

**THE UNIVERSITY OF BRITISH COLUMBIA
SCHOOL OF KINESIOLOGY
2023 W Term 2 (JAN-APRIL) 2024**

Course Code and Title: KIN 120 Health and Exercise Management

Previous Code and Title: KIN 103 Active Health

Class location: Centre for Interactive Research on Sustainability (CIRS) building in room 1250

Class Times: Monday, Wednesday and Friday 9:00-9:50am (PST)

Lab Times: There are three lab sections: Monday at 12-2pm and Thursday at 10-12pm and 12-2pm, in Osborne Unit 2-125G1.

Instructor Name: Dr. Maria Gallo

Contact Information: maria.gallo@ubc.ca

Office: Osborne Centre Unit 2, Room 204

Office Hours: Mondays from 10:30-11:30am online (zoom link on canvas) or via email appointment

Please email me to set up a date/time if not available during scheduled office hours.

Teaching Assistants (TAs), emails and office hours: Jack Zhan at jzhan17@student.ubc.ca and Alexis Pascoal at apascoal@student.ubc.ca.

Jack will host office hours on Tuesdays at 1-2pm, and Alexis will host office hours on Mondays at 11:30am-12:30pm. Please email them to set up a date/time if not available during scheduled office hours.

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. Please eat or drink between classes. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

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>. Contact your instructor if you will be missing more than two classes and/or one laboratory. We can then discuss how you may need to make up for the missed time: however, it is strongly recommended you stay connected with a peer, get class notes, consult canvas read the textbook, and attend virtual office hours.

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. I would also like to acknowledge that you are joining us during this course from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.

Course Description

Role of physical activity in the maintenance of a healthy life. The emphasis of this course will be on exercise prescription and testing for the healthy adult population. Field and laboratory techniques for exercise testing, interpretation, and exercise program prescription are major topics. Particular emphasis on test protocols for exercise assessment screening, body composition, flexibility, musculoskeletal fitness and cardiorespiratory endurance. The course features a blend of theory and practice.

Rationale

This core course examines how to achieve wellness and fitness through exercise programming by improving the health-related components. Knowledge acquired in this course will propel you into health-related and programming courses in subsequent years.

Aims and Outcomes

- ☐ To understand the link between health components, wellness & fitness.
- ☐ To understand how exercise can help prevent chronic diseases (cardiovascular, cancer, diabetes).
- ☐ To understand how stress affects wellbeing.
- ☐ To provide an understanding of the principles of exercise testing and exercise prescription in healthy adults.
- ☐ To understand the physiological adaptations that result from exercise prescription.
- ☐ To provide experience in the appraisal of body composition, flexibility, muscular strength, endurance, power and cardiorespiratory fitness in healthy adults (health related components).
- ☐ To provide the knowledge and skills necessary to safely design exercise programs for improving health related components.
- ☐ Develop skills relating to reading and analyzing relevant literature in the area of wellness and fitness.
- ☐ Express ideas and facts effectively in writing (lab reports), while accessing and make effective use of quantitative information collected from laboratories.

Specific Learning Objectives

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

- ☐ Understand how health-related components affect wellness

- ☐ Define stress and explain how the stress response affects wellbeing
- ☐ Understand how to manage stress
- ☐ Describe the controllable and uncontrollable risk factors associated with cardiovascular disease and cancer
- ☐ Identify the steps to lower your personal risk of developing cardiovascular disease and cancer.
- ☐ Understand how body composition affects health
- ☐ List and describe the components of a pre-appraisal screening
- ☐ Explain the various principles of exercise prescription
- ☐ Explain the methods used for body composition assessment and describe the various assessment tools/protocols available
- ☐ Calculate percent body fat using data from various body composition assessment methods
- ☐ Describe how to develop a basic exercise program with the purpose of body composition changes, including calculations of energy expenditure
- ☐ Explain the methods used for flexibility assessment
- ☐ Describe how to develop a basic exercise program with the purpose of improving range of motion (joint specific)
- ☐ Explain the methods used for musculoskeletal fitness assessment, as well as predicting 1 RM
- ☐ Explain the basic guidelines and tools used for resistance training prescription for overall health, gains in strength, power and muscular endurance
- ☐ Describe methods for performing various exercises including the proper use of exercise equipment, spotting, and exercise modifications
- ☐ Describe field protocols for cardiovascular assessment
- ☐ Calculate how VO_2max can be predicted from cardiovascular tests
- ☐ Explain the basic guidelines and tools used for aerobic and anaerobic exercise prescription

