

**ACKNOWLEDGEMENT**

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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. 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**

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

**COURSE DESCRIPTION AND RATIONALE**

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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**

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Third-year standing.

**LEARNING OUTCOMES**

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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.
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.
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.
4. **Participated** in health promotion activities held on the UBC campus.

CONTACTS

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Course Instructor	Contact Details
Andrea Bundon	Email via Canvas (preferred) or <a href="mailto:andrea.bundon@ubc.ca">andrea.bundon@ubc.ca</a>
Teaching Assistants	Contact Details
Samantha Graham	Email via Canvas
Julia McKenna	Email via Canvas

OFFICE HOURS

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To book a meeting with me, check the **Canvas 464 Course Calendar**. Each week I have several slots listed when I am available to meet and you can book them online. If all the appointments are booked, I will add additional time slots (you can email me to let me know the appointments are full and/or I will proactively add more slots as they fill up). The link to join my 'Office Hour Zoom Room' is:

<https://ubc.zoom.us/j/67651299377?pwd=QSsyOFBSMmxqNDERt0dMSEdFMzNBQT09>

Meeting ID: 676 5129 9377

Passcode: 486551

If you prefer to meet in person, you can contact me and we will make arrangements. In person meetings will take place at my office:

Office 156F, Auditorium Annex, 1924 West Mall

### **COURSE STRUCTURE**

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This course has been designed to include a mix of lectures, online content (asynchronous) and project work. **Please note that group work is integral to this course – you will be expected to make time to meet with your group members IN ADDITION TO THE TIME PROVIDED IN CLASS.**

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

Lectures are scheduled from **9:30 to 11:00 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. 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, 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 Thursdays**. Students should aim to complete all module activities **prior to Tuesday 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 (February 16<sup>th</sup> and March 30<sup>th</sup>)**. These midterms are in person.

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 MATERIALS**

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**\*\*\*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. **Compulsary 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 may be able to find the same podcast episode on another podcast platform/app to listen offline (ie. Apple Podcasts, Spotify).

**Newspaper articles:** Newspaper articles are used to prompt discussions about current topics. Links to articles will be posted in Canvas.

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

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### ASSESSMENTS OF LEARNING

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Students will submit be evaluated on the following items:

1. <b>TCPS 2 Module</b> completion (January 19th, 11:59pm)	0%	
2. <b>2 Midterms</b> (February 16 <sup>th</sup> , 9:30am)	22.5%	
(March 30 <sup>th</sup> , 9:30am)	22.5%	
3. <b>Move UBC Participation and Reflection</b> (March 9 <sup>th</sup> , 11:59pm)	5%	
4. <b>Group Project Assignments</b> Group Contracts (Jan 26 <sup>th</sup> , 11:59pm)	0%	
Assignment #1 Introduction & Literature Review (Feb 9 <sup>th</sup> , 11:59pm)	5%	
Assignment #2 Methods & Rationale (Feb 28 <sup>th</sup> , 11:59pm)0	5%	
Assignment #3 Final Report (Apr 13 <sup>th</sup> , 11:59pm)	30%	
Assignment #4 Poster and Presentation (April 13 <sup>th</sup> , time TBD)	10%	* this is a live event
Data and consent forms (Apr 13 <sup>th</sup> , 11:59pm)	0%	

POSTER DUE FOR PRINTING! TBC 0%

**\*Dr. Bundon to confirm but expect to send your poster file for printing 2-4 days before the April 13<sup>th</sup> deadline.**

*\*NOTE: Although the TCPS 2 module, the Group Contracts and the submission of data and consent forms are complete/incomplete and worth 0%, students are required to complete to continue in the course. Students with incomplete on any of 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 in class. Midterm 1 covers all material from Weeks 1 – 6 (inclusive) and Midterm 2 covers material from Weeks 7 - 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.

