

SYLLABUS

KIN 442: Planning Physical Education, Sport, and Physical Activity Programs (3 Credits) (Previously KIN 400)

Section 901 – January 11th -April 5th, 2023



UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land is situated on what 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 – 7:50pm – Biological Sciences Room #100 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. You will be responsible for any missed lecture material – please connect with a classmate.
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 checking this website regularly for any updates or changes to the course content, schedule, or learning activities.
Instructor and Teaching Assistants	Course Instructor – Janka Corewyn (she, her, hers) Office Hours: Wednesdays after class or by appointment. janka.samuhel-corewyn@ubc.ca Course Teaching Assistants Nicole Lunde - Nicole.Lunde@ubc.ca Brook Haight – brook.haight@ubc.ca Allyson Schweitzer - allyson.schweitzer@ubc.ca

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 over 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 27 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. The third, will be a combination of lecture and student discussion of relevant material.

Assessment Type	Weight %
Program Proposal and Plan – Due on February 8 th and Program Plan – Due April 3 rd (proposal 5 + plan 15)	20%
Group Presentations (March 15 th , 22 nd , 29 th)	10%
Infographic – Due March 22 nd by 11:59pm PST	10%
Class Discussion Individual Activity Hand-ins - Ongoing	20%
Mid Term – February 15 th during class – 5:00-5:45pm PST	15%
Final Exam (during April TBA)	25%
Total (must complete all assessments above with a minimum of 50% to successfully complete the course) LATE SUBMISSIONS WILL BE SUBJECT TO PENALTIES	100%

Schedule

Dates	Topics	Self-directed Activity
Jan 11	1. Introduction and Term of Reference	#1 Introduction to Demography – Jan 18
Jan 18	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	#2 Introduction to Needs Assessment – Jan 25
Jan 25	3. Needs Assessment A Framework for Recreation in Canada 2015 – Pathways to Wellbeing https://cpa.ca/wp-content/uploads/2021/04/FrameworkForRecreationInCanada_2016wcitation.pdf Community Needs Assessment https://ontario.cmha.ca/wp-content/uploads/2017/03/cca_roadmap_assessing_community_needs.pdf Sport for Life http://sportforlife.ca	#3 Sport Participation Trends – Feb 1
Feb 1	4. Programming Info Sport Participation 2010 (the link below will take some time to open – please be patient) https://publications.gc.ca/collections/collection_2014/pc-ch/CH24-1-2014-eng.pdf 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 Non-Profit https://www2.gov.bc.ca/gov/content/employment-business/business/not-for-profit-organizations	#4 Human Resources – Feb 8 Prep for Midterm by answering the Midterm Prep Questions – Feb 8 Program Plan Proposal – Feb 8
Feb 8	5. Human Resources 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 Job Description http://www.hr.ubc.ca/administrators/recruiting/writing-job-description/ Labour standards web page (part 4-34) http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96113_01	Prepare for midterm
Feb 15	Mid Term Exam during class time 5:00-5:45pm PST	
Feb 15	6. Resource Inventory Affordable Access to Recreation https://www.prontario.org/public/policy/RecAccessPolicyFinal.pdf Please complete the personality test in this link before next class. https://www.16personalities.com/free-personality-test https://my-personality-test.com/	#5 Enhanced Collaboration Between Recreation and Sport – Mar 1
Feb 22	Reading Break – no classes	
Mar 1	7. Management Dealing with Conflict	Do your MBTI prior to class

	<p>https://climb.pcc.edu/blog/what-are-the-five-conflict-resolution-strategies</p> <p>Universal Design 101</p> <p>https://www.rickhansen.com/news-stories/blog/universal-design-101</p> <p>Leisure Management: all about the “what” and “who”</p> <p>https://www.tandfonline.com/doi/full/10.1080/16078055.2016.1277608?scroll=top&needAccess=true</p> <p>Building Enhanced Collaboration between Recreation and Sport</p> <p>http://sportforlife.ca/wp-content/uploads/2016/11/Recreation_and_Sport_Collaboration-FINAL-WEB-JAN-2013.pdf?x96000</p>	#6 Marketing and Promoting Your Recreation Programs – Mar 8
Mar 8	<p>8. Advertising and Marketing</p> <p>Schools and Physical Activity</p> <p>https://phecanada.ca/programs</p> <p>Marketing Principles</p> <p>https://marketbusinessnews.com/financial-glossary/marketing-principles/</p> <p>How to advertise</p> <p>https://blog.marketresearch.com/5-steps-for-using-market-research-to-advertise-your-product</p>	#7 Budgeting for Not-for-Profit Organization – Mar 15
Mar 15	<p>9. Budgeting</p> <p>Budgeting for Not-for-Profit Organizations</p> <p>https://open.alberta.ca/dataset/3808e2a5-9f7e-4b25-91e2-2b081c6887ae/resource/f446c3af-1435-437e-9d8b-600af1757a3c/download/2009-budgeting-nonprofit-boards-information-bulletin.pdf</p> <p>Student Presentations</p>	#8 Risk Management Introduction – Mar 22 Infographic Due – Mar 22
Mar 22	<p>10. Risk Management</p> <p>Risk Management Guide for Community Sport Organizations</p> <p>https://www.viasport.ca/sites/default/files/resources/Risk%20Management%20Guide.pdf</p> <p>https://sportlaw.ca/risk-management-for-sport-organizations-and-sport-facilities/</p> <p>Using Participation Waiver Forms</p> <p>https://sportlaw.ca/using-waivers-in-university-programs-and-facilities/</p> <p>How to write a waiver</p> <p>https://sportlaw.ca/waivers-a-risk-management-technique/</p> <p>Student Presentations</p>	#9 Thinking Strategically About your Agency’s Recreation Programming – Mar 29
Mar 29	<p>11. Evaluation</p> <p>http://www.socialresearchmethods.net/kb/intreval.htm</p> <p>http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1578833</p> <p>Student Presentations</p>	Work on Program Plan Program Plan due – Apr 3
Apr 3	Program Plan Due at 11:59pm PST	
Apr 5	Catch up and 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>).

Course Policies

Please make sure you are familiar with the academic policies and procedures.

Academic Integrity

Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC's <https://academicintegrity.ubc.ca/resources/>

Learning Analytics

Some of the learning technologies used for your course may collect and analyze 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

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