Format and Procedures

There are several approaches to learning in this course that include traditional lecture, discussion in partners and small groups, and team-based learning. Questions during class time are always welcome and student participation in all class formats is essential for success in the course. This course is organized into eight units. Refer to the tentative schedule for each unit topic/subject. The first four units focus on health and disease prevention whilst the last four units focus on training and exercise programming. The course will consist of three 50-minute classes each week. These in person classes will include lecturing, individual activities, and small group discussions. Although attendance is not formally taken, regular attendance to lectures is strongly encouraged. You are responsible for all material covered during lectures and labs and any information given whether in attendance or not. You are also responsible for getting your own notes from lectures and labs as well as information pertaining to changes in the course outline, readings, assignments, and information pertaining to any tests or exams. Course

material is made available to students for personal use only. Students may not distribute or reproduce the materials for commercial purposes.

Important Semester Dates

Our first class	January 8 th
UBC closed (no classes)	Feb. 19-23 rd , March 29 th and April 1 st
Midterm Examination	In class/in person Feb. 16 th (units 1-4)
Our last class	April 12 th
Final examination period	April 16-27 th (focus on units 5-8) Exam date will be released later in the term.

*Add/Drop days: Jan. 19th is the last day to drop without a W standing, and March 1st is the last day with a W standing.

Tentative Schedule (subject to small fluctuations)

Week #	Module	Chapters (Fahey)	Lab/Group
1	Introduction to KIN 120		No labs week 1
1 & 2	Unit 1: Physical activity in health	Chapter 1	1 A week 2
3	Unit 2: Stress management	Chapter 10	1 B week 3
4 & 5	Unit 3: Chronic disease and prevention	Chapter 11 and cancer content	2 A week 4 2 B week 5
5 & 6	Unit 4: Body composition and diabetes	Chapters 6, 9 and 11	3 A week 6
7	Midterm (units 1-4) in class		No labs
8 & 9	Unit 5: Principles of training & principles of conducting fitness assessments	Chapters 2 and 7	3 B week 8
9 & 10	Unit 6: Flexibility/Mobility (adaptations, assessment and designing programs)	Chapter 5	4 A week 9 4 B week 10
11	Reading Break		5 A week 11
12 & 13	Unit 7: Musculoskeletal Fitness (adaptations, assessment and designing programs)	Chapter 4	5 B week 12
13 & 14	Unit 8: Cardiorespiratory Fitness (adaptations, assessment and designing programs)	Chapter 3	

*Guest speaker(s) will be scheduled to come and speak to the class. Dates will be communicated once confirmed.

Laboratories

There are five labs in this course and details will be available on Canvas: lab modules will include all lab information such as an introduction to the lab, lab protocols, data collection sheets, lab slides and applied lab questions (pre and post).

The overall aims of the labs are twofold: firstly, to expose the Kinesiology student with reliable and valid field tests that assess the health-related components of fitness (body composition, flexibility, muscular strength, endurance and power, and cardiorespiratory fitness), and secondly to familiarize them with the foundational four pillars of human movement: push/pull, change of elevation, rotation and locomotion.

Students will be able to perform simple, valid, standardized and reliable field tests.

Students will learn to execute quality movement, learn cueing by analyzing the key performance indicators of specific movements. Students will work in small groups; however, they will collect data from themselves and use that data as baseline to help create an exercise program to improve their fitness. The data that will inform the fitness program will be used in a case study and communicated in two lab reports. Lab write ups are to be submitted in APA format. Refer to

<https://guides.library.ubc.ca/apacitationstyle/formatting>, for details.