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. **Late Participation and Reflection Submissions will not be accepted.**

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

KIN 464 works with campus clients to complete projects that address a health promotion need/challenge that the campus client has. 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.

**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**

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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**

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#### ***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.

#### ***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, 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 our classes, course content, discussions and assignments. Please feel welcome to email Dr. Bundon and the Teaching Assistants your

name and pronouns and how you would like these to be used.

***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>.

**LEARNING ANALYTICS**

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This course will be using the following learning technologies: Canvas (+ extensions and integrated apps), Mentimeter, and Turnitin. 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, the instructor intends 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**

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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. Dr. Bundon provides recordings of lectures **personal use only** but respectfully requests that you do not distribute the recordings or share them in any digital format or online platform.

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
<p><b>Week 1</b></p> <p>January 10, 12</p>	<p>What is health promotion?</p>	<p>January 10<sup>th</sup> and 12<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Discuss structure of class</li> <li>• What is health promotion</li> <li>• TCPS 2</li> </ul> <p><b>Readings:</b> World Health Organization. (1986). Ottawa Charter for Health Promotion. Available online at: <a href="https://www.who.int/teams/health-promotion/enhanced-wellbeing/first-global-conference">https://www.who.int/teams/health-promotion/enhanced-wellbeing/first-global-conference</a></p>
<p><b>Week 2</b></p> <p>January 17, 19</p>	<p>Group Projects</p>	<p>January 17<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>• Visit from Campus Partners (TBC)</li> <li>• Discuss format for group projects</li> </ul> <p>January 19<sup>th</sup>: NO LECTURE</p> <ul style="list-style-type: none"> <li>• Online Asynchronous Module: Dr. Bundon will be travelling to a conference. Instead of a lecture there will be an online module to complete.</li> </ul> <p><b>Deadlines:</b></p> <ul style="list-style-type: none"> <li>✓ TCPS 2 Module completion (Jan 19<sup>th</sup>, 11:59PM)</li> <li>✓ SIGN UP FOR GROUP (Jan 19<sup>th</sup>, 11:59PM)</li> </ul> <p><b>Readings:</b> O’Neill, M., Rootman, I., Dupéré, &amp; 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><b>Week 3</b> January 24, 26</p>	<p>The evolution of health promotion</p>	<p>January 24<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>• <b>Group work:</b> Time will be provided in class on Tuesday to work on the group contracts.</li> </ul> <p>January 26<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>• The evolution of health promotion</li> <li>• Difference between health promotion, public health, and health education</li> </ul> <p><b>Deadlines:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Group Contracts</b> (Jan 26<sup>th</sup>, 11:59 PM)</li> </ul> <p><b>Readings:</b></p> <p>Rootman, I., O’Neill, M. (2012). Chapter 2: Key concepts in health promotion. <i>Health Promotion in Canada: Critical Perspectives on Practice</i>, pp. 18-32.</p>
<p><b>Week 4</b> January 31 February 2</p>	<p>ParticipACTION – a national campaign</p>	<p>January 31<sup>st</sup> and February 2<sup>nd</sup>:</p> <ul style="list-style-type: none"> <li>• ParticipACTION campaign</li> <li>• <b>Group work:</b> ~45 minutes will be provided in class on Thursday to work on introduction and literature review.</li> </ul> <p><b>Readings:</b></p> <p>Bauman, A., Madill, J., Craig, C. L., &amp; Salmon, A. (2004). ParticipACTION: This mouse roared, but did it get the cheese?. <i>Canadian Journal of Public Health/Revue Canadienne de Sante'e Publique</i>, 95, S14-S19.</p> <p>Yun, L., Vanderloo, L., Berry, T. R., Latimer-Cheung, A. E., O’Reilly, N., Rhodes, R. E., ... &amp; Faulkner, G. (2018). Assessing the social climate of physical (in) activity in Canada. <i>BMC Public Health</i>, 18(1), 1-13.</p>
<p><b>Week 5</b> February 7,9</p>	<p>Health promotion theories and models  Individual level theories</p>	<p>February 7<sup>th</sup> and 9<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>• Why/how we use health promotion theories and models</li> </ul>

