

KIN 468: Indigenous Health and Wellness (Winter, 2023)

University of British Columbia – School of Kinesiology

Three (3) Credits

* Please note that this course was formerly KIN 489B and KIN 484A. Students can receive credit for either KIN 489B, KIN 484A, or KIN 468.

UBC's 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 in their culture, history, and traditions from one generation to the next on this site.

Course Structure

This course will be conducted using a blended format involving online learning modules, experiential virtual learning discussions, and in-person instructor facilitated tutorials. Attendance at the instructor facilitated tutorials will be taken.

Time and Location

In-Person Meeting Location: ANGU-347

Time: 12:30 PM to 1:50 PM

Duration: Term 2 (Jan 08, 2024 to Apr 12, 2024)

Contacts

yilingtt@student.ubc.ca

Instructors Bio

INDIGENOUS COMMUNITY FACILITATOR/ FIRST NATIONS LEADER

Dr. Rosalin Miles, Lytton First Nation and Indigenous Health & Physical Activity Program, Faculty of Education

Dr. Miles is a Research Associate at the University of British Columbia (UBC) and advisor for Lytton First Nation. She currently resides and works on the traditional, ancestral, unceded territory of the x^wməθk^wəyəm (Musqueam) First Nation. Further information can be found at: www.healthandphysicalactivity.com [Links to an external site.](#)

COURSE INSTRUCTOR/FACILITATOR

Dr. Darren Warburton, Indigenous Health & Physical Activity Program, Faculty of Education

Dr. Darren Warburton is a Full Professor at the University of British Columbia (UBC). He currently resides and works on the traditional, ancestral, unceded territory of the xʷməθkʷəyəm (Musqueam) First Nation.

For content related questions or concerns please contact Dr. Warburton via email at darren.warburton@ubc.ca.

Course Description

Welcome to Indigenous Health and Wellness. This course is designed for undergraduate and graduate students interested in gaining a better understanding of the complex social, cultural, historical, and economic factors that shape healthy lifestyle behaviours, health, and wholistic wellness within Indigenous communities. A special focus of this course is the exploration of the importance of Indigenous led, community-based health and wellness initiatives that address the determinants of wholistic wellness (e.g., emotional, mental, spiritual, and physical wellbeing). Central to this course is learning about the importance of supporting healthy lifestyle behaviours building upon the innate strengths, opportunities, and aspirations of Indigenous peoples.

This course involves extensive virtual learning and experiential learning opportunities under the direct collaboration with a First Nations community leader. Community service (experiential) learning is an essential element of this course requiring students to work closely with Indigenous community leaders. This will often involve participating in sharing circles and other traditional Indigenous community-based activities.

Many interactions with Indigenous leaders, course instructors, community partners, and peers will be conducted in a virtual environment (via Zoom).

Rationale

This course provides undergraduate and graduate students an opportunity to gain critical competencies for working with Indigenous community leaders, Elders, and youth. This course supports the School of Kinesiology's course offerings in Indigenous Studies in Kinesiology. This course will appeal to students in the Exercise and Health Sciences and those interested in working in the fields of Indigenous studies, health and wellness promotion, exercise science, and/or exercise medicine.

Commitment

This course aligns with the UBC Indigenous Strategic Plan to support learning, research, and community engagement that reflect the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action, and are consistent with the United Nations Declaration on the Rights of Indigenous Peoples. Our course was developed in response to the TRC's 94

Calls to Action. Our course addresses at least 30 of the 94 Calls to Action to redress the legacy of residential schools and advance the process of Canadian reconciliation with Indigenous communities. This includes specific Calls to Action related to “Health” and “Sports and Reconciliation” (such as Calls to Action #18, #21, #22, #61, #87, #89, #90, #91). This course also supports Call to Action #10 that emphasizes the incorporation of Indigenous ways of knowing within the educational system^[1].

[1] Truth and Reconciliation Commission of Canada: Calls to Action. Available online: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdfLinks to an external site. (accessed on 21 May 2018).

