McGill University
Department of Kinesiology and Physical Education

INTRO TO PRINCIPLES IN APPLIED KINESIOLOGY
EDKP 250-001

COURSE OUTLINE, Winter 2020 UPDATE COVID-19

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Office Hours: Please contact instructors by email to arrange for office hours.

Class Schedule: Mondays 10:35 to 12:25
Locale: Currie 408

Lab Schedule: Thursdays 8:35-10:25 OR 10:35-12:25 OR 3:05-4:55 (details of schedule to follow)
Locale: Currie 304

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 at bookstore)
- Optional/Supplemental: Strength Training Anatomy, Human Kinetics publisher (at bookstore)

COURSE EVALUATION:

Case study (client interviews, strategies)……..…….....40%
PLEASE SEE ACCOMPANYING DOCUMENT FOR UPDATES TO CASE STUDIES
Case study (exercise prescription) ……..…….....35%
In class assignment ……..…….…...…..15%
Participation (5% theory, 5% practical)..……..……..……..…….10%
*This includes your participation in your group work and your presence in class and in the labs

***If you miss a class, it is your responsibility to find out what you missed from your classmates before asking the course instructor. Students are expected to be ON TIME, properly dressed, prepared and be present for the duration of each class. Late assignments will NOT be accepted unless accompanied by a valid medical note.**

IMPORTANT DATES AT MCGILL:

Winter Term
Classes begin: Monday, January 6.
Study break: from March 2-6 (some exceptions apply)
Classes end: Tuesday, April 14
Study Days: Wednesday, April 15 & Thursday, April 16.
Exams begin: Friday, April 17.
Exams end: Thursday, April 30 (10 days, including evening exams)
Deadline to cancel registration: Thursday, December 31
Deadline to register without penalty (new students only): Monday, January 6
Add/Drop deadline: Tuesday, January 21
Course or University Withdrawal with refund deadline: Tuesday, January 28
Course or University Withdrawal with NO REFUND deadline: Tuesday, March 10

ACADEMIC STATEMENTS:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit written work in **English** or in **French**. This right applies to all written work that is to be graded, from one-word answers to dissertations.
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.

ACADEMIC EXPECTATIONS:

- **Prepare** for each class ahead of time.
- Come dressed appropriately and ready to **participate**.
- **Assume responsibility** for own professional training.
- If you do not understand something, please **ask!**
- Be **proactive** and **discuss** all concerns with course instructor as they arise.
- It will be assumed that you have **read** the textbook and are **practicing** your skills.
- Group work means all members of group contribute **equally**. This will be verified.

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 Students with Disabilities, 514-398-6009.

LECTURE SCHEDULE (**subject to change with prior notice)		
Week	**Date**	**Description**
1	January 6	Course outlines and class requirements
2	January 13	PATH manual Section A Labs start this week
3	January 20	Section A Final case studies framework to be presented
4	January 27	Section A
5	February 3	Workshop case studies
6	February 10	Shane Sweet: motivational interview techniques
7	February 17	In class assignment (Due March 9)
8	February 24	FKQ visit
9	March 2	***READING WEEK***
10	March 9	Section C: training various populations
11	March 16	~~Section C: training various populations~~ CANCELLED COVID-19
12	March 23	~~Section C: training various populations~~ ~~Section D: professional aspect~~ CANCELLED COVID-19
13	March 30	~~Workshop case studies~~ AVAILABILITY VIA ZOOM AT 10:35-11:35 FOR QUESTIONS OR TO CLARIFY CLASS MATERIAL/CASE STUDIES. INVITATION TO FOLLOW. Remainder of class time will be dedicated for you to work together on your projects.
14	April 6	~~Section D: professional aspects~~ ***Case studies and exercise prescription project due VIA DROPBOX. INFO TO FOLLOW***

*Students are advised to keep a copy of the course syllabus for future reference.

I WILL POST ALL THE SLIDES OF MATERIAL THAT I WAS GOING TO COVER FOR YOUR INFORMATION.

