

Course Syllabus

THE UNIVERSITY OF BRITISH COLUMBIA

School of Kinesiology

KIN 488 PARC Work Integrated Learning: Physical Activity Counselling and Prescription for People with Spinal Cord Injury

Term/Credit Value:	2022W Term 1 and 2; 6 credits
Co-Requisites	KIN 320, KIN 341 (highly recommended)
Time & Location	<p>Seminar: On select weeks; see schedule for details. 1-2pm Tuesdays; PARC Blusson Spinal Cord Centre Lecture Hall- 818 W 10th Avenue OR Osborne Unit 1 203 (see weekly announcements)</p> <p>PARC Practicum: 6 hours/week; schedule co-developed with PARC manager at beginning of term</p>
Grading	Pass/Fail: Students will be assigned a grade for each of the course assessments and will be required to achieve a final grade of 70% or higher to be assigned ‘Credit’ (pass) for the course
Instructor/Supervisor	PARC Managers: Milly Zaletelj/Max Walkes Faculty Supervisor: Jasmin Ma (she/her)
Office	Room 209, Osborne Unit II, 6108 Thunderbird Blvd, Vancouver BC (Options for Zoom/phone if necessary)
Office Hours	12pm-1pm Wednesdays on Zoom (see Canvas Discussions for link)
E-mail	PARC Manager: zaletelj@icord.org PARC Manager: walkes@icord.org Faculty Supervisor: Jasmin.Ma@ubc.ca

Land Acknowledgements: We acknowledge that the UBC Vancouver Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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 their culture, history, and traditions from one generation to the next on this site. We acknowledge the traditional owners and caretakers of this land.

Equity & Diversity: I intend for students from diverse backgrounds and perspectives to be well-served by this course; diversity is viewed as a resource, strength, and benefit of this class. It is my intent to present materials and activities that are respectful of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Your suggestions are encouraged and appreciated.

Course Communication

The instructor will use weekly Canvas course announcements as a primary means for communicating. Students are responsible for all information contained within course announcements. Please make sure your email address that is listed for notifications in Canvas is one you frequently check. If you have a question that might be of interest to your peers, please post it in the Q&A discussion on Canvas. Likewise, check the previously answered Q&A (and read the syllabus) before posting or contacting the instructor or PARC manager.

Contacting your instructor and PARC managers: The PARC managers are the first point of contact for practicum related questions. Dr. Ma is your first point of contact for UBC policy or course content related questions. 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](#)¹ on how to do this well). Please keep in mind that it may take us up to 48 hours to respond to your email during the week and we do not check our email on weekends. This is especially important around assignment due dates. If your query can wait and/or is better discussed rather than emailed, please come visit me during office hours. If private matters are needing to be discussed, I'm happy to set up an individual meeting.

Class format:

1. **Seminars- In-person.** Includes discussion of course content and interactive activities. It is mandatory to attend these seminars. See course policies for acceptable reasons for missing seminars.
2. **PARC Practicum:** Students will acquire a total of 158 practicum hours over two semesters (6 hours/week broken up into 2-3 shifts). Practicum hours will take place at PARC and will be led by the PARC manager. Activities will vary by students' readiness but can include assisting PARC members with exercises, supervising facility operations, leading exercise classes and offering services such as program reassessments, exercise prescription, and physical activity counselling. Come prepared to exercise (e.g., comfortable clothing, gym shoes).
3. **Asynchronous activities:** Includes online recordings, readings, completion of assignments, and reflections to help prepare you for your practicum experience. Readings are available on the Library Online Course Reserves: <https://courses.library.ubc.ca/>. Activities are to be completed BEFORE the relevant seminar.

COURSE OVERVIEW:

This course will provide hands-on experience working with members of the Physical Activity Research Centre (PARC) at the Blusson Spinal Cord Centre. PARC (<https://icord.org/parc/>) provides accessible physical activity opportunities for members of the local spinal cord injury community including drop-in gym hours and exercise classes. Students in this course will apply skills in exercise testing, prescription, and physical activity counselling as an opportunity for students and PARC members to learn reciprocally from one another. The long-term aim is for students to leave the program demonstrating confidence and competence to work with people with disabilities in their future careers and beyond.

