

**KIN 484B, INDIGENOUS APPROACHES TO SPORT AND EXERCISE MEDICINE
(3 Credits)**

University of British Columbia – School of Kinesiology

Winter 2024 Term 1

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 and instructor facilitated tutorials. Attendance at the instructor facilitated tutorials and Indigenous community events will be taken and considered in the final marks for the course.

Time and Location

A hybrid (in-person and virtual) approach to learning will be employed.

Contacts

**Facilitator: Dr. Darren
Warburton | darren.warburton@ubc.ca**

Office Location: Indigenous Studies in Kinesiology
Program | Lower Mall Research Station | 2259
Lower Mall

Office Hours: Dr. Warburton is available for questions during instructor-facilitated tutorials. Appointments can also be made at alternative times. These meetings will be conducted virtually (via Zoom). Students may schedule one-on-one zoom sessions to discuss quiz questions/answers, learning resources, the experiential learning placements, and all other aspects of the course.

Course Teaching Assistant: Cheslea Jia

E-mail: huiyujia@mail.ubc.ca

Course Description

This course is designed for undergraduate and graduate students interested in gaining a better understanding of the lived and shared experiences of Indigenous peoples in sports and exercise medicine settings. This course uses diverse case studies involving Indigenous peoples and athletes from around the world. This course will incorporate Indigenous ways of understanding and doing taking a strengths-based approach to health, wellness, and sport performance. Key topics include elite sport performance, healthy ageing, and chronic disease prevention and treatment. Our course involves the latest advancements in blended, online learning. This includes seven (7) online sharing modules (and related resources) that are supplemented by a follow-up instructor facilitated tutorial.

RATIONALE

This course provides undergraduate and graduate students an opportunity to gain a better understanding of Indigenous experiences and approaches to sport and exercise medicine. Undergraduate and graduate students have 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 within the Indigenous Studies in Kinesiology Program. 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, sport, and/or exercise medicine.

AIMS AND OBJECTIVES

The ultimate goal of this course is to develop a student body that has the critical competencies to develop evidence-based, best practice exercise prescriptions within sport and exercise medicine settings taking a strengths-based approach consistent with Indigenous ways of being and doing. This course prepares students for a career in health promotion, exercise science, sport, and/or exercise medicine.

Prerequisite(s): Third Year Standing

Corequisite(s):

Learning Outcomes

Each learning module has specific learning objectives, which are clearly outlined for the student. The general learning outcomes of the course are listed below. Upon completion of this course, successful students will be able to, at an advanced level: 1. Critically evaluate peer-reviewed literature to determine evidence-based best practice within high performance and clinical settings. 2. Develop evidence-based exercise prescriptions for use in high performance and clinical settings. 3. Demonstrate problem-solving and critical thinking skills in an applied manner. 4. Demonstrate the ability to work in a collaborative group setting.

Instructor Bio

FIRST NATIONS LEADER & COMMUNITY FACILITATOR

Dr. Rosalin Miles, Indigenous Studies in Kinesiology Program, Faculty of Education; Indigenous Physical Activity and Cultural Circle

Dr. Miles is a Research Associate at the University of British Columbia (UBC) and Band Councillor for Lytton First Nation. She currently resides and works on the traditional, ancestral, unceded territory of the $x^w m \theta k^w \acute{a} y \acute{a} m$ (Musqueam) First Nation. Further information can be found at: www.healthandphysicalactivity.com.

COURSE 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 $x^w m \theta k^w \acute{a} y \acute{a} m$ (Musqueam) First Nation. Further information can be found at: www.healthandphysicalactivity.com.

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

Learning Materials

Our course utilizes Canvas, as an on-line learning management system. When permissible, resources will be posted directly to Canvas OR links provided, which allows students to access the required learning materials.

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 the course texts. 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 problems 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 lecture rather than providing traditional lectures. Real-life problems will be used as a stimulus for the development of problem solving and critical thinking skills. Generally, cases will be presented and discussed over a one-week period. The first allocated time period will include the introduction and general discussion of the topic. This will generally involve an online learning module that students may complete on their own. To enhance the flexibility for student learning students may also complete these online learning modules at their preferred location and time.

Students are asked to write down questions and submit these online through Canvas for the rest of the class to consider prior to the next instructor facilitated discussion period. The second day will include the synopsis of opinions regarding the case, and the re-analysis of the problem allowing for a better understanding of the topic. Students are required to be active participants in the discovery of information and the solution of the cases. Thus, unlike traditional lectures, in this course students will have an active engagement with course content. Students must come to the online instructor facilitated tutorials prepared including the

completion of the recommended readings and online learning modules for the course.

Students are expected to build upon the information from previous case studies and other courses in their undergraduate education. The skills learned from various fields (such as the humanities, biological sciences, etc.) can be used effectively in tackling the various problems presented. Students should welcome individuals from diverse backgrounds as their experiences and expertise will bring a fresh approach to each case study. In the past, the most successful students are those that are active participants in each discussion and are able to develop the skills necessary for continual lifelong learning. Importantly, the online instructor facilitated tutorial is meant to be an environment that is welcoming to others, conducive to learning, challenges the learner, and encourages intellectual curiosity. As such, students should feel comfortable, supported, and respected at all times. Any behaviours compromising the environment and/or well-being of others will not be tolerated. Attendance to the instructor facilitated tutorials will be recorded and considered in the participation marks for this course. Full attendance and participation during the online instructor facilitated tutorials and Indigenous led community-based events are standard expectations and requirements.

