

**APPLIED KINESIOLOGY FOR CANCER CARE
EDKP 300-015**

COURSE OUTLINE, Winter 2022

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Class Schedule: Tuesdays and Thursdays 11:35-12:55

Locale: Zoom until January 24, 2022/TBC

Office hours: By appointment

COURSE DESCRIPTION:

This course aims to provide students with an overview of the cancer care continuum, as well as the role that physical activity and exercise can play at each stage.

COURSE OBJECTIVES:

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

- Understand the etiology and pathophysiology of cancer
- Better able to assess and understand the needs of cancer patients at different stages of their cancer trajectory
- Appreciate the role of different service settings along the cancer trajectory
- Better understand the role of exercise and physical activity for cancer patients

REQUIRED COURSE TEXT:

- All readings/viewings will be posted on MyCourses

COURSE EVALUATION:

Individual project	50%	
Cancer type review		5%: Due February 17
Current treatment/considerations		5%: Due February 17
Needs analysis		5%: Due February 17
Exercise program		15%: Due April 12
Implementation/reassessment		10%: Due April 12
Overall strategy		10%: Due April 12
Workshop assignments (3)	30%	
Quizzes (5)	10%	
Speaker reflections	10%	

What is the individual project?

The individual project will consist of choosing (and researching) a cancer type, understanding its current treatment and specific considerations, performing a needs analysis and designing an appropriate exercise program. You will also have to specify how you will implement the program and how you will follow your patient(s) and put it into a full context (ie: psychosocial support, nutritional support, pain reduction, group meetings...). This will be worth 50% of your grade however, it will be broken down into smaller components with their own due dates (see schedule). This project is about quality and not quantity. More details will follow and a rubric will be circulated to you.

Please note that approximately half of your project will be due on February 17 (hard copy format until further notice). Feedback will be provided. For your final submission, please put the segments due on February 17 (with corrections) together with the rest of your project. Instructions regarding submission will be provided.

What are the quizzes?

There will be 5 quizzes that will be made available either on MyCourses or in person. Each quiz will be from 5 to 15 questions (format will vary) and be based on the material presented during the previous week. These dates and topics are in the schedule.

What are the speaker reflections?

Speaker reflections are a brief (ie: approximately 2 pages double spaced) summary of what you learned during each of the guest speaker presentations. You may refer to your impressions about what they do, their organization, what they said and how you can use the information that they presented. These will be due on April 12 (last class) in one submission.

Use of rubrics?

You will be provided with a rubric for all work in this class. I want you to know what I am expecting and for us to be on the same page. Although you have a rubric, I do expect that effort will be made to fully accomplish each of the tasks outlined.

LECTURE SCHEDULE (subject to change with notice)**

Week	Date	Description
1	January 6 ONLINE	Course introduction: overview of outline, schedule and evaluation procedure.
2	Jan 11, 13 ONLINE	What is cancer? Cancer types, pathophysiology
3	Jan 18, 20 ONLINE	Jan 18: A whole-body approach to cancer, cancer wellness, the role of the community Jan 20: Guest lecture on community services for cancer patients (recorded): Debbie Magwood, WICWC
4	Jan 25, 27	Jan 25: Cancer prevention, what role can exercise play? QUIZ 1 (Debbie Magwood) Jan 27: Guest lecture on patient needs (recorded): Bente Thoft Jensen, Aarhus University, DK
5	Feb 1, 3	Feb 1: Diagnosis, Cancer boards, QUIZ 2 (Bente Thoft Jensen) Feb 3: From diagnosis to treatment
6	Feb 8, 10	Feb 8: Treatment, the perioperative period Feb 10: Guest lecture on prehabilitation (recorded): Franco Carli, Perioperative Program MGH
7	Feb 15, 17	Feb 15: Exercise in the pre-operative/pre-treatment period period, QUIZ 3 (Franco Carli) Feb 17: Class activity PROJECT PART 1 DUE ON FEBRUARY 17
8	Feb 22, 24	Feb 22: Stress and anxiety Feb 24: Guest lecture on nutritional needs in cancer (recorded): Popi Kasvis, Perioperative Program, Glenn
9	March 1, 3	Reading week
10	March 8, 10	March 8: Rehabilitation, QUIZ 4 (Popi Kasvis) March 10: Guest lecture on rehabilitation (recorded): Daniel Santa