LEARNING OBJECTIVES:

1. *Demonstrate core competencies and experiential learning hours towards certifying as an exercise specialist (through e.g., ACSM, CSEP) including the ability to:*
 - a. *Assess, prescribe, and supervise physical activity programs for people with disability*
 - b. *Support clients to increase their physical activity levels using education and physical activity counselling*
2. *Apply principles of evidence-informed practice (best available evidence, expertise, the context, client's values, goals, and circumstances) to inform decision-making*
3. *Feel confident to communicate and work with people with disabilities to achieve their health and fitness goals*
4. *Connect academic and practicum experiences to mobilize strategies that improve the PARC environment and services offered to members*

¹ <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

5. *Reflect on your experiences to improve upon and refine your own practice in exercise prescription, counselling, and coaching*

ASSESSMENTS OF LEARNING:

Evaluation components	Due date (usually on Friday)	Value	Learning Objective
PARC Training	PARC Training and quiz due Friday of Week 3	Completion	1
Reflective Practice	Mentorship Meetings and Seminar Attendance: Week of: Sept 12 Sept 26 Oct 3 Oct 31 Semi-Structured Interview (Week of Block 7 and 13) Survey (Week of Block 1, 7, 14) Internship hours + Reflective Practice Portfolio: Due the Friday of seminar weeks (see Canvas)	Completion Completion 50%	1,2,3,5
Group Project: PARC Improvement Plan	Co-development plan: Draft to review with mentor: Send to your mentor by Friday October 28 th Friday November 25 th	20%	4
One-on-one: Exercise Prescription	Exercise Prescription and SOAP notes: Friday March 17 th PARC member feedback: Thursday April 6 th	Instructor evaluation (client evaluation informs instructor evaluation): 30%	1-5

Note. On your transcript, course grades will appear as Pass ($\geq 70\%$) or Fail. The focus should be on the quality of services provided to PARC members and helping you prepare for your career, rather than grades.

This is a tentative schedule, students will be informed of any changes on Canvas and in-lecture.

Block #: Week of	Seminar Topic	Practicum Focus	Asynchronous Activity/Evaluation
1: Sept 6	***PARC orientation, communication principles/professionalism/ethics	Comfort with PARC environment	PARC Intern Manual PARC Exercise Equipment Manual PARC Intern Code of Conduct

			Syllabus <i>Survey</i>
2: Sept 12	***Supervising an exercise program: Exercise technique, considerations, contraindications, GUEST	Exercise coaching/developing rapport	SCI and exercise recording <i>Mentorship meeting 1</i>
Sept 19			<i>PARC training quiz</i>
Sept 26			<i>Mentorship meeting 2</i>
3: Oct 3	***Supervising an exercise program: Exercise technique, charting, measuring intensity, assignment intros	PA counselling: Client perspective	Recording <i>Mentorship meeting 3</i> Assignment groups created
4: Oct 10	***Changing programs- Making changes that meet client needs using EIP	Reviewing/modifying programs preparation	Evidence-informed practice recording <i>PARC supervisor feedback #1</i>
Oct 17			
5: Oct 24	Shared decision-making, project check-in, program change follow-up	Project co-development Reviewing/modifying programs preparation	https://www.mschr.org/1/news_article/how-shared-decision-making-can-support-patient-centred-care
Oct 31			<i>Client service product co-development plan</i> <i>Mentorship meeting 4</i>
Nov 7	Reading week!		
6: Nov 14	Assessments/Reassessments	Assessments/reassessments preparation	Assessment recording
7: Nov 21	Group exercise and online training	Group class and online training instruction preparation	Group exercise and online training recording <i>Group project</i> <i>Interview/Survey</i>
Nov 28			
8: Dec 5	Assessing readiness for additional services	Skill consolidation	<i>PARC supervisor feedback #2</i>
Term 2			
9: Jan 9	***Exercise Prescription Demonstration GUEST	Exercise prescription: Initial intake	PARC Intake form
10: Jan 16	***Administering a one-on-one: Discussion of scope and technique consolidation	One-on-One: Technique consolidation	ProACTIVE SCI Toolkit <i>One-on-one's advertised</i>
11: Jan 23	Administering a one-on-one: Education and planning	One-on-One: Education consolidation	Review education sheet

