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

COURSE OUTLINE, Fall 2023

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

Workshop assistant: Will Huckins
Email: will.huckins@mail.mcgill.ca

Office Hours: Please email for appointment

Class Schedule: Tuesdays, Thursdays 10:05-11:25

Locale: SADB 1/12 (Strathcona Anatomy and Dentistry Building- corner Pine and University)

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, interpretation of 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 2023

Key Academic Dates & Other Important Dates

The Key Academic Dates found below are those approved by Senate in November 2020.

- **Classes begin:** Wednesday, August 30
- **Fall Reading Break:** Friday, October 6 to Wednesday, October 11 inclusive (*some exceptions apply*)
- **Makeup Days:** Thursday, November 30 *
- **Classes end:** Tuesday, December 5
- **Study Day:** Wednesday, December 6
- **Exams begin:** Thursday, December 7
- **Exams end:** Thursday, 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: Monday, August 14
- **Deadline to cancel registration:** Thursday, August 31
- **Add/Drop deadline:** Tuesday, September 12
- **Course or University Withdrawal with refund deadline:** Tuesday, September 19
- **Course or University Withdrawal WITHOUT REFUND deadline:** Tuesday, October 24

Note about Make Up Days: On Thursday, November 30, the normal Thursday schedule of course lectures, labs, and conferences will be replaced by a **Monday** schedule.

LECTURE SCHEDULE (**subject to change with prior notice)		
Week	Week of	Description
1	8/31	Course outlines and class requirements What is kinesiology (or everything that you ever wanted to know about kinesiology but were afraid to ask)?
2	9/5 9/7	Intro to physical activity and exercise/Lifestyle behaviour and health
3	9/12 9/14	Lifestyle behaviour and health/behaviour change Behaviour change, Introduction to project/exercise prescription (9/14)
4	9/19 9/21	Exercise prescription, current guidelines/recommendations <i>Workshop 1: what is endurance/cardiovascular training?</i>
5	9/26 9/28	The importance of getting to know your client Gathering and interpreting information: what do you need to know?
6	10/3 10/5	Pregnancy In class assignment
7	10/10 10/12	Reading week <u>Friday, October 6 to Wednesday, October 11</u> ; 10/12 free class to work on projects
8	10/17 10/19	Working with people with special considerations/children <i>Workshop 2: what is strength/resistance training?</i>
9	10/24 10/26	Working with individuals who are overweight/obese <i>Workshop 3: what is flexibility training?</i>
10	10/31 11/2	Working with the older adult Working with chronic disease
11	11/7 11/9	Working with chronic disease <i>Workshop 4: what is balance training?</i>
12	11/14 11/16	Working with chronic disease Open class to work on projects
13	11/21 11/23	Working with athletes <i>Workshop 5: open class for exercise prescription</i>
14	11/28 11/30	Last class: Professional concepts, case study/prescription due at start of class (hard copy) 11/30 follows Monday schedule

****Schedule subject to change with prior notification**

**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). Student participation is encouraged!!
- 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.

USE OF CHATGPT AND OTHER AI TECHNOLOGY:

The work submitted for this assessment is expected to be your own. The use of technologies such as ChatGPT are prohibited and will be considered a violation of the Code of Student Conduct.

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!