Aims and Outcomes

The ultimate goal of this course is to provide students with a greater understanding of the complex factors that shape healthy living and wholistic wellness within Indigenous communities. This course will provide a greater understanding of First Nations and Métis history, cultures, traditional physical activity and lifestyle practices, and languages, and the effects of residential schools and colonization on the health and well-being of Indigenous peoples. Students will gain an understanding of the importance of taking a strengths-based, Indigenous led, approach to healthy lifestyle interventions and initiatives that build upon the inherent strengths and aspirations of Indigenous peoples. This course aims to develop a student body that has the critical competencies to effectively work with Indigenous community leaders. This course will also help prepare students for a career in Indigenous studies, health and wellness promotion, exercise science, and/or exercise medicine.

Prerequisite(s): Third Year Standing

We believe that students will also benefit greatly from participating in the diverse menu of courses from across the University of British Columbia. Some highly recommended courses include:

- KIN 368 (3) Indigenous Sport and Physical Culture in Settler Canada
- SPPH 404 (3) First Nations Health: Historical and Contemporary Issues
- SPPH 408 (6) Topics in Aboriginal Health: Community-based Learning Experience
- UBC 23 24 Indigenous Cultural Safety (Centre for Excellence in Indigenous Health)

Course Learning Objectives

Each sharing module has specific learning objectives, which are clearly outlined for the student. All sharing modules have been co-created by Indigenous Elders, community leaders, scholars, and staff to allow for the effective incorporation of Indigenous worldviews and practices related to healthy lifestyle behaviours. This Indigenous led approach is designed to ensure the cultural relevance and safety of the information

disseminated in this course. Students will have the opportunity to interact and learn directly from Indigenous scholars, community leaders, and Elders.

Upon completion of this course, successful students will be able to:

1. Demonstrate the ability to work with Indigenous leaders to explore the community-based aspirations related to healthy lifestyle behaviours and wholistic wellness.
2. Critically evaluate peer-reviewed literature to determine evidence-based best practice for healthy lifestyle interventions within Indigenous communities.
3. Support evidence- and strengths-based health and wellness initiatives within Indigenous communities that address the aspirations of Indigenous peoples.
4. Demonstrate problem-solving and critical thinking skills in an applied manner.
5. Demonstrate the ability to work in a collaborative group setting under the mentorship of Indigenous scholars, Elders, and/or community leaders.

Course Structure

This course incorporates self-directed learning techniques, and as such requires that the students have completed their recommended readings and that they take an active role in the instructor facilitated tutorials, online sharing modules, experiential learning, and group-based discussions. Students are also required to complete an Indigenous cultural safety and competency training course prior to meeting with the Indigenous community partners. We provide a series of recommended readings for students; however, it is anticipated that students will make use of extensive resources outside of these readings.

Course Requirements

TUTORIALS, ONLINE LEARNING MODULES, AND EXPERIENTIAL LEARNING

This course will follow recent innovations in blended learning including a series of online and instructor facilitated tutorials supplemented with community-led experiential learning. Students will be required to complete a series of online (virtual) sharing modules. Students may complete the online modules at their own pace. However, it is important for instructor facilitated discussions that students have completed the related online learning modules and readings.

Students are advised to pay close attention to the course schedule and online announcements on CANVAS (<http://about.canvas.ubc.ca/?login>) prior to each tutorial. The schedule is likely to vary slightly throughout the term based on the aspirations of the class (i.e., some sharing modules may require a greater time of discussion) and that of the partner communities. Students will be required to complete many readings/modules online and then attend the instructor facilitated summary discussions. Success in this class is highly reliant on students completing all readings and online sharing modules prior to the instructor facilitated discussions.

The community-based experiential learning will allow students to apply their academic knowledge to address real-world priorities with an Indigenous community partner. In this model, all parties (e.g., students, community leaders, and facilitators) take part in the teaching and learning process. This learning provides the opportunity for community partners to draw upon students' expertise and lived experiences while also teaching students about the key health and wellness priorities within the community. Community partners take on the role of co-educators of students defining the priorities that the students work on. Students must at all times act in a culturally appropriate and safe manner.