12: Jan 30	PA Counselling/ Final project	One-on-One: Planning and counselling consolidation Contact your exercise prescription participant, send intake package, and confirm a date for session 1	Physical activity counselling best practices online training
Feb 6		Exercise prescription: Session 1	
13: Feb 13	Exercise prescription check-in	*Create proposed programme and review w WIL team	<i>PARC supervisor feedback #3</i>
Feb 20	Reading week! (tentative optional guest speaker: Vicky Tolfrey: Shoulder Programs)		
14: Feb 27	Promoting client self-management	*Exercise prescription: Session 2	Interview
March 6			
15: March 13	Coordination and continuation of care		Assigned readings Survey Client service product
March 20			
16: March 27	Final projects	*Exercise prescription: Session 3/Feedback from PARC member *Modifying Client Service Product based on feedback	<i>PARC supervisor feedback #4</i>
17: April 3	Final projects, Final survey, Course Review		Survey PARC member feedback

*Reflective Practice Portfolio: Due the Friday of seminar weeks

***Seminars are held at ICORD

POLICIES AND PROCEDURES

- 1. Due dates:** will not be rescheduled for any reason other than a medical issue or family emergency. If you miss a due date for an emergency, you must contact your instructor as soon as possible. If you do not contact your instructor, your assignment will be considered late (see below). All extensions, rescheduling, or other concessions are at the discretion of the instructor.
- 2. Mental health:** We take mental health issues very seriously and want to provide the best support for you possible. If you are experiencing mental health issues, Kin Advising, Early Alert (<https://facultystaff.students.ubc.ca/systems-tools/early-alert/information-students>), or the Centre for Accessibility are your first line of contact who are best trained to support you. After contacting them, I will be better prepared to discuss how we can support you specifically in our course.

3. **Assignments:** are to be uploaded to Canvas by 11:59pm on the day it is due. Late assignments will be accepted with an automatically applied 5% per day penalty.
4. Occasionally students will have questions or disagree with the grade they received on an assignment. Students should contact the instructor **no sooner than 48 hours, and no later than one week after the assignment is returned.** If students still have a question about how their assignment was evaluated, they are welcome to submit a re-grade request to the instructor. Please note that when a grade is reviewed, the final re-graded assignment may receive a higher, lower, or the same mark from the originally assigned grade.
5. **Seminars:** Students are expected to attend every seminar and practicum session and be on time. Students who arrive more than 5 minutes late for seminar will not be admitted. Students who know in advance that they will be unavoidably absent (i.e., medical/family emergency, varsity athlete competition) will be responsible for getting the seminar notes missed from other students. Students who must miss their practicum session must notify the PARC manager as soon as possible (at least 24 hours in advance). Please also see COVID policies.
6. **Accommodations:** Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term (or as soon as possible) to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resources Centre or a physician must be submitted to the Undergraduate Advising Office.
7. 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.
8. 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/>. Any accommodations required should be communicated to the course instructor **during the first two weeks of the term.**
9. 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.
10. 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.**

- 11. Students learning outside of Canada:** During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/support-resources/freedom-expression>
- 12. COVID-19 Safety:** Please see <https://covid19.ubc.ca> for the most up-to-date policies on COVID-19 safety.
- 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 is intended to provide flexibility so that you can prioritize your health and still succeed.
- If you miss class/lab because of illness:** Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students. You will not be penalized for missing mandatory labs if you are showing symptoms of COVID-19 and stay home as advised above. Please notify your TA as soon as possible of your situation.
- If you are feeling ill and cannot attend class for an in-class assessment:** Please email the instructor right away. If you arrive for a test and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.
- If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). This will be supplemented by online delivery of the class.

