + 30% + 10% = 50%)

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 involve online data collection (i.e. topics do not require students to be present on campus to collect data and meetings with campus partners 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. 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 11:59 PM 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 members 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.

OTHER COURSE POLICIES

**Class Attendance**
Regular attendance is expected of students for all lectures and group work. 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 midterm exams.)

**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. Riazi early to discuss any accommodations that you require. Dr. Riazi 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, and age. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, nonhomophobic, non-transphobic and non-heterosexist language is expected in our classes, course content, discussions and assignments. Please feel welcome to email Dr. Riazi 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](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](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0)

**COVID-19**
I recognize that the COVID-19 pandemic has made circumstances challenging for everyone – each of us, facing different types of challenges. In the face of these uncertain times and challenges, resources are available at the university or in the community if you need support → UBC Health and Wellbeing

With the ongoing pandemic situation and evolving Provincial Health Orders we may need to pivot class delivery methods (e.g., online learning) in order to adapt (hence the reason for so many asterisks throughout the syllabus!). I will do my best to communicate new or unforeseen updates to you, and appreciate your patience and flexibility in advance!

LEARNING ANALYTICS

This course will be using the following learning technologies: Canvas (+ extensions and integrated apps) and Slido. 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, 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/screeshots of any course content unless they are granted prior permission by Dr. Riaz.

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? | January 11th and 13th Lectures:  
  - Introduction  
  - Discuss structure of class  
  - What is health promotion  
  **Readings:**  
  World Health Organization. (1986). Ottawa Charter for Health Promotion. Available online at:  
  https://www.who.int/teams/health-promotion/enhanced-wellbeing/first-global-conference |
### Week 2
**January 18, 20**

**Group Projects**

**January 18th and 20th Lectures:**
- Visit from Campus Partners (TBC)
- Discuss format for group projects

**Deadlines:**
- ✓ TCPS 2 Module completion (Jan 21, 11:59PM)
- ✓ SIGN UP FOR GROUP (Jan 22, 11:59PM)

**Readings:**

### Week 3
**January 25, 27**

**The evolution of health promotion**

**January 25th and 27th Lectures:**
- The evolution of health promotion
- Difference between health promotion, public health, and health education

**Deadlines:**
- ✓ Group Contracts (Jan 27th, 11:59 PM)

**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
**February 1, 3**

**Run to Quit – smoking cessation program + ParticipACTION – a national campaign**

**February 1st and 3rd Lectures:**
- Guest Lecture by Kelly Wunderlich
- Run to Quit and ParticipACTION campaigns

**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,
### Week 5
#### February 8, 10

**Health promotion theories and models**
- **Guest Lecture** – Dr. Madelaine Gierc, School of Kinesiology, UBC

**February 8th and 10th Lectures:**
- Guest lecture by Dr. Madelaine Gierc
- Health promotion theories and models

**Deadlines:**
- ✓ **Assignment #1 Introduction & Literature Review** (February 10th, 11:59 PM)

**Readings:** TBC

### Week 6
#### February 15, 17

**Individual + Social-ecological models (Understanding behaviour change)**

**February 15th:**
- Individual and social-ecological models

**February 17th Lecture:**
- ✓ **MIDTERM #1** (9:30 AM)

**Readings:**
- 99% Invisible podcast episode 363: [https://99percentinvisible.org/episode/invisible-women/](https://99percentinvisible.org/episode/invisible-women/)

### Week 7
#### February 22, 24

Reading Break

No activities

### Week 8
#### March 1, 3

**Transportation + Health Promotion**
- **Guest Lecture** – Nik Dean, School of Kinesiology, UBC

**March 1st and 3rd Lecture:**
- Guest Lecture by Nik Dean
- Transportation + Health Promotion

**Deadlines:**
- ✓ **Assignment #2 Methods and Rationale** (March 1st, 11:59 PM)

**Readings:** TBC
| Week 9 | Research in health promotion + Knowledge Mobilization | March 8th and 10th Lectures:  
• Health promotion  
• Knowledge Mobilization/Translation  
**Deadlines:**  
✓ Participation and Reflection Due (March 10th, 11:59 PM)  
**Readings:**  
|-------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Week 10 | Impact of the COVID-19 pandemic on mental and physical health  
**Guest Lecture – Dr. Mark Duncan, Department of Health Sciences, Brock University** | March 15th and 17th Lectures:  
• Guest Lecture by Dr. Mark Duncan  
• Mental and physical health during a pandemic  
**Readings: TBC**  
| Week 11 | Digital health promotion  
**Guest Lecture – Dr. Jesse Couture, School of Kinesiology, UBC** | March 22nd and 24th Lecture:  
• Guest lecture by Dr. Jesse Couture  
• Digital health promotion  
**Readings: TBC**  
### Week 12
**March 29, 31**
**Evaluation and surveillance in health promotion**

**Guest Lecture** – Dr. Krista Glowacki, Department of Occupational Science and Occupational Therapy, UBC

**March 29th Lecture:**
- Guest lecture by Dr. Krista Glowacki
- Evaluation and surveillance in health promotion

**March 31st Lecture:**
- **MIDTERM #2** (9:30 AM)

**Readings:** TBC

### Week 13
**April 5, 7**
**Conference and Judging of Research Posters**

**April 5th:** Group Presentations

**April 7th:** Group Presentations

### Week 14
**April 12th **
**Conference and Judging of Research Posters**

**April 12th :** Group Presentations

**Deadlines:**
- **Assignment #3 Final Report** (April 12th, 11:59 PM)
- **Assignment #4 Poster and Presentation** (April 12th, 11:59 PM)
- **Data and consent forms** (April 12th, 11:59 PM)