

**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Kinesiology**  
**Professional Practice in Kinesiology**  
**KIN 483M**

<b>Term/Credit Value:</b>	2024W Term 1; 3 credits
<b>Time &amp; Location</b>	
<b>Instructor</b>	Dr. Jasmin Ma (she/her)
<b>Office</b>	Osborne Unit II, 6108 Thunderbird Blvd, Vancouver BC (Options for Zoom/phone if necessary)
<b>Office Hours</b>	12pm-1pm Mondays on Zoom (see Canvas)
<b>E-mail</b>	<a href="mailto:Jasmin.Ma@ubc.ca">Jasmin.Ma@ubc.ca</a>
<b>Teaching Assistants (TAs)</b>	Cassandra Kell-Cattrysse: <a href="mailto:ckellcat@student.ubc.ca">ckellcat@student.ubc.ca</a>

**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 teaching assistant (TA).

**Contacting your instructor and teaching assistants:** Your assigned TA is your first point of contact; however, both myself and the TAs are here to help. 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](#)<sup>1</sup> 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 and midterm 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.

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

## CLASS FORMAT: FLIPPED CLASSROOM

1. **Seminars/community of practice (mandatory in-person).** Discussions, problem- and case-based learning, and a community of practice environment will be used to help apply learnings from the asynchronous activities (below).
2. **Asynchronous activities:** Includes readings, recordings, videos and other media to support foundational knowledge acquisition. Assigned asynchronous activities are to be completed prior to seminars with guiding questions to direct your learning. Modules with preparatory materials are found on Canvas.

## COURSE OVERVIEW:

This course offers students an exploration of professional practice in Kinesiology, encompassing key concepts such as scope of practice, clinical communication skills, professional ethics, shared decision-making, inter-professional care, leadership, and evidence-informed practice. Through problem-based and case-based learning methodologies, students will work together to understand the interprofessional collaborative approach to client care, fostering skills crucial for effective on-the-job decision-making. Serving as a bridge between disciplines, this course encourages students to reflect on their evolving identities as practitioners and integrates interdisciplinary perspectives to enhance their understanding of how Kinesiology can optimize health, fitness, and community. With a focus on practical application and critical thinking, students will develop a solid foundation in preparing for careers as allied health professionals.

## LEARNING OBJECTIVES:

- 1) Articulate scope of practice and ethical and legal responsibilities in kinesiology professional practice
- 2) Evaluate client-centred and inclusive communication and educational approaches
- 3) Compare and find synergies between different kinesiology professional pathways in entrepreneurship, research, and clinical practice
- 4) Construct plans for team-based care, acknowledging differing and complementary scopes of practice of other health professions, appropriately selecting referrals, and demonstrating leadership in care coordination

## ASSESSMENTS OF LEARNING:

Evaluation components	Due date	Value	Learning Objective
In-Class Canvas quick quizzes	Assessed in class, each class. 2 lowest quizzes automatically dropped.	10%	1, 2, 3, 4
Professional practice portfolio	Online module completion: Suggested to complete prior to each seminar  In-class reflection completion: Suggested to complete during seminar  All modules, in-class reflections, and the final reflection are due by November 22.	25%	1,3
Multiple choice test	September 27	20%	1
Modified Multiple Mini Interviews	MMI Assessment: October 23 Assignment submission: October 30	20% (5% Peer evaluation)	1, 2

		15% TA/instructor evaluation)	
Group project: Collaborative care plan	December 9	25%	1,3,4
BONUS: Module feedback	All feedback surveys completed one week following each module, additional 1% added to final grade	+1%	

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

Week #: Week of	Lecture Topic	Evaluation	Preparation
1: September 2	Course introduction, communities of practice		Syllabus
2: September 9	Scope of practice	<i>Professional practice portfolio submissions begin</i>	Canvas Module
3: September 16	Professional ethics and jurisprudence	<i>Weekly Canvas quick quizzes begin</i>	Canvas Module
4: September 23	Case management and charting Guest: Jinelle Gelinis (PhD, CEP)	<i>MC Test</i>	Canvas Module
5: September 30	Cultural competence and trauma-informed care Guest: Robert Busch (PT)		Canvas Module
6: October 7	Client education, shared decision-making, and client self-management Guest: Anne Lasinsky (PhD, CAT)		Canvas Module
7: October 14	Motivational interviewing and behaviour change/Skill consolidation		Canvas Module
8: October 21	Peer MMIs	<i>Peer MMIs Ax</i>	
9: October 28	The clinician-researcher role and evidence- informed practice	<i>Peer MMI submission</i>	Canvas Module
10: November 4	Entrepreneurship and leadership Guest: Zach Weston (CEP, MBA)		Canvas Module
11: November 11	Midterm break		
12: November 18	Team-based care and referrals	<i>Prof. practice portfolio</i>	Canvas Module
13: November 25	Team-based care and referrals		

14: December 2	Course wrap-up	<i>Group project</i>	
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## REQUIRED READINGS

Complete weekly Canvas modules.