COURSE EVALUATION

Reflective Practice

In an effort to improve your practice and skills, self-reflection and feedback will be used to support reflective practice in these five ways:

1. Internship Hours + Reflective Practice Portfolio

Instructions

- Internship hours:
 - Students will check in with the floor supervisor at the front desk at PARC upon arrival
 - A total of ~158 work hours are to be accumulated over the two semesters (6 hours/week). An additional ~53 hours of reflection and seminar meetings will be built in throughout the course to reach the total of 210 hours for a 6-credit work integrated learning course
- Internship Reflective Practice Portfolio:
 - The Canvas Internship Reflective Practice Portfolio will have prompts to complete at the end of each seminar week. These prompts will align with the practicum focus of that week.
 - **Maximum 275 words for each response**

Evaluation

Students that attend all of their assigned PARC sessions and seminars and complete their Reflective Practice Portfolio with answers that demonstrate the listed metrics at the level of reflection or critical reflection (shaded boxes) will receive 100% for this section. A grade will not be returned on your reflection unless your reflection is flagged to have not met the criteria (i.e., no news is good news). In the event that your reflection is flagged, you will be given the opportunity to re-write the reflection, otherwise a zero will be given for each given flagged and inadequately addressed reflection.

- Attendance is mandatory: Students must attend all scheduled PARC sessions and seminars. A missed PARC session or seminar without advanced notice or for unavoidable reasons outlined in the Course Policies section will result in a failing grade of 50% for this section
- A missed weekly log book reflection will result in a grade of 0 for each missed reflection

Criterion	Habitual action (Nonreflective)	Reflection	Critical reflection
Writing Style	Unstructured and unclear writing style. No clear examples given.	Clear and succinct writing style. Some use of examples.	Clear and succinct writing style. Expands on ideas through use of examples. Responses fully address the prompt. There are clear 'take-homes' in the response.
Attending to emotions	Little or no recognition or attention to emotions	Recognition, exploration, and attention to emotions	Recognition, exploration, attention to emotions, and gain of emotional insight
Analysis and meaning making	Little or unclear analysis or meaning making	Good connection between experience and learning, statements are factually correct, reasoning makes sense.	Comprehensive connection between experience and learning, statements are factually correct, multiple perspectives are considered, reasoning makes sense.

Adapted from Wald, H. S., Borkan, J. M., Taylor, J. S., Anthony, D., & Reis, S. P. (2012). Fostering and evaluating reflective capacity in medical education: developing the REFLECT rubric for assessing reflective writing. *Academic Medicine, 87*(1), 41-50.

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: the power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education, 1*, 25-48.

Why are we doing this?

Attendance should reflect expectations in the job market. The Reflective Practice Portfolio will help you refine your own practice as well as prepare answers for interview scenarios when applying to professional practice programs (e.g., PT, OT, Med, etc.).

Internship Objectives and Reflection Prompts

Block #: Week	Internship Focus	Reflection Prompts
1: Sept 6	Comfort with PARC environment	Pretend it's 10 years in the future. <ul style="list-style-type: none"> How do you hope your PARC WIL experience will affect your life? What do you envision you will do after your degree/this experience and how do you hope your actions will impact others?
2: Sept 12	Exercise coaching/developing rapport	Describe a situation in which you observed the practice of your PARC supervisor/another co-worker. How would you do things the same/differently?
3: Oct 3	PA counselling: Client perspective	Reflecting on your experience with your mentor, identify two things that were significant for your learning about physical activity counselling and how you will adopt these learnings into your future practice:
4: Oct 10	Reviewing/modifying programs	Identify two gaps in your learning about reviewing exercise programs and how you will address these knowledge gaps through your own evidence-informed practice:
5: Oct 31	Program co-development	Reflecting on your experience with your mentor in reviewing your co-development plan for assignment 1, in addition to your class learnings, identify two things that were significant for your learning about how you can engage clients or patients in managing their own health (e.g., how can we meaningfully engage end-users in designing their own exercise programs, physical activity plans, exercise classes, in decision-making around how a gym/clinic operates):
6: Nov 14	Assessments/Re assessments	Review your partner's program and make suggestions for improvement:
7: Nov 21	Group exercise and online training	Create a mock group exercise outline that includes a pre-amble, warm-up, strength and cardio exercises, and a cooldown (upload as a Word Document):
8: Dec 5	Skill consolidation	Summarize the skills you've learned to date and identify two areas you'd like further training in:
Term 2		
9: Jan 9	Exercise Prescription Demonstration GUEST	Identify two areas of gaps in your knowledge/skills needed to conduct an exercise prescription session like you observed this week and how you'll address them
10: Jan 16	Administering a one-on-one: Discussion of scope and technique consolidation	<ol style="list-style-type: none"> Review the exercise in the PARC intake form and list any exercises you do not know the technique for. List resources you can use to answer questions you have about technique. Summarize your scope of practice for this term.