Five two-hour labs will be scheduled throughout the term. Students will come to their assigned lab on the specified dates and times. It is the student's responsibility to come prepared: read the lab, do any pre-lab tasks assigned by the TA and answer the pre-lab questions. It is also important that you are on time: there are many measurements to collect and activities to complete. Everyone must attend each laboratory and expected to participate fully in the lab sessions (attendance is taken). Participation means serving as both the tester and the participant. Appropriate dress (gym wear) is required during labs. Physical testing, activities and exercises will be completed during the lab. It is expected that you participate as much as possible. You may also be asked to complete some tasks on your own time (outside of lab time), and have the results for discussion during lab times. Legitimate excuses for missing labs include illness (physician note may be required), and compassionate circumstances only. Extended vacations, extra work, etc. do not qualify. Your assigned TA is your first point of contact; however, both myself and the TAs are here to help. *If you miss a lab and you are not able to observe another lab session, 20% may be deducted from your lab report grade.

Laboratory Safety procedures will be reviewed during the first lab of the term. Labs involve testing on your classmates and various forms of exercise. You are expected to adhere to the laboratory guidelines at all times. Failure to do so will result in removal from the laboratory setting. All risks and procedures are outlined in the labs posted online and it is your responsibility to review these prior to attending the lab.

Lab topics:

Introduction	Introduction to labs in lecture (first week of classes)
Lab 1	Anthropometric measurements, heart rate, blood pressure and questionnaires
Lab 2	Exercise preparation & recovery, aerobic and anaerobic testing
Lab 3	Hip and ankle ROM, hip hinge movement patterns and vertical & broad jump assessments
Lab 4	Squat and push movement patterns, upper & lower body strength and endurance assessments
Lab 5	Shoulder and knee ROM, core strength and lunge and row movement patterns and assessments

Policies and Expectations

Attendance

Regular attendance is expected of students for all lectures, laboratories, and review classes. Students who are unavoidably absent from a few classes in a row because of illness or an emergency should email the instructor. If you are absent during your assigned lab session, email your TA immediately. You will be asked to make up your missed lab session.

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, abstinence 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.

Contacting your instructor and Teaching Assistants (TAs):

Students are always welcome to contact the instructor and TAs via email: include the course code (KIN 120) in the subject line and student ID. The following are some tips to help us help you. When contacting us, students should use professional email etiquette (I highly recommend this fun [blog¹](#) on how to do this well). Please keep in mind that it may take us (myself and the TAs) up to 48 hours to respond to your email during the week and we do not check our email on weekends. Please keep this in mind around assignment due dates and just before the midterm. Some questions can be answered through email while others should be discussed in a meeting (in person or zoom). As such, students are strongly encouraged to go to office hours (via zoom). If you are not available to meet during office hours, please send me an email and we will arrange a mutually convenient time to meet.

Appointments to meet with a TA can be made by emailing them.

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

TAs are also available to meet with students online through Zoom (refer to their office hours, posted on Canvas). Please send an email to your TA with your availability to schedule a meeting that is convenient for both of you. Once a time has been set the TA will send you a link for the Zoom meeting or meet in person, if possible.

Course Communication

The instructor will use Canvas course announcements as a primary means to communicate the plan for the week, any changes to the course, and friendly reminders. 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 I 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 announcements on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance, I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an announcement in Canvas informing you to join the class via Zoom (same link as what we use for office hours). One of the TAs who is familiar with the course may substitute. Or I may ask you to do an activity, watch a video, or read something in place of class time

Technology

Note taking on a laptop encourages verbatim transcription and students no longer process information in a way that is conducive to the give-and-take of a classroom discussion. Laptops also create the temptation to surf the web, check e-mail, or instant message creating a much less engaged classroom. Laptops will be allowed in the classroom. However, please make sure that you are focused on what is happening in the classroom and engaged in the discussion. Students may be asked to turn their computer off or leave the room if the computer becomes a disruption for the instructor or for other students.

