
**INTRO TO PRINCIPLES IN APPLIED KINESIOLOGY
EDKP 250-001**

COURSE OUTLINE, Fall 2022

Instructor: Celena Scheede-Bergdahl, PhD.
Email: celena.scheede@mcgill.ca

Workshop assistant: Aaron Fellows
Email: aaron.fellows@mcgill.ca

Office Hours: Please email for appointment

Class Schedule: Tuesdays, Thursdays 10:05-11:25
Locale: Currie 408

COURSE DESCRIPTION:

This course aims to provide students with a basic introduction to the field of kinesiology, with a focus on acquiring practical skills in client interview/health assessment, fundamental concepts in resistance training and basic exercise prescription for a healthy population. Emphasis will be placed on professionalism, ethics, communication, effective/appropriate client interaction and hands on skills. This is a level 1 practical skills class in **kinesiology** and is based on the CSEP-CPT manual (Canadian Society for Exercise Physiology, Certified Personal Trainer, see www.csep.ca)

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

- Become proficient in basic client interview techniques
- Conduct a risk factor evaluation, gather basic medical history and obtain informed consent from clientele
- Understand and apply CSEP screening guidelines
- Conduct basic goal setting with clientele
- Be able to identify and problem solve potential and/or established barriers to conducting physical activity
- Acquire/practice fundamental concepts in resistance training
- Acquire/practice basic exercise prescription for healthy populations
- Become acquainted with and be able to understand and interpret exercise guidelines and current recommendations
- Become familiar with content required for CSEP certification

REQUIRED COURSE TEXT:

CSEP-PATH manual (available through bookstore or via <https://store.csep.ca/collections/csep-path>): it is **expected** that you will have and use this text.

Optional/Supplemental text: Strength Training Anatomy, Human Kinetics publisher (also through bookstore)

COURSE EVALUATION:

Project, part 1 (client interviews, forms, strategies, goal setting)	35%
Project, part 2 (exercise prescription, recommendations)	30%
Workshop activities	20%
In class assignment	10%
Participation	5%
(participation includes workshop attendance/discussion = 4%, class assignment participation = 1%)	

GUIDELINES FOR PROJECTS/ASSIGNMENTS:

For each project/assignment, you will be provided with a guideline as to what is expected. This guideline does not represent the highest level of achievement in this class but highlights what are important learning components and a fundamental baseline for your work. If your goal is to excel in this course, you must be prepared to strive to surpass what is provided in the baseline expectation.

IMPORTANT DATES AT MCGILL:

Fall Term

- **Classes begin:** Wednesday, August 31
- **Fall Reading Break:** Tuesday, October 11 and Wednesday, October 12
- **Makeup Days:** Thursday, October 13 and Friday, October 14
- **Classes end:** Monday, December 5
- **Study Day:** Tuesday, December 6
- **Exams begin:** Wednesday, December 7
- **Exams end:** Wednesday, December 21 (11 days, including evening exams)

Other important dates built around the Key Academic Dates include:

- **Deadline to register for at least one course** to avoid registration penalties: Sunday, August 14
- **Deadline to cancel registration:** Wednesday, August 31
- **Add/Drop deadline:** Tuesday, September 13
- **Course or University Withdrawal with refund deadline:** Tuesday, September 20
- **Course or University Withdrawal WITHOUT REFUND deadline:** Tuesday, October 25