## POLICIES AND PROCEDURES

- 1. Due dates/tests:** will not be rescheduled for any reason other than a medical issue or family emergency. Students are responsible to ensure access to a stable internet connection for online tests. If you miss a due date or test 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) or in the case of missing a test, it will be given a score of zero. If you are not able to write a test due to a medical issue or family emergency, then the % grade contribution of the test will be redistributed to your Professional Practice Portfolio grade. 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 trained to support you. After contacting them, I will be better prepared to discuss how we can best 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. Marking discussions:** Occasionally students will have questions or disagree with the grade they received on an assignment. Students should contact the TA who graded their assignment **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 **within one week of meeting with their TA**. 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 (communities of practice):** Students are expected to attend every seminar/community of practice and be on time. Due to AV constraints, seminars will not be recorded. Please connect with a classmate for notes and if you still have questions, connect with the instructor during office hours or your TA. For missed seminars and their and implications on in-class quick quizzes, see the 'Evaluations' section.
- 6. Group work:** Akin to the professional setting, students will be expected to participate in group work. The course is designed to facilitate collaboration and contributions amongst all group members (e.g., there is plenty of in-class time to collaborate, each member is required to record and reflect on their contributions) and at the same time, we encourage students to develop confidence in working with peers, create their own supportive working environment, and see benefit from having diverse perspectives and expertise. Where a group is experiencing challenges with collaboration that is out of their control, they should contact myself or their TA as soon as possible. We are unable to intervene/provide support with group challenges after the assignment has been submitted/graded.

7. **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.
8. **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.
9. 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**.
10. 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.
11. **Use of Generative AI in this Course:** If you make use of generative artificial intelligence tools to complete any project deliverables or other course-related work, the generated material must be clearly and correctly indicated, and cited/referenced using [APA referencing style for generative AI](#). Failure to clearly indicate and reference AI-generated material will be reported as academic misconduct. You should consult your instructor if you have any questions about the use of generative AI tools.
12. 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](#).
13. **Illness:**
  - 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 feeling sick, 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**

### **In-Class Canvas Quick Quizzes**

#### Instructions

- 1) Access Canvas Quizzes on your device: <https://lthub.ubc.ca/guides/canvas-student-guide/>
  - Note you can download the Canvas app or access from the Canvas website. Though some have expressed difficulty with the app formatting when taking quizzes on your phone.
- 2) Attend class and participate in weekly Canvas quick quizzes
- 3) Your two lowest scores will be dropped automatically on Canvas at the end of term\*

\*Note: This function is used to lessen the stakes of participating in these quizzes and/or account for potential missed classes that do not qualify as unavoidably absent (i.e., medical/family emergency, varsity athlete competition). Only students whose absence from class is unavoidable should **notify their TA** via email at least 24 hours in advance (if possible). Under these exceptional circumstances, after notifying your TA when you are absent from class, your quiz for the missed class will not be counted in the grading, nor will it be counted towards the drop of your two lowest scores.

#### Why are we doing this?

- To ensure you have the basic knowledge of key class concepts and help keep you accountable to your seminar preparation.

# Professional Practice Portfolio

## Instructions

### 1. Online module completion

- See Canvas course page for weekly asynchronous modules to be completed prior to attending seminar.
- Completion is pass/fail, see module for indicating proof of completion (e.g., some will require a certificate of completion)
- Any incomplete modules by the final due date result in a 5% deduction on the professional portfolio grade (e.g., if two modules are incomplete, the maximum grade you can receive in this assessment is 90%)

### 2. In-class reflections

- Reflection prompts are given in-class and are suggested to be completed in class or prior to next week’s seminar
- Completion is pass/fail, responses are submitted on Canvas under Assignments
- Any incomplete reflections by the final due date result in a 5% deduction on the professional portfolio grade (e.g., if two in-class reflections are incomplete, the maximum grade you can receive in this assessment is 90%)

### 3. Final Reflection

- Please see Canvas for final reflection prompt

Why are we doing this?

- To ensure you have the basic knowledge to participate meaningfully in class discussions and activities
- To build a portfolio that you can use when applying for jobs and preparing for interviews

Criteria	Distinguished/ Excellent (85-100%)	Proficient/ Good (84-70%)	Basic/Fair (69-50%)	Poor/Incomplete (<50%)
Clarity and Structure (15%)	Reflection is exceptionally well-organized with a clear, logical flow. Writing is clear and succinct.	Reflection is well-organized with clear structure. Writing is mostly clear and succinct.	Reflection is somewhat organized but lacks a clear structure. Writing may be unclear or lacks examples to fully expand ideas.	Reflection lacks organization and coherence. Writing is unclear, with no examples or logical flow.
Depth of Insight, Reflective Feedback, Emotional Awareness,	Demonstrates deep self-awareness, critical thinking, and emotional insight. Feedback is specific, actionable, and supportive. Self-	Demonstrates good self-awareness, critical thinking, and attention to emotions. Feedback is	Some self-awareness and critical thinking are evident but lack depth. Emotional awareness is basic. Feedback is general	Lacks self-awareness, critical thinking, and emotional awareness. Feedback is vague or unsupportive.