		<ul style="list-style-type: none"> <li>• Individual models to understand behaviour change</li> <li>• Discuss midterm format</li> </ul> <p><b>Deadlines:</b></p> <ul style="list-style-type: none"> <li>• <b>Assignment #1 Introduction &amp; Literature Review</b> (February 9<sup>th</sup>, 11:59 PM)</li> </ul> <p><b>Readings:</b></p> <p>Rhodes, R. E., McEwan, D., &amp; Rebar, A. L. (2019). Theories of physical activity behaviour change: A history and synthesis of approaches. <i>Psychology of Sport and Exercise</i>, 42, 100-109.</p>
<p><b>Week 6</b></p> <p>February 14, 16</p>	<p><b>Theories about People and Their Environment</b></p>	<p><b>February 14<sup>th</sup>:</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of theories focusing on the link between individuals and their environment</li> <li>• Place based approaches to health promotion</li> </ul> <p><b>February 16<sup>th</sup>:</b></p> <ul style="list-style-type: none"> <li>✓ <b>MIDTERM #1</b> (9:30 AM)</li> </ul> <p><b>Readings:</b></p> <p>Rydin, Y., Bleahu, A., Davies, M., Dávila, J. D., Friel, S., De Grandis, G., ... &amp; Lai, K. M. (2012). Shaping cities for health: complexity and the planning of urban environments in the 21st century. <i>Lancet</i>, 379(9831), 2079.</p> <p>Di Sebastiano, K. M., Kozicky, S., Baker, M., Dolf, M., &amp; Faulkner, G. (2021). The University of British Columbia healthy beverage initiative: Changing the beverage landscape on a large post-secondary campus. <i>Public Health Nutrition</i>, 24(1), 125-135.</p>

<p>Week 7 February 21, 23</p>	<p>Reading Break</p>	<p>Work on group project. No deadlines/assigned material.</p>
<p>Week 8 February 28 March 2</p>	<p>Health Promoting Universities</p>	<p>February 28<sup>th</sup> and March 2<sup>nd</sup>:</p> <ul style="list-style-type: none"> <li>• Guest lecture – Implementing the Okanagan Charter</li> <li>• Health Promotion at UBC</li> </ul> <p><b>Deadlines:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Assignment #2 Methods and Rationale</b> (February 28<sup>th</sup>, 11:59 PM)</li> </ul> <p><b>Readings:</b> Okanagan Charter: An International Charter for Health Promoting Universities and Colleges. Available at: <a href="https://open.library.ubc.ca/cIRcle/collections/53926/items/1.0132754">https://open.library.ubc.ca/cIRcle/collections/53926/items/1.0132754</a></p>
<p>Week 9 March 7, 9</p>	<p>Transportation, Active Transportation and Micro-mobility</p>	<p>March 7<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>• Exploring transportation as a means to health promotion</li> </ul> <p>March 9<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>• <b>Group work:</b> 90 minutes will be provided to review feedback on group assignment #2 and needed changes before data collection.</li> </ul> <p><b>Deadlines:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Participation and Reflection Due</b> (March 9<sup>th</sup>, 11:59 PM)</li> </ul> <p><b>Readings:</b> Lau, E. Y., Faulkner, G., Rizzi, N., Qian, W., &amp; Leatherdale, S. T. (2017). An examination of how changing patterns of school travel mode impact moderate-to-vigorous physical activity among adolescents over time. Journal of Transport &amp; Health. 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>.  <a href="https://doi.org/10.1016/j.jtrangeo.2017.11.003">https://doi.org/10.1016/j.jtrangeo.2017.11.003</a></p> <p>Running Free: Children’s Independent Mobility Documentary <a href="https://youtu.be/OKOXfa8NfTY">https://youtu.be/OKOXfa8NfTY</a></p>
<p><b>Week 10</b> March 14,16</p>	<p><b>Health Promotion and Covid 19th</b></p>	<p><b>March 15<sup>th</sup> and 17<sup>th</sup>:</b></p> <ul style="list-style-type: none"> <li>• Mental and physical health during a pandemic</li> <li>• Health promotion initiatives during the pandemic</li> </ul> <p><b>Readings: TBC</b></p> <p>Bowles, H., Clift, B. C., &amp; Wiltshire, G. (2022). Joe Wicks, lifestyle capitalism and the social construction of PE (with Joe). <i>Sport, Education and Society</i>, 1-13.</p> <p>Duncan, M. J., Riazi, N. A., Faulkner, G., Gilchrist, J. D., Leatherdale, S. T., &amp; Patte, K. A. (2022). Changes in Canadian adolescent time use and movement guidelines during the early COVID-19 outbreak: A longitudinal prospective natural experiment design. <i>Journal of Physical Activity and Health</i>, 19(8), 566-577.</p>
<p><b>Week 11</b> March 21,23</p>	<p><b>Digital health promotion and e-surveillance</b></p>	<p><b>March 22<sup>nd</sup> and 24<sup>th</sup> Lecture:</b></p> <ul style="list-style-type: none"> <li>• The use of technology in health promotions campaigns</li> <li>• Surveillance of health via digital platforms</li> <li>• Discuss midterm format</li> </ul> <p><b>Readings: TBC</b></p> <p>Millington, B. (2014). Amusing ourselves to life: Fitness consumerism and the birth of bio-games. <i>Journal of Sport and Social Issues</i>, 38(6), 491-508.</p> <p>Lupton, D. (2017) Lively data, social fitness and biovalue: The intersections of health self-tracking and</p>