Early in term, students will be assigned randomly to small working groups. These working groups will work on a small group project to be completed and presented at the end of the course. The group topics have been identified by our community partners

Seven (7) online sharing modules will be used during this course. Related learning objectives and readings will be placed on CANVAS prior to each learning module. Throughout the course, students will be required to complete an online quiz regarding one or more topics that have recently been discussed in class. Key points to remember regarding the online quizzes include:

- Quizzes will be completed and marked on an individual basis.
- Students missing tutorials will still have the opportunity to complete individual quizzes for the respective case study. Students will be responsible for conducting the background research and problem solving required for the related questions.
- There will be four (4) quizzes for marks. Each quiz will be worth 5% of the final grade.
- Students are required to complete individual assignments from distinct IP addresses to ensure that the quizzes are done in a fair manner.
- Students must complete individual assignments on their own to avoid instances of academic misconduct. Academic honesty is essential to the University of British Columbia as an institution of higher learning and research. Students are not permitted to share or access answers from others.

Learning Materials

Our course utilizes CANVAS, as an online learning management system. When permissible, learning resources will be posted directly to CANVAS OR links provided, which allows students to access the required learning materials. Students will be provided a series of readings and learning resources for each sharing module.

Learning Activities

This course relies heavily on self-directed learning; therefore, students must take responsibility for their learning including (but not exclusive to) incorporating information

not provided in peer-reviewed literature and traditional textbooks and working well with other group members. The marks may be scaled to maintain the normal average and distribution for this course.

This course will involve extensive student centred-learning, similar to what is now currently employed in many undergraduate medicine programs. Students who complete this course will be well prepared for other programs that use problem-based learning. In this course we will follow the principals of Barrows (1996) wherein student learning occurs in smaller student groups (4-6 students per group), and original issues/priorities provide the basis for learning and the development of critical thinking and self-directed learning skills. The role of the instructor is to help students learn through self-discovery. The instructor therefore serves as the facilitator in each tutorial rather than providing traditional lectures. Real-life issues and priorities will be used as a stimulus for the development of problem solving and critical thinking skills. Students are required to be active participants in the discovery of information.

Students are expected to build upon the information from other courses in their undergraduate and/or graduate education. The skills learned from various fields (such as the humanities, biological sciences, etc.) can be used effectively in sharing modules presented. Students should welcome individuals from diverse backgrounds as their lived experiences and expertise will bring a fresh approach to each sharing module.

Importantly, the learning environment is meant to be an atmosphere that is welcoming to others, conducive to learning, challenges the learner, and encourages intellectual curiosity. As such, students should feel comfortable, supported, and respected.

Additional Materials

Online Communications

In this course, and throughout your program, you are expected to communicate in a respectful and professional manner. You may find it helpful to review [UBC's Distance Learning Communication Online: Netiquette](#) web page.

Web Conferencing

UBC uses two web conferencing tools, Zoom and Blackboard Collaborate Ultra. This course will include

Zoom (and potentially Blackboard Collaborate Ultra) sessions to support our instructor facilitated tutorials and discussions. These web conference sessions will give you opportunities to connect with your instructor(s) and other students in real-time online meetings. Be sure to use these sessions to ask any content related questions that you may have.

Zoom

Your class or group may be meeting virtually using Zoom. Please review the [Zoom Student Guide](#). If you are experiencing technical issues then contact the [UBC IT help desk for support](#).

Course Structure

The course is designed such that instructor facilitated tutorial discussions follow the online learning tutorials. Generally, the first day of classes each week (i.e., Tuesday) is used for the instructor facilitated tutorial sessions. The following day (i.e., Thursday) of classes is used for the completion of the online learning modules. This year, virtual (Zoom) meetings will be held during dedicated class times on Thursdays for students to meet with their groups and the course instructors/facilitators and community partners. Throughout the course, guest speakers will be invited to these Thursday sessions to provide insight into topics related to the course (such as "How to Create an Effective Video Vignette", "How to Create a Paper for Publication", etc).

Course Assignments

This is an overview of the assignments for this course. For more information about each of these assignments, use the ASSIGNMENTS link in the course navigation to read the details and expectations for each assignment.

Assessment Title	Grading
Individual Quizzes (4 quizzes x 5%)	20%
Virtual Learning Video/Podcast (Individual)	30%
Group Project Presentation and Final Report	40%
Class Participation	10%

EVALUATION PROCEDURE DESCRIPTION

- Quizzes (20%)

Each student will be required to complete four (4) quizzes (5% each) throughout the course related to the online sharing modules. Students are to complete these quizzes individually. Students will be provided 120 min to complete each quiz. The date of each quiz will be announced in lecture and posted online. Students are responsible for completing each quiz prior to the established deadline.