11: Jan 23	Administering a one-on-one: Education and planning	Identify any gaps in your knowledge about administering education during a one-on-one session. Create a plan for how you will address these gaps.
12: Jan 30	PA Counselling/ Final project	Identify how you will practice the skills learned in the physical activity counselling best practices online training. Do you foresee any challenges in delivering physical activity counselling with PARC participants?
13: Feb 13	Exercise prescription check-in	Identify the strategies you used to review your team members' exercise prescriptions
14: Feb 27	Promoting client self-management	What are some key strategies you will implement to help your client self-manage their program?
15: March 13	Coordination and continuation of care	You're sitting at an inter-disciplinary table of healthcare professionals. How do you describe what a kinesiologist does and how we can work in complement with other health professions (e.g., physiotherapists, physicians, occupational therapists, etc.)
16: March 27	Final projects	You're applying for a job or a professional degree, summarize two skills or qualities you learned at PARC and support these skills/qualities with a specific example (write this in a way that you can use this for an application).
17: April 3	Final projects, Final survey, Course Review	Take a photo of your PARC experience that is meaningful to you. Summarize what your PARC experience as a whole meant to you. Indicate whether 1) it is okay to use your quote to share your experiences with future PARC WIL students and 2) if you provide consent for us and future students to contact you about your experience.

2. Mentorship Meetings

Instructions:

- You will be paired with a Kinesiology graduate student who will provide mentorship, feedback, discussion, and demonstrations of core skills as a kinesiologist (note: the students will come in with a broad range of experiences and may not have worked in a setting similar to PARC but nonetheless have experiences ranging across disciplines in kinesiology)
- See schedule for meeting dates. You will select a time that works to meet with your mentor during the assigned week

Meeting 1: Introduction

- Share your experience as an undergraduate in kinesiology and learn from kinesiology graduates' experiences
- Come prepared with a list of questions for your mentor that you'd like to ask them about their experiences
- Find a regular time to meet for your next three meetings

Meeting 2: Exercise technique coaching feedback

- Practice coaching exercise technique with your mentors (i.e., they act as your client who is new to exercise and you teach the movements) for the following movements:
 - a. Squat
 - b. Lateral lunge
 - c. Romanian deadlift
 - d. Shoulder press

- e. Bent over row
 - f. Internal/external shoulder rotation
 - g. Lat pulldown
- Receive feedback on your coaching skills, e.g., internal vs external cueing, explaining, demonstrating, observing, and correcting the movement, language, etc.

Meeting 3: Brief Action Planning Practice

- Your mentor will conduct an example of brief action planning with you. Be prepared to discuss your physical activity goals with your mentee
- Your mentor will give you an overview of the BAP process
- Provide feedback to your mentor on their BAP skills from your perspective as a client

Meeting 4: Co-development feedback

- For your final assignment, you will develop either an exercise prescription, physical activity counselling plan, or group exercise class. Create a plan for how you will involve PARC members or other stakeholders in your final assignment's development
- Your mentee will give you feedback on your co-development plan

3. PARC supervisor feedback

1. Your PARC supervisor will give you feedback on your PARC performance at 4 points in the year via email

4. Seminars

2. You can ask questions and engage in discussions with your faculty supervisor to receive feedback on your skills
3. Competence to deliver individual services will be reviewed and practiced

5. Interviews and Surveys

You will participate in surveys (~10 minutes) and interviews (~30 minutes) to track your progress in mastering the course learning objectives and to garner your feedback on the training you need to best support your participation in this course. See Course schedule for timeline. A research student will be in contact with you to book your interviews.