and Honesty (25%)	evaluations foster deeper reflection. The reflection is sincere and authentic, clearly demonstrating honesty in the evaluation process.	specific and supportive. Self-evaluations contribute to reflection. The reflection is mostly sincere and authentic.	and somewhat supportive. Self-evaluations are basic. The reflection is somewhat sincere but lacks depth.	Self-evaluations are superficial or missing. The reflection appears insincere or lacks authenticity.
Connection to Theory and Practice (20%)	Effectively integrates theoretical concepts with practical experiences. Shows a strong understanding of how theory informs practice, with multiple perspectives considered. The reflection could not have been made without having participated in class activities.	Integrates theoretical concepts with practical experiences, showing a good understanding of the connection between theory and practice. The reflection could not have been made without having participated in class activities.	Some integration of theory and practice is evident, but the connection may be unclear or underdeveloped. The reflection could have been made without having participated in class activities.	Little to no integration of theory and practice. The connection is unclear or missing entirely. The reflection could have been made without having participated in class activities.
Specific Examples and Evidence (20%)	Reflection includes highly relevant, specific example(s) and evidence that effectively support the insights and arguments presented.	Reflection includes specific example(s) and evidence that generally support the insights and arguments presented.	Reflection includes some examples and evidence, but they may be too general or not fully support the insights presented.	Reflection lacks specific examples and evidence, making the insights and arguments weak or unsupported.
Personal Growth and Professional Development (20%)	Reflection thoroughly addresses personal and professional development, showing significant progress and areas for further growth.	Reflection addresses personal and professional development, showing good progress and identifying areas for growth.	Reflection touches on personal and professional development but lacks depth or clear identification of growth areas.	Reflection fails to address personal and professional development or shows little to no progress.

References:

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.

Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning experience into learning*. London: Kogan Page.

Moon, J. A. (2006). *Learning journals: A handbook for reflective practice and professional development*. London: Routledge.

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

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.

Whalen, K. (2020). *The Reflective Learning Framework: A guide for students and educators*. Retrieved from <https://asp.mcmaster.ca/app/uploads/2021/12/The-Reflective-Learning-Framework.-A-guide-for-students-and-educators.pdf>



## Multiple Choice Test

### Instructions:

- Complete the test on Canvas
- The test will be 45 minutes and can be completed any time from 12:01am to 11:59pm that day
- Respondus lockdown is required to take the quiz. **Please install Respondus Lockdown browser in advance:** <https://lthub.ubc.ca/guides/lockdown-browser-student-guide/>
- With the online environment, I can only trust you to treat this as a closed book, individually completed test (i.e., please do not use your notes or complete with a friend(s)). Questions will be selected from a test bank and randomized
- The time limit on Canvas is structured to reflect the time needed to complete the quizzes, provided you have studied and memorized course content in advance
- Tested content includes all content delivered up until the test date

**Important:** Beyond the slide content, information discussed in seminar and your asynchronous preparation modules is testable. This will be limited to important information that should be remembered to practice as an exercise professional (think of the key take-aways and the participatory learning activities we do in class).

### Why are we doing this?

- To help commit to memory the basic knowledge of key concepts related to professional practice.

## Modified Multiple Mini Interviews

Instructions:

*Completing the interviews:*

- Multiple Mini Interview questions and scenarios will be designed by students as a reflection prompt to generate a test bank- TA vetted
- Students will prepare in groups of ~5 where class time will be given to review your relevant experiences and give feedback together
- During assigned class time (see syllabus schedule), your group will meet over Zoom to complete the assessment
- MMI questions/scenarios will be released to each group at the beginning of class
- Record the full assessment (i.e., all student interviews) on Zoom
- Each student will complete one question/scenario using the following format: 2 minutes to read the question, 5 minutes for response

*Providing/receiving feedback:*

- Upon completion, upload your video to CLAS: <https://clas.ubc.ca/student-guide/getting-started/>
- Select two scenarios you want to provide feedback for and provide the time stamps you want your TA/instructor to review
- Graded component:
  - TA grading: As a group, submit your feedback on the two selected scenarios, use the template below
  - Peer grading: Each group member will be anonymously assigned to grade another student's MMI performance, use rubric below
- See Canvas for template to submit

Why are we doing this?

- To practice communication, scope of practice, and ethical decision-making competence and give feedback to build these skills
- To get feedback on a common type of assessment used in professional studies admissions

Templates to be provided in class

[Template for feedback]

[Grading rubric- TA]

[Grading rubric- Peer]

## Collaborative Care Plan

### Instructions

- In groups of ~5, students will be given a case study and respond to prompts for developing a collaborative care plan
- Please see Canvas for case study details and questions

### Why are we doing this?

- To demonstrate your understanding of yours and others' professional scope of practice
- To apply the potential leadership roles kinesiology graduates can play in coordinating diverse relevant parties and integrating entrepreneurship, research, and clinical practice

## **Bonus: Feedback surveys**

Instructions:

- For each completed feedback survey by the due date, you will receive a fraction of a bonus 1% on your final grade

Why are we doing this?

- To continually improve this course