- Virtual Learning Video/Podcast (30%)

Each student is required to complete an individual virtual learning video vignette/podcast that relates directly to his/her group presentation and experiential learning. The topics of each virtual learning video should be discussed and agreed upon by all group members to avoid unnecessary duplication. Duplicate topics will not be permitted to ensure a wide breadth of information. Further instructions regarding these video vignettes/podcasts will be provided in class and on CANVAS.

- Group Project Presentation and Final Report (40%)

Each student will be responsible for contributing to a group project presentation and related final report related to an identified topic. Students will be marked as a group and as individuals on the project presentation and final report.

The overall assessment will formally include peer assessments and the evaluation of each student's participation by the instructor and at least one experiential learning partner. These evaluations will be used in the overall assessment for both the group presentation and final report. As part of this component, students will be required to demonstrate that they have participated in the pre- and post-sharing modules self-evaluations, and the online and group discussions related to each sharing module, and were active participants in group project and interactions with the experiential learning partner(s). This course participation will be considered (on a case-by-case basis) in the calculation of each student's final group mark. The assessment of each student's contribution to the final paper and presentation will include both product (i.e., the quantity and quality of individual work in the group project) and process (i.e., the teamwork skills and interaction) evaluations.

The final report should be a brief summary of the work that was conducted including extensive usage of informative Infographics. This final report should have at least one 1-page Infographic and a brief summary of the findings (**up to 1,500 words including abstract, but excluding the references**). Interested students will have the opportunity to submit their work to a peer-reviewed journal for consideration for publication.

- Course Participation (10%)

An important component of this course, is the active participation and engagement in learning. Course participation refers to any discussion and interaction (written or oral) during the course including participation during instructor facilitated tutorials, online discussion forums/reflections, and small group work. Course participation also refers to interactions with the course website (CANVAS) and related sharing module resources (such as videos, peer reviewed literature, etc). The participation in group projects will also be included in the final marks for the group assignments. This is distinct and includes a formal self- and peer-evaluation process for the group project-related work. Students are also required to complete the Indigenous Health & Wellness Cultural Safety and

Awareness Certificate course. Students are required to upload the certificate of completion of this course in the assignments area.

Course Schedule

The following contains a weekly schedule. The dates provided for the sharing modules are approximate and may change depending on the aspirations and pace of the class. ***If changes occur to this schedule, students will be informed via CANVAS.*** The course is designed such that instructor-facilitated tutorial discussions follow the online learning tutorials. Generally, the first day of classes each week (i.e., Tuesday) is used for the instructor-facilitated tutorial sessions. The following day (i.e., Thursday) of classes is used for the completion of the online learning modules.

Often the discussion of sharing modules will require mini-introductory lectures. These presentations will be posted following the respective lecture incorporating the feedback that was provided during the group discussions. This course will make extensive use of readings from related literature.

Considerable flexibility has been provided for experiential learning. However, the course is designed such that the first four sharing modules and cultural safety and competency course form the foundation for the experiential learning. We ask that all students have completed the cultural safety and competency course prior to meeting with our community partners.

It is anticipated that everyone will have started work on group projects during Week Two of the course.

Online sharing modules are denoted by a * in the table below. Please note that additional learning/sharing sessions may be scheduled throughout the term reflecting the aspirations of our Indigenous community partners (announced via CANVAS). Students will be responsible for the information from these learning sessions on the quizzes.

Sharing Modules and Dates

Module	Notable Dates
Traditional Virtual Welcome (Elder Gail Sparrow)	Jan 11
Introduction to Blended and Problem-based Learning	Jan 11
Cultural Safety and Awareness Seminar: Dr. Heidi Hansen "Working in a good way with Canada's Indigenous People"	A certification course has been created related to cultural safety and awareness. Students are asked to complete this certification course prior to Week Four of the course.
Cultural Safety and Awareness Seminar: Dr. Amber Shilling "Wellness in Indigenous Communities"	Students will then participate in a cultural safety and awareness self-reflection session under the supervision of First Nations scholar, Dr. Rosalin Miles. Completion of this certification is a requirement for this course.
SHARING MODULE 1: Traditional Indigenous health and wellness knowledge related to healthy lifestyle behaviours.	<ul style="list-style-type: none"> • ONLINE SHARING MODULE 1 - JAN 11* • INSTRUCTOR FACILITATED TUTORIAL - JAN 16 • SHARING MODULE 1 REFLECTION
SHARING MODULE 2: The effects of Indian Residential Schools on healthy lifestyle behaviours and wholistic wellness.	<ul style="list-style-type: none"> • ONLINE SHARING MODULE 2 - JAN 18*

