

Re-envisioning Human Kinetics: Empowering future health and exercise professionals through skills-based competency curriculum and enhanced experiential learning opportunities

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Purpose & Background

4 out of every 5 Canadians are at risk of developing a chronic condition and over 150,000 Canadians die from a preventable chronic disease each year.

Exercise is a modifiable risk factor for a multitude of chronic health conditions (e.g., diabetes, heart disease). Thus, a critical need for competently trained exercise professionals in primary and secondary prevention.

While the benefits of diet and physical activity behavior change interventions are well documented, adherence to daily food and physical activity guidelines are poor.

Provincial and national organizations continue to advocate for competency-based curricula that integrates meaningful experiential learning

BC Ministry of Health announced the recommendation that Clinical Exercise Physiologists be hired to work in primary care, community care and clinical outpatient services

Updated Project Goals

Revise curriculum map and courses to align PLOs, CLOs and competencies within 3 unique, but related concentrations

Engage with community practicum partners to define experiential learning opportunities and skills-based competency assessment needs

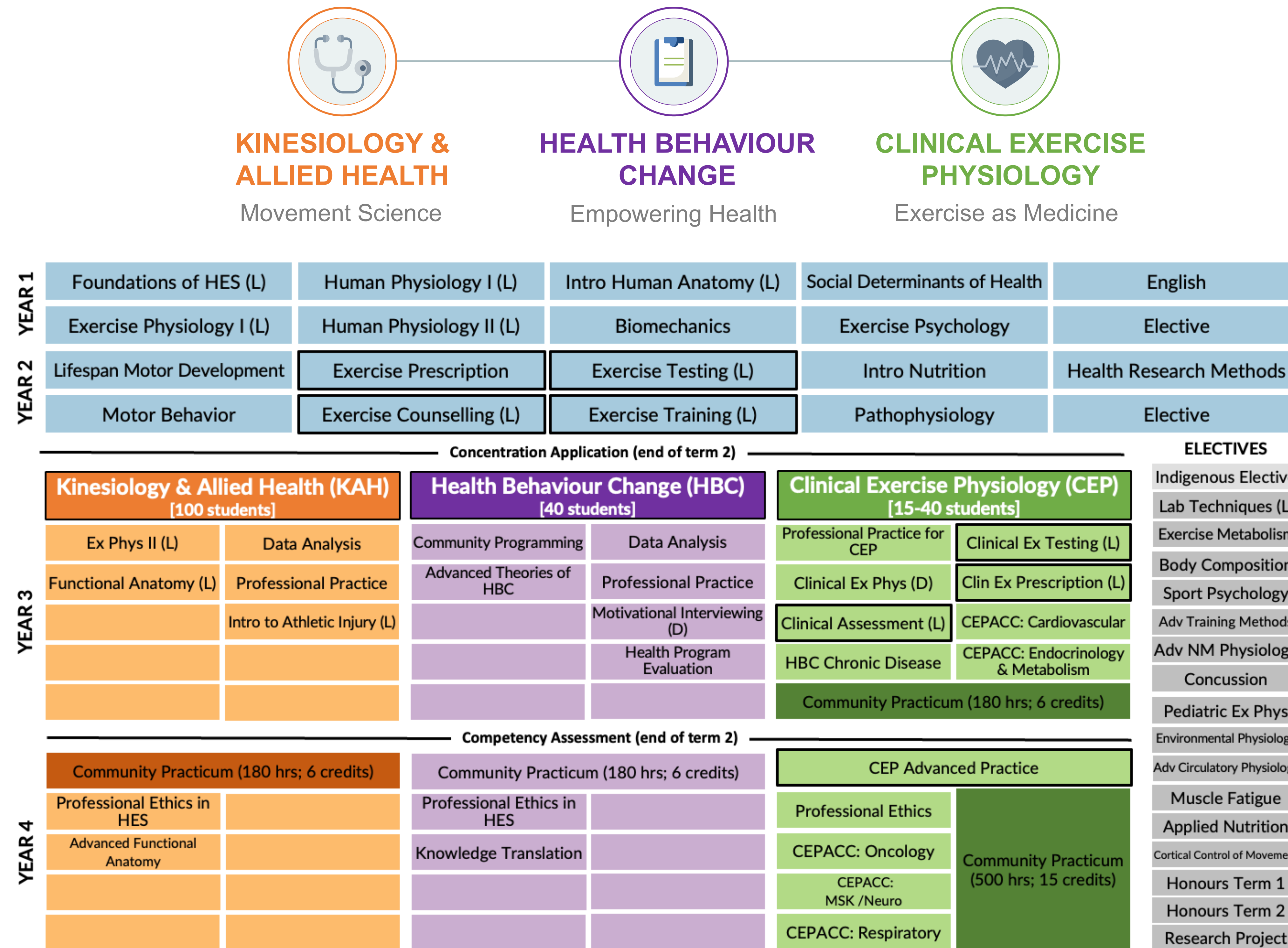
Deliver 2nd year course and pilot 3rd year courses from new curriculum

Advocate with MoH and MPSFS regarding CEP

Acknowledgements

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BHES Concentrations



Parallel Processes

Curriculum Design

Kinesiology & Allied Health

Health Behaviour Change

Clinical Exercise Physiology

Human Resources (knowledge, skills and competencies)

Communication and Socialization

Faculty, teaching support staff

Physical Resources

Labs and equipment, scheduling

Curriculum refinement

Competency instruction and evaluation

Professional competencies

Practicum

Partners

Assessment model

Professionalization of the degree

Ministries of Health and Post-secondary Education & Future Skills

Accomplishments

1st and 2nd year curriculum developed and delivered including:

- HES 211- Exercise Testing
- HES 212- Exercise Training, Conditioning and Rehabilitation for Health, Fitness and Performance
- HES 231- Exercise Counselling & Behaviour Modification

Development and delivery of 3rd year courses:

- HES 351 HES 312 HES 330
- HES 350 HES 351 HES 352
- HES 353 HES 354 HES 355
- HES 356 HES 371 HES 493

Competency assessments completed within each of these courses

- Case based learning
- Lab based instruction of competencies at Introductory and Advancing levels
- Individual skill and scenario-based evaluations

Concentration application process and adjudication

KAH = 100	HBC = 5
CEP = 14	BHES = 60

Partnership with Campus Recreation for practicum placements

Increased collaboration and work with key stakeholders and international partners:

- Other Post-secondary Institutions
- Interior Health, Kelowna General Hospital, MoH, MPSFS
- International Confederation of Sport and Exercise Science Practice, ESSA, CEP-UK, CSEP, BACK

Lessons Learned

Changing curriculum and workloads are challenging

- Find a balance between new curriculum as a focus and keeping the current core programming as consistent as possible
- Bring in resources early to help with development (e.g., new hires)
- Target hires with clinical expertise to support curriculum development

Call people "in" to support and build

- Parallel process often falls to the same individuals

We respectfully acknowledge UBC Okanagan is located on the traditional, ancestral, and unceded territory of the Syilx Okanagan nation.