Cell phones, however, are not welcome in the classroom. Cell phones are not to be visible or used at any time, especially not during exams. Phones should be turned off before entering the room and remain off for the duration of class. If there is an extenuating circumstance which requires the student to use the phone during class, kindly step out of the room. Students who use their phone during class time will be asked to put the phone away and may be asked to leave room.

Mentimeter may be used to enhance student learning by encouraging student participation, engagement, and discussion. To use Mentimeter students will need to have access to an electronic device that will allow them to connect to the internet. Responding to Mentimeter questions is not mandatory, and thus students will not be penalized if they do not have access to an electronic device during class time.

Course analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas and Connect. 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
- ☐ Track your progress in order to provide you with personalized feedback
- ☐ Review statistics on course content being accessed to support improvements in the course
- ☐ Track participation in discussion forums
- ☐ Assess your participation in the course]

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 Access and Diversity without delay.

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.

<https://academicintegrity.ubc.ca/>

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct. Please watch the following videos on Academic Integrity:

<https://www.youtube.com/watch?v=uqckVyhq74>

<https://learningcommons.ubc.ca/understand-academic-integrity/>

Using Chat GPT and/or generative AI tools for any component of an assessment (lab reports) is prohibited in this course, and will be treated as academic misconduct, per the guidelines which are outlined via UBC's policy on academic misconduct. The exception to this policy is that students are permitted to use generative AI technology such as Goblin Tools to assist in the creation of to do lists to complete assessments and coursework. Please do hesitate to reach out to the instructor for questions or clarification.

Honesty Pledge

The purpose of a pledge is to remind students about academic integrity. It starts from a position of trust. It is not a warning about the consequences of cheating.

By asking you, the student, to verbally agree to an integrity pledge at the beginning of your academic career, it highlights that you are an emerging trustworthy professional.

I hereby pledge that I have read and will abide by the rules, regulations, and expectations set out in the UBC Academic Calendar, with particular attention paid to:

1. The Student Declaration
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0>
2. The Academic Honesty and Standards
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>
3. The Student Conduct During Examinations
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,90,0>
4. And any special rules for conduct as set out by the examiner

I affirm that I will not give or receive any unauthorized help on this examination, that all work will be my own, and that I will abide by any special rules for conduct set out by the examiner.

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/screenshots of any course content unless they are granted prior permission from the instructor.

Class Notes

Class notes will be made available in PDF format through the Canvas course website. Students are encouraged to bring these notes along with paper and pen to class. Notes will typically be posted 24 hours prior to each class. Please keep in mind that these notes provide an overview of what will be covered and do not contain information related to discussions, in-class activities, or detailed explanations and examples. Please ensure that you are taking additional notes.

Readings and Resources

Students are responsible for all readings assigned in the course syllabus and during class time. Not all concepts in the textbook will be covered in class. Concepts from the assigned readings in the textbook will be tested on the midterm and final examination. Assigned empirical research and review articles are meant to develop student's understanding and provide examples of concepts discussed in class. Thus, they will not be directly tested on the midterm, but completion of these readings will enhance knowledge of the course material. Additional readings, information about this course, handouts, and important reminders will be made available on the course shell.

Required Textbook

Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness (6th Canadian Edition) Authors: Thomas D. Fahey et al., McGraw-Hill (2022).

Refer to Canvas for instructions for purchasing the book under McGraw Hill Connect module.

All work students complete in Connect should be done through Canvas access to Connect to ensure it is recorded. All textbook purchases must be made via the UBC bookstore.

SmartBook reading assignments are time sensitive and must be completed before certain dates. Refer to Connect for full details. Units 1 and 2 cover chapters 1 and, while units 3 and 4 cover chapters 10 & 11 and 6 & 8; these readings need to be completed before the midterm. Units 5-8 cover chapters 2, 9, 5, 4 and 3: these readings need to be completed before the final exam (date to be confirmed). These units make up the final examination.