		social media. In J. Burgess, A. Marwick, & T. Poell (Eds). The Sage Handbook of Social Media, pp. 562-578.
<p><b>Week 12</b> March 28, 30</p>	<p><b>Equity and Health Promotion</b></p>	<p><b>March 28<sup>th</sup>:</b></p> <ul style="list-style-type: none"> <li>• Guest lecture TBC</li> </ul> <p><b>March 30:</b></p> <ul style="list-style-type: none"> <li>✓ <b>MIDTERM #2</b> (9:30 AM)</li> </ul> <p><b>Readings:</b></p> <p>TBC</p>
<p><b>Week 13</b> April 4, 6</p>	<p><b>Careers in health promotion</b></p>	<p><b>April 4<sup>th</sup>:</b></p> <ul style="list-style-type: none"> <li>• Guest lecture TBC</li> </ul> <p><b>April 6<sup>th</sup>:</b></p> <ul style="list-style-type: none"> <li>• <b>Group work:</b> 90 minutes will be provided to work on final group project and presentation.</li> </ul> <p><b>Readings:</b></p> <p>Neiterman, E., Meyer, S., Filice, E. (2023). Chapter 11: Future Directions for Health Promotion Practice. In E. Neiterman, S. Meyer, E. Filice (Eds). Health Promotion in Canada: Theory and Practice in Context, pp. 186-201</p> <p><b>Deadlines:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Poster for printing – TBC!</b></li> </ul>
<p><b>Week 14</b> April 11, 13</p>	<p><b>Conference and Judging of Research Posters</b></p>	<p><b>April 11<sup>th</sup>:</b></p> <p><b>Deadlines:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Assignment #3 Final Report</b> (April 13<sup>th</sup>, 11:59 PM)</li> <li>✓ <b>Assignment #4 Poster and Presentation</b> (April 12<sup>th</sup>, 11:59 PM)</li> <li>✓ <b>Data and consent forms</b> (April 12<sup>th</sup>, 11:59 PM)</li> </ul>

Version: January 2023