LECTURE SCHEDULE (**subject to change with prior notice)		
Week	Week of	Description
1	9/1	Course outlines and class requirements What is kinesiology?
2	9/6 9/8	Intro to physical activity and exercise/Lifestyle behaviour and health, Introduction to project/exercise prescription
3	9/13 9/15	Lifestyle behaviour and health/behaviour change Behaviour change
4	9/20 9/22	Exercise prescription, current guidelines/recommendations <i>Workshop 1: what is endurance/cardiovascular training?</i>
5	9/27 9/29	The importance of getting to know your client Gathering information: what do you need to know?
6	10/4 10/6	Pregnancy In class assignment
7	10/11 10/14	Reading week October 10 (Thanksgiving), 11, 12 October 14 (Friday): Tuesday schedule, work on projects on your own time- no formal class.
8	10/18 10/20	Working with people with special considerations/children <i>Workshop 2: what is strength/resistance training?</i>
9	10/25 10/27	Working with individuals who are overweight/obese <i>Workshop 3: what is flexibility training?</i>
10	11/1 11/3	Working with the older adult Working with chronic disease
11	11/8 11/10	Working with chronic disease <i>Workshop 4: what is balance training?</i>
12	11/15 11/17	Working with chronic disease Open class to work on projects
13	11/22 11/24	Working with athletes <i>Workshop 5: open class for exercise prescription</i>
14	11/29 12/1	Open class: finish projects, prescriptions Last class: Professional concepts, case study/prescription due at start of class (hard copy)

****Subject to change**

**If you miss a workshop, it is your responsibility to find out what you missed and make up any work that occurred during class time.

*** Specifics regarding workshops TBA.

ACADEMIC EXPECTATIONS OF THIS CLASS:

- 1) Please read the textbook prior to the class. It will add to the framework of the class slides and provide you with concepts that will be expanded upon or reviewed in class.
- 2) I encourage questions in class (if you don't want to speak up, you can send an email to me and I will address your question in class).
- 3) If you have any questions or concerns, please be proactive and speak to your instructor(s).
- 4) Requests for supplemental assignments to raise grades will NOT be considered. Extensions will only be granted due to documented medical issues.
- 5) I do not give extra points just to raise your grade. We all work hard to give you the points that you deserve when your work is initially graded. The only exception I make to this point is if the points allotted are not added up properly.
- 6) **Respectful and courteous interactions are expected at all times during this class.**
- 7) It is important to communicate absences with the professor, especially for workshop times as they are based on classroom interactions.

ACADEMIC STATEMENTS AT MCGILL UNIVERSITY:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in **English** or in **French** any written work that is to be graded. This right applies to all written work that is to be graded, from one-word answers to dissertations. Instructor addition: French/English dictionaries will be permitted during exams (however, supplemental notes marked within the dictionary will not be tolerated, *see following statement of **academic integrity***).

McGill University values **academic integrity**, therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see: www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter: www.mcgill.ca/students/srr/honest/).

Please be aware that text-matching software may be used in this course. Item 2 of the text-matching policy states, in part:

Students shall also be informed in writing before the end of the drop/add period (consider this statement as notification) that they are free, without penalty of grade, to choose an alternative way of attesting to the authenticity of their work, if necessary. These include the following:

- a) submitting copies of multiple drafts;
- b) submitting an annotated bibliography;
- c) submitting photocopies of sources;
- d) taking an oral examination directed at issues of originality;
- e) responding in writing to a quiz or questions directed at issues of originality;
- f) providing a written report regarding the process of completing the work; other alternatives devised by the instruction, provided that they are not unduly onerous, that they are meant to attest for authenticity of the written work, and that they meet the approval of the Dean or Disciplinary Officer in the faculty in which the course is offered.

COPYRIGHT:

PLEASE NOTE THAT Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

EQUITY, DIVERSITY AND INCLUSION:

Professor statement: I absolutely support equity, diversity and inclusion in the academic setting (well, actually, all settings but academic pertains here). Having said that, there is no way that I can know all of your individual experiences and backgrounds but I will try my best. If I have unintentionally offended you, please come and talk to me about it. Education is the best way to solve situations and to ensure that everyone has an opportunity for a safe space during your time at McGill and, specifically, in my classes. Open discussion is how we will improve our understanding of each other... and isn't this what university should be about? Please do not be hesitant to approach me on this topic as I feel very strongly about this. Thank you in advance for your co-operation.

As the instructor of this course I endeavor to provide an **inclusive learning environment**. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Student Accessibility & Achievement](#) at 514-398-6009.

Looking forward to a positive and enjoyable semester!