Group Project: PARC Improvement Plan

Instructions

1. Based on your experiences at PARC to date, identify how the PARC experience, services, or resources available can be improved (e.g., new templates for conducting physical activity coaching, recording an exercise prescription, addition of one-on-one counselling, exercise prescription, group exercise classes, etc.)
2. Create a plan for how you will engage PARC members or other stakeholders to help you develop your plan (see schedule for when you will present this to your mentor). Fill out the table below to help guide your plan.
3. Your plan should include the following sections (maximum of 1000 words)
 - a. Title page
 - b. Identification of the problem or area for improvement
 - c. Completed Stakeholder Involvement Table (reviewed by your mentor. **Not included in word count**)
 - d. Plan to address the problem or area for improvement and how your plan can be implemented at PARC (additional resources, diagrams, or numbered bullet points may be appropriate)
 - e. Rationale for why your plan will work including links to evidence, course learnings, learnings from stakeholders (e.g., PARC members, supervisors, etc.)

Stakeholder Involvement Table

Item	Description Example
Stakeholder Involvement	
Who is your plan intended for? Who should be involved in developing the plan?	
How will you involve your PARC member partner? What questions will you ask? What will you seek to learn from them? How will you contact them?	
When will you involve your PARC member partner? At what points in the plan development timeline will you contact them? How often?	
Identify gaps and limitations of PARC member involvement What might make PARC members' involvement challenging?	

Criteria	Weight	Distinguished/ Excellent (4)	Proficient/Good (3)	Basic/Fair (2)	Poor/Incomplete (1)
PARC Usability	40%	Exceptionally well-suited for PARC. Plan can be adopted immediately into PARC services.	Well-suited for PARC. With some minor edits, the plan can be adopted immediately into PARC services.	Potential to be well-suited for PARC. The plan requires a few major revisions to be adopted into PARC services.	Not well-suited for PARC. Plan requires major revisions to be adopted into PARC services.

Application of academic learnings and current evidence	40%	Exceptional application of academic learnings, use of evidence-informed practice and/or valuing of stakeholder perspectives to develop the plan.	Good application of academic learnings, use of evidence-informed practice and/or valuing of stakeholder perspectives to develop the plan.	Some application of academic learnings, use of evidence-informed practice and/or valuing of stakeholder perspectives to develop the plan.	Poor application of academic learnings, use of evidence-informed practice and/or valuing of stakeholder perspectives to develop the plan.
Format	20%	The assignment is very well-organized and free of grammar or spelling errors, correct APA referencing. Content is succinct/focused and is easily usable by end-users	The assignment is well-organized and free of grammar or spelling errors, correct APA referencing. Content is mostly succinct, some instances of wordiness but is mostly easily usable by end-users	The assignment is slightly disorganized and contains some grammar or spelling errors, mostly correct APA referencing. Content is wordy and sometimes difficult to understand the focus of the content and is somewhat easily usable by end-users	The assignment is disorganized and contains several grammar or spelling errors, incorrect APA referencing. Content is disorganized and wordy and is not easily usable by end-users

Exercise Prescription Co-Development

Instructions

1. Access the ‘Exercise Prescription and Counselling Package’ folder using your UBC email
2. Complete the process outlined below and see Syllabus dates for a suggested timeline.
3. Submit:
 1. Exercise prescription: There are no format restrictions for your final prescription. The goal is for your exercise prescription to be used and understood by your PARC member
 2. Complete the SOAP chart to justify the appropriateness of your plan to the instructor (see below)

Exercise prescription development process

1. Send the intake package to your PARC member and confirm a time to meet for your first session. Modify the sample email below.
2. Session 1: Review their forms in advance (if possible) and with the participant. Complete what they’re currently doing for exercise with them. Talk about some ideas for a programme, and book a session 2 with them. Have them put it into their calendar.
3. Create a proposed programme and review the potential safety of the program with a team of WIL students
4. Session 2: Try the proposed programme. Discuss throughout the trial how the proposed programme is working for them and make any changes accordingly
5. Modify and submit your proposed program and SOAP chart for review by the instructor
6. Update the program to its final form based on the instructor’s feedback
7. Session 3: Try the updated programme together and fill out a feedback form (see ‘Guiding the feedback conversation with a PARC member’)
8. Using the feedback, create a final program, submit to Canvas as your weekly reflection
9. Once approved, send the program to your participant and organize any follow up sessions that they would like to review, modify, or provide additional education up until end of term

Email: One-on-One Exercise Prescription Sessions with WIL Student [Your Name]

Hello x,

I’m really excited to get to work with you over these next few weeks! Please see attached for some forms that we’ll need to get you started. If you prefer to complete these by hand, we also have paper copies at PARC. **Please complete and send to Parc@icord.org or bring to our first session.**

The purpose of these forms are to 1) get to know you better so we can design an exercise prescription that’s right for you, 2) collect your informed consent, and 3) confirm that you agree that participating in exercise is right for you.