- INSTRUCTOR FACILITATED TUTORIAL - JAN 23
- [SHARING MODULE 2 REFLECTION](#)

[QUIZ NUMBER ONE](#)

DUE JANUARY 26 @ 10 PM (PST)

SHARING MODULE 3: A wholistic approach to health and wellness within Indigenous communities.

- [ONLINE SHARING MODULE 3](#) - JAN 25*
- INSTRUCTOR FACILITATED TUTORIAL - JAN 30
- [SHARING MODULE 3 REFLECTION](#)

SHARING MODULE 4: Healthy lifestyle behaviours and wholistic wellness.

- [ONLINE SHARING MODULE 4](#) - FEB 1*
- INSTRUCTOR FACILITATED TUTORIAL - FEB 6
- [SHARING MODULE 4 REFLECTION](#)

[QUIZ NUMBER TWO](#)

DUE FEBRUARY 9 @ 10 PM (PST)

SHARING MODULE 5: Present-day opportunities and aspirations in Indigenous communities for healthy lifestyles and wholistic health and wellness.

- [ONLINE SHARING MODULE 5](#) - FEB 8*
- INSTRUCTOR FACILITATED TUTORIAL - FEB 13
- [SHARING MODULE 5 REFLECTION](#)

READING BREAK

FEB 19-23

SHARING MODULE 6: Community-based and Indigenous led healthy lifestyle approaches to health and wellness.

- [ONLINE SHARING MODULE 6](#) - FEB 15*
- INSTRUCTOR FACILITATED TUTORIAL - FEB 27
- [SHARING MODULE 6 REFLECTION](#)

[QUIZ NUMBER THREE](#)

DUE MARCH 8 @ 10 PM (PST)

SHARING MODULE 7: Engaging Indigenous youth and Elders.

- [ONLINE SHARING MODULE 7](#) - FEB 29*
- INSTRUCTOR FACILITATED TUTORIAL - MAR 5
- [SHARING MODULE 7 REFLECTION](#)

EXPERIENTIAL LEARNING

Start and End dates may vary amongst groups.

Dedicated time has been provided to all students for the completion of group learning projects. Students are asked to complete the cultural safety and awareness certificate course before Week Four of the course.

GROUP PRESENTATION POWERPOINT SLIDES

DUE APRIL 1 @ 10 PM (PST)

IN-PERSON PRESENTATION OF GROUP REPORT (WITH ZOOM STREAMING FOR PARTNERS)

APRIL 2 & 4 (DURING CLASS TIME 12:30 – 1:50 pm)

**FINAL INSTRUCTOR FACILITATED
TUTORIAL(S)**

APRIL 9 & 11 (as required)

**VIDEO VIGNETTES/PODCASTS
(INDIVIDUAL)**

DUE APRIL 20 @ 10 PM (PST)

[QUIZ NUMBER FOUR](#)

DUE APRIL 21 @ 10 PM (PST)

GROUP FINAL PAPER

DUE APRIL 24 @ 10 PM (PST)

FINAL EXAM PERIOD: April 16 to 27, 2024

Faculty Resources

The Faculty of Education has a number of [resources to support learning](#).

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles, but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available from the [UBC Senate Website](#).

Online Learning for International Students

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 the [UBC Academic Calendar 2020/21](#) 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.

Course Policies

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

Academic Integrity

Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC's [Learning Commons Academic Integrity resources](#).

Marking and Submission Policies

Papers/assignments may NOT be rewritten for a higher grade.

Concerns regarding grading are to be discussed with the instructor. Students may schedule one-on-one meetings via Zoom with the instructor to discuss quizzes, assignments, and the experiential learning. Students are also encouraged to raise general questions during the instructor facilitated tutorials.