A total of 10% is given for the completion of all units/chapters.

The trial quizzes are open all term; these will provide you with examples of the type of questions to expect on examinations. These quizzes are not graded.

Peer reviewed articles will also be included as part of required readings. These will be communicated throughout the course and can be found on the Canvas shell under Supplementary Reads.

Course Evaluation

Smartbook reading assignments (online)	10%
Laboratory written reports (online submissions)	20%
Midterm examination (in person)	30%
Final examination (in person)	40%
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	100%

Grading/Evaluations

Due dates of lab reports/exams will not be rescheduled for any reason other than a medical issue or family emergency. Written documentation must be presented in order for an exam to be rescheduled or for extensions on assignments. Lab reports will not be re-graded. If you miss a due date or exam for an emergency, you must contact your instructor as soon as possible following the class/exam. If you do not contact your instructor, your assignment will be considered late or in the case of missing an exam, it will be given a score of zero. If you are not able to write the midterm due to a medical issue or family emergency then the weighing from the missed midterm will be redistributed to your final examination. You may be writing a cumulative final examination. All extensions, rescheduling, or other concessions are at the discretion of the instructor. Reach out to your instructor as soon as possible. All examinations will be written in person. If you need separate accommodations due to a learning disability, on-

going medical problem, etc., and have the documentation, please reach out to the instructor as soon as possible and visit the Centre for Accessibility for further resources.

Each lab group is expected to submit one lab report [*Yes, you need to work as a group*] after the second lab, and after the last lab for grading. Lab #1 report (includes labs 1 & 2) is due 14-days post lab and to be submitted electronically via Canvas (by the same time and on the same day as the lab). Lab #2 report (includes labs 1-5) is due 10 days post lab and to be submitted electronically via Canvas (by the same time and on the same day as the lab). Lab reports will not be accepted through email. Lab reports are considered late ten minutes after the end of that lab session. Late reports will be deducted at a rate of 10% per day. Deductions will commence from the date and time the lab report is due, and will accumulate for each subsequent 24-hour period for a maximum of two days, followed by a grade of zero. If you miss your lab and are not able to view another section's lab, you will be deducted 20% from your lab report grade. Lab reports will be graded by the TAs via Speedgrader. Students are responsible for making sure that their electronic submissions were successful and have sufficient internet speed to upload their lab reports.

Examinations

There will be one midterm in this course. Units 1 to 4 are assessed in this examination. The midterm may include, but is not limited to: multiple choice questions, labeling, fill-in-the-blank, true/false, and short answer questions. The midterm will cover material presented in the lecture/s prior to the examination; it will include multiple choice questions, short and long answer questions. Details will be discussed during the class period before the examination. It is your responsibility to know what will be covered on the examination, even if you missed a class. **If you are feeling ill and cannot attend class for the midterm**, email the instructor right away. If you arrive for the midterm and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

The final exam is not accumulative; however, key themes will thread throughout the whole term, and these concepts are examinable. Units 5-8 will be the focus for the final examination. Applied questions from the labs are not to be submitted in the lab reports but they are testable on examinations. The final exam will include multiple choice questions and a case study; scenario-based assessment of an individualized training plan. Open AI's ChatGPT may be used to create case studies in order to practice for the final exam.

Under no circumstances, is a make-up assignment an option to supplement grades obtained.

IMPORTANT: IN ORDER TO PASS THE COURSE, STUDENT MUST PASS ($\geq 50\%$) THE FINAL EXAMINATION.

If you are feeling ill at the time of the final exam do not attend the exam. You must apply for deferred standing (and academic concession) through KIN Academic Advising (kin.advising@ubc.ca). Students who are granted deferred standing (SD) will write the final exam/assignment at a later date.

Grading scale is as following:

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

UBC policies

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.

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/policiesresources-support-student-success>).

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno- linguistic, nationality and/or citizenship status.

Faculty of Education 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 Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail me your name and pronouns and how you would like these to be used.