Could you please confirm that the following date and time works to meet for our first session: [date and time (1.5 hours)]

Please don’t hesitate to contact me if you have any questions.

Can’t wait to get moving with you!

- [Name]

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Guiding the feedback conversation with a PARC member

1. Thank them for the work and time they’ve given in designing the exercise program together
2. Ask them if they would be willing to provide some feedback on your exercise prescription
3. Explain the purpose: Ultimately, I want to be sure that this program is in alignment with your goals, is something your comfortable doing, and is something that you’ll enjoy
4. Would you mind sharing your thoughts on (Make notes directly on the form)
 - o Any strengths you see of this program or anything you’re excited for in this program?
 - o Any recommendations for improvement so that it better suits your needs?
5. Thank them for their time and have them sign off on the form
6. Upload the form to Canvas under Assignments (will need to transcribe if written by hand during meeting)

SOAP Chart (remember to balance being concise but still providing important information for the instructor to get a picture of your client. Use headings to keep clean and organized)

Subjective	Summarize what the client reports in terms of: <ul style="list-style-type: none"> • Goals • Current physical activity • Identified barriers • Pain, function, medical or any other pertinent history
Objective	Summarize: <ul style="list-style-type: none"> • What you observe for function- e.g., diagnosed level of injury and what they’re capable of such as full trunk function, no hand grip, etc. • What you observe of their range of motion, e.g., any tightness in chest, shoulder extension limited to head height, etc. • Note: no fitness testing will be conducted at this time
Assessment	Add a column to your exercise program where for each exercise include: <ul style="list-style-type: none"> • Subjective intensity • Any pain or discomfort • Notes on form (good or bad) • Key cues that worked (don’t need to describe the entire exercise)
Plans	Overall appraisal of how the client received the program and felt at the end of the session. Plan for moving forward, e.g., how often and when they’d like to use the program, plans to check in (2-3 sentences)

Criteria	Weight	Distinguished/Excellent (4)	Proficient/Good (3)	Basic/Fair (2)	Poor/Incomplete (1)
Safety and appropriateness	40%	No concerns for safety of recommendations. Based on client feedback, recommendations are exceptionally well-suited for the target audience, indicative of remarkably engaged co-development process.	No concerns for safety of recommendations. Based on client feedback, recommendations are well-suited for the target audience, indicative of engaged co-development process.	Some concerns for safety of recommendations. Based on client feedback, recommendations are somewhat suited for the target audience, indicative of a somewhat engaged co-development process.	Concerns for safety of recommendations. Based on client feedback, recommendations are not suited for the target audience, indicative of a lack of a co-development process.
Application of academic learnings and current evidence	40%	Exceptional application of academic learnings or use of evidence-informed practice to develop recommendations. Use of the recommendations is very likely to result in intended impact.	Good application of academic learnings or use of evidence-informed practice to develop recommendations. Use of the recommendations is very likely to result in intended impact.	Some application of academic learnings or use of evidence-informed practice to develop recommendations. Use of the recommendations may result in intended impact.	Poor application of academic learnings or use of evidence-informed practice to develop recommendations. Use of the recommendations is not likely to result in intended impact.
Format	20%	The assignment is very well-organized and free of grammar or spelling errors, correct APA referencing. Content is succinct/focused and is easily usable by end-users	The assignment is well-organized and free of grammar or spelling errors, correct APA referencing. Content is mostly succinct, some instances of wordiness but is mostly easily usable by end-users	The assignment is slightly disorganized and contains some grammar or spelling errors, mostly correct APA referencing. Content is wordy and sometimes difficult to understand the focus of the content and is somewhat easily usable by end-users	The assignment is disorganized and contains several grammar or spelling errors, incorrect APA referencing. Content is disorganized and wordy and is not easily usable by end-users