For the group assignments, a student representative from each group will be required to submit an electronic copy through the respective assignment portal via Canvas. Students MAY also be asked to upload assignments into the TurnItIn system.

Students are required to comply with the detailed instructions contained in this course syllabus on the respective assignment portals. The School of Kinesiology will retain a copy of all assignments submitted in electronic format in the School for future reference. Electronic copies of assignments must be virus free prior to submission (students are responsible for ensuring that their virus protection is effective and current). The standard format/style used for assignments in the School of Kinesiology is the American Psychological Association [APA] format.

Submission Deadlines

Students (and groups) are required to make every effort to complete assignments on time. Assignments are submitted electronically and must be submitted prior to the established deadline. If an extension is necessary, students must make a formal written request up to 48 hours prior to the assignment deadline. In exceptional situations, extension requests within the 48 hour period may be considered.

Late assignments will have 5% of total marks for the assignment deducted for each day/partial day (including weekend days) beyond the due time. This mark reduction continues until the assignment is submitted; however, after 5 days the maximum mark that may be awarded for a late submission is capped at 60%.

Here are the key points related to submissions:

- Assignments are submitted electronically and must be submitted prior to the established deadline.
- Late assignments will have 5% deducted per day/partial day (including weekends and weekdays).
- Please contact Dr. Warburton as soon as possible (at least 48 hr prior to deadline) if you are not able to meet a deadline owing to a permissible reason (e.g., a physician's note).

Academic Honesty

- All students will be required to complete the *Honesty Pledge* prior to the submission of the first Quiz. We will follow the UBC guidelines related to academic honesty. Examples of unacceptable behaviour include:
 - Handing in assignments that are not 100% your own work without proper acknowledgement (citation).
 - Using the work of another.
 - Submitting work that has been submitted before, for any course at any institution.
 - Using answers from previous courses to assist in the completion of online quizzes.
 - Working with another person (including a classmate) in the completion of online quizzes.
- If you are unclear on what academic honesty is, see UBC's policies for academic integrity and academic misconduct. For more information see [UBC's Learning Commons Academic Integrity resources](#). Other important documents include:
 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>)
- In general, minimum requested penalties for issues related to academic dishonesty will be as follows:
 - For assignments and quizzes: a mark of -100% on the assignment or quiz. Therefore, in instances of academic dishonesty, a student would receive a mark of zero (0) on an assignment or quiz.

Please note that these are minimum penalties.

Accessibility

If you have any challenges accessing materials that will impact your success in this course, UBC's Centre for Accessibility can support your needs by providing appropriate accommodations to support you.

- Web: [UBC's Centre for Accessibility website](#)
- Email: accessibility@ubc.ca

Learning Analytics

Some of the learning technologies used for this course collect data to support the improvement of teaching and learning. This includes the collection of data related to overall class progress to provide personalized feedback, engagement in discussion forums to support the fostering of community within the course, and how resources are being accessed to support improvements to the course design. To learn more about learning analytics at the Faculty of Education and at UBC, see the [What is Learning Analytics?](#) page.

Copyright

All materials of this course (e.g., course study guides, lecture slides, workbooks, 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. NO course related items may be posted on online learning platforms (such as Course Hero). Recording and/or use of photography during class lectures is not permitted except in extenuating circumstances, which must be discussed and pre-arranged with the Course instructor.

Correspondence

When corresponding with the course instructor and/or teaching assistant(s) over e-mail, please use your UBC e-mail account and include "KIN 468" in the subject heading. Use appropriate salutations and professional grammar in all e-mail correspondence. During the school week, it is our aim as your course teaching unit to respond to your e-mail within 24 hours; however, please be aware that e-mails may not be checked and/or responded to over the weekend (i.e., from 5:00 pm Friday until 9:00 am Monday) or after business hours on weekdays (i.e., before 9:00 am or after 5:00 pm). Asking course content questions through email are welcome; however, question quantity should be limited in nature. In fact, many questions are better discussed during the instructor facilitated tutorials. Therefore, please manage your time appropriately throughout the semester and keep abreast of course content and approaching course deadlines.

Technology

Recording of instructor facilitated tutorials (via video and/or audio methods) or photographing class materials is prohibited except in extenuating circumstances, which must be discussed and pre-arranged with the course instructor.