Moreover, students are responsible for all material and information disseminated during the course (including any changes to course content), whether one is in attendance or not. Students who plan to be absent for varsity athletics, family obligations, and/or other similar commitments cannot assume they will be accommodated, and should discuss their commitments with the instructor before the withdrawal date of the course.

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.

Zoom

This course may include Zoom sessions to conduct our instructor facilitated tutorials and/or support the online sharing modules. 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.

Assessment

Assessment	% of Course Grade
Modules 1-2 Quiz	5%
Modules 3-4 Quiz	5%
Modules 5-6 Quiz	5%
Module 7 Quiz	5%
Group Presentation & Final Report	40%
Virtual Learning Presentation (Video Vignette)	30%
Course Participation	10%

Schedule

The following contains a weekly schedule. The dates provided for the recommended readings and related 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 sharing modules. 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. Frequently brief zoom meetings are used to support the online learning modules during the Thursday class times. These sessions will be outlined on CANVAS.

Module

Resource(s); Notable Dates

Introduction: Introduction to the Course and Blended Learning Approach

- The first in-person class on Sept 10 involves an instructor-facilitated session led by Dr. Warburton. Attendance is recorded.
- The course is designed such that instructor facilitated tutorial discussions are held after students have worked through the online learning modules.
- Instructor facilitated tutorials occur on TUESDAYS and attendance is recorded. The online learning modules are can be completed throughout the week prior to the related follow-up instructor facilitated tutorials. Dedicated time is provided for the completion of these online learning modules on each THURSDAY.

- Imagine Day No class; Sept 3, 2024
- Online Discussion - Sept 5, 2024
- o Intro to Course
- o What is Problem Based Learning?
- o Students are asked to review the online summary and refresher materials related to the course prior to our first in-person session on Sept 10, 2024.
- In-person Discussion - Sept 10, 2024
- Experiential Learning Placement beginning September 10, 2024.

MODULE 1: Supporting Health and Wellness in Indigenous Peoples

- Recommended readings from scientific literature and popular media and related videos are provided.

- Online Sharing Module 1 - Sept 12, 2024
- Module 1: Instructor facilitated tutorial - Sept 17, 2024

MODULE 2: Waneeq Horn-Miller and the Warrior Spirit

- Recommended readings from scientific literature and related videos are provided.

- Online Sharing Module 2 - Sept 19, 2024
- Module 2: Instructor facilitated tutorial - Sept 24, 2024

SEPTEMBER 30: National Day for Truth and Reconciliation

QUIZ NUMBER ONE: DUE 10 PM (PST)

- Quiz Number One - October 3, 2024

EXPERIENTIAL LEARNING PLACEMENT

- Dedicated time is provided for experiential learning placement with Indigenous Physical Activity and Cultural Circle.

Starts September 10, 2024.

MODULE 3: Female Athletes Living with Hyperandrogenism in the Olympics

- Recommended readings from scientific literature and related videos are provided.

- Online Sharing Module 3 - October 17, 2024

- Module 3: Instructor facilitated tutorial - Oct 22, 2024

MODULE 4: The Decathlon and the Inspiration of Jim Thorpe

- Recommended readings from scientific literature and related videos are provided.

- Online Sharing Module 4 - October 24, 2024

- Module 3: Instructor facilitated tutorial – October 29, 2024

QUIZ NUMBER TWO: DUE BY 10 PM (PST)

- Quiz Number Two - October 31, 2024

MODULE 5: Training for Elite Hockey Success and the Inspiration of Indigenous Hockey Players

- Recommended readings from scientific literature and popular media and related videos are provided.

- Online Sharing Module 5 - October 31, 2024

- Module 5: Instructor facilitated tutorial - Nov 5, 2024

REMEMBRANCE DAY

Nov 11, 2024

MIDTERM BREAK

November 11 – 13, 2024

MODULE 6: Distance Running and the Inspiration of Tom Longboat

- Recommended readings from scientific literature and popular media and related videos are provided.

- Online Sharing Module 6 - Nov 14, 2024

- Module 6: Instructor facilitated tutorial - Nov 19, 2024

QUIZ NUMBER THREE: DUE BY 10 PM (PST)

- Quiz Number Three - Nov 21, 2024

MODULE 7: Youth athletes living with Type 1 diabetes

· Recommended readings from scientific literature and popular media and related videos are provided.

· Online Learning Module 7 (Case Study 7) - Nov 21, 2024

· Module 7: Instructor facilitated tutorial - Nov 26, 2024

QUIZ NUMBER FOUR: DUE 10 PM (PST)

· Quiz Number Four – Dec 6, 2024

GROUP PRESENTATIONS: DUE BY 10 PM (PST)

· Group Presentation Due - Dec 2, 2024

GROUP PRESENTATIONS (In-Class Presentations)

· Group Presentations - Dec 3 & 5, 2024

VIDEO VIGNETTES (INDIVIDUAL): DUE BY 10 PM (PST)

· Video Vignettes Due - Dec 6, 2024

FINAL REPORT: DUE DECEMBER 15 BY 10 PM (PST)

· Final Group Report Due - Dec 13, 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](#).

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.

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 papers 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 484B" 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.

Help Resources

- If you are new to online learning or Canvas please review [eLearning Help & Resources](#).
- If you need assistance with research or writing, [Education Library Research Help](#) provides useful resources on these topics.
- If you have any technical difficulties with this Canvas course, please use the Help link in the global navigation menu bar.

COVID-19

It is especially important during this time to remind ourselves of the importance of maintaining a respectful environment, see [UBC Respectful Environment Statement](#).