IF YOU NEED ANY ADDITIONAL "OFFICE HOURS", PLEASE SEND ME AN EMAIL AND WE CAN ARRANGE FOR A MEETING BY ZOOM OR BY PHONE

LAB COMPONENT
Location and time: Thursdays in Currie 304, on the dates and times below

Breakdown: Date	Time	Delivery	Group*	Workshop #
January 9, 2020	OFF			
January 16, 2020	8h35-10h25	In-person	A	1 (1/2 lecture)
January 16, 2020	10h35-12h25	In-person	B	1 (1/2 lecture)
January 16, 2020	15h05-16h55	In-person	C	1 (1/2 lecture)
January 23, 2020	OFF			
January 30, 2020	8h35-10h25	In-person	A	2 (1/2 lecture)
January 30, 2020	10h35-12h25	In-person	B	2 (1/2 lecture)
January 30, 2020	15h05-16h55	In-person	C	2 (1/2 lecture)
February 6, 2020	OFF			
February 13, 2020	8h35-10h25	In-person	A	3 (1/2 lecture)
February 13, 2020	10h35-12h25	In-person	B	3 (1/2 lecture)
February 13, 2020	15h05-16h55	In-person	C	3 (1/2 lecture)
February 20, 2020	OFF			
February 27, 2020	8h35-10h25	In-person	A	4
February 27, 2020	10h35-12h25	In-person	B	4
February 27, 2020	15h05-16h55	In-person	C	4
March 5, 2020	OFF			READING WEEK
March 12, 2020	8h35-10h25	In-person	A	5
March 12, 2020	10h35-12h25	In-person	B	5
March 12, 2020	15h05-16h55	In-person	C	5
March 19, 2020	OFF			COVID-19 Cancelled
March 26, 2020	OFF			COVID-19 Cancelled
April 2, 2020	10h35-12h25	Online (Zoom)	A, B and C	Q & A period
April 9, 2020	10h35-12h25	Online (Zoom)	A, B and C	Q & A period
Total			10 hours/group	5 workshops

LAB COMPONENT
Amending notes to semester:
The rest of the semester:

- Workshops 6 and 7 are cancelled…
- The workshops, CC's will be posted online anyways, please look and even try them.
- I will be online on April 2 and 9 from 10h35 to 12h25 (the second lab period) to take anyone's questions about the workshops, the case studies, or anything else relevant to the course. You can always send me questions in advance, and I will answer them there.
- I am also always reachable by email.
- Most exercises in these workshops require no equipment, there is no better time to try then now!

Case studies

DUE: April 6, 2020

In your group, please consider the following ~~**5 case studies**~~. You are responsible for choosing 3 out of the 5 case studies to submit.

The scenario is that each of these clients have come to see you in order to start an exercise training program. Your responsibility is to conduct an initial screening/interview for each of these clients. You may add in any details that would make the case more interesting (ie: personal details, history) as long as you keep to the outlined features of the individual that you have chosen.

Please summarize your findings/impressions and attach the tool inventory check list and necessary forms. The following must be included (please use the questions as a guide):

- Why has this person come to see you?
- Why is it important that this person exercises? What is motivating them?
- Fill out the forms that you believe are applicable to your client (see case study tool inventory sheet).
- Use data provided for each case study and fill in appropriate tool. Think about what the data means and what it is telling you.
- Is there anything missing that you require? Identify the information and provide it.
- Do you require the physician release form? Why or why not? If yes, please fill it out.
- What would you require medical supervision for?
- Are there any contraindications to performing PA? Absolute? Relative? Absolute means that you should NEVER do PA. Relative means that you will do PA only if the benefits outweigh the risks.
- Identify your client's stage of change. How would you use this information?
- Can you identify any barriers to physical activity? How would you address these?
- What would your approach to your client be according to their needs?
- How would you make a plan for relapse? Motivation?
- Provide a brief plan of action for your client (suggestions that you would make)
- You may feel free to make up any additional form/worksheet that you believe would help in the initial assessment/interview of your client.

YOU MAY MAKE UP INFORMATION TO ADD TO YOUR CASES (IE: LIKES/DISLIKES/PAST HISTORY/GOALS) BUT, PLEASE, DO NOT MAKE THEIR HEALTH STATUS MORE COMPLICATED!

ALL INFORMATION THAT YOU NEED HERE CAN BE FOUND IN YOUR CSEP MANUAL, YOUR SLIDES AND THE CSEP TOOLS (FORMS) THAT I PUT ON MYCOURSES FOR YOU. ALL PHYSICAL FITNESS SCORE INTERPRETATIONS CAN BE FOUND IN YOUR CSEP MANUAL. ALL LAB VALUES CAN BE GOOGLED. NO REFERENCES NEEDED.

This section will be graded as follows (40%):

- **Organization: /5 (based on project as a whole)**
- **Content: /30 (10 points per case)**
- **Originality/creativity: /5 (based on project as a whole)**

CASE 1:

Beatrice is a 66 year old woman, recently retired from her job as an elementary school secretary. She regularly performs aquafit classes and likes to walk. Although she claims to eat well, her doctor is concerned because her cholesterol levels are high and her blood pressure is 145/85. Her husband, age 63, is also trying to get into better shape even though he works long hours during the week and pursues his carpentry hobby on the weekend. Their three children have all moved out of the house, and the eldest daughter is married with a new baby. Beatrice would like to improve her energy levels as she would love to take care of the child when her daughter goes back to work. The following medical information was provided by Beatrice: BP: 141/84; HDL: 1 mmol/L; LDL: 1.9 mmol/L; total cholesterol: 5.0 mmol/L; HbA1C: 5.6%; serum iron: 22 µmol/L.

CASE 2:

Jerome is 24 years old and a university student at McGill. He does not usually exercise as he is very stressed out about his studies and has a hard time to find the time. Jerome works part time at a Tim Horton's and finds that he snacks a lot during his shifts. Still living at home, Jerome spends at least 1.5 hours on the bus each day. He has put on some extra weight over the past year but is still in the normal range for his height/age. Jerome has come to see you because he would like to get in better shape, reduce his stress and maybe even meet some new friends. He informs you that he had "a clean bill of health" from his last doctor's visit in 2014.

CASE 3:

Phil is a 47 year old engineer at Bombardier and is recently divorced. He would like to start exercising because he feels the need to turn over a new leaf. When he was in college, he enjoyed intramural sports but has not continued since he started working. His hours at work are long and he has shared custody of his 13 year old son and 15 year old daughter, who visit him every second weekend. He hasn't seen a doctor in about 8 years and "never gets sick".

CASE 4:

Michel is a 57 year old man. He is anywhere from 8-12 kg overweight, depending on the time of year. His doctor has told him that his blood pressure is a "little high" but he does not remember the exact numbers. Michael also remembers his doctor saying something about being "pre-diabetic" so that is one of the reasons why he wanted to see you.
Michael is interested in exercise but finds that his very busy work schedule keeps him from being more active. He is married with 3 early teenage children and works as an accountant

at a firm. His job requires him to spend a lot of time travelling in his car. Michael's parents are both still living but his father went on early retirement due to a "small heart attack" that he suffered at age 61.

CASE 5:

Uma is a recent immigrant to Montreal from Turkey, previously working as a translator (Turkish to English). She is a mother to 4 children, in ages ranging from 8 to 16. She is 46 years old and is not familiar to exercising. Her husband, who is originally from Quebec, suggested that she see you in order to get some time out of the house while the children are at school and so that she can meet new people. Even though she seems open to the idea, she does not really understand the Western gym concept. She would like to have more energy as the move has been quite stressful for her. Uma is about 5 kilograms above her normal weight and has indicated that she wants to feel "in better shape". She does not yet have a doctor in Montreal but says that her doctor in Turkey did not inform her of any health concerns. Both of her parents are still alive and in their late 80's, although they are not very active and reside in an assisted living residence.

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You will now choose **one** of your clients (above) and design an **8 week exercise program**, based on the information that you have acquired. If, in your case study, you have indicated that they required doctor clearance, assume now that this has now happened. Include cardiovascular, strength training, flexibility components, as well as targeting their preferences. How will you assess your client? Describe the exercises that you prescribe. How will you progress your client? Refer back to their "case" as needed. Justify your choices.

The exercise prescription for the case studies:
All the principles needed for exercise prescription are in the lectures slides of the first three workshops: topics include:

- Exercise grouping styles
- Exercise selection
- Exercise order
- Exercise progressions
- Exercise variables
- The FITT principles
- Components of an exercise prescription
- Components of a training session
- Timing of a training session
- Training session weekly scheduling
- Examples of programs

Each team member is expected to contribute to the exercise prescription of the case study. It is easier than ever to set up an online meeting to discuss the prescription.
The prescription will be graded on the following points (for a total of 35):

- 5 points: Exercise selection and order
- 5 points: Exercise progressions and variables
- 5 points: Components and timing of the training session
- 5 points: Components and timing of the training week/weeks
- 5 points: Overall organization and presentation

- 5 points: Originality of content
- 5 points: Deliverables for the client

All group members must document their contribution to the assignment (ie: what you did for the project). These pages (or all on one page) must be attached to the end of your submitted work.

Please note: You will also be required to hand in a case study tool inventory sheet for <u>each</u> case.

TO SUBMIT YOUR PROJECT: PLEASE PUT IN PDF FORMAT (MAKE SURE THAT YOUR PROJECT IS COMPLETE) AND SUBMIT VIA DROPBOX. I WILL SHARE DROPBOX ACCESS WITH YOU SHORTLY. IF YOU PREFER TO SUBMIT A PAPER VERSION, PLEASE CONTACT ME SO WE CAN ARRANGE FOR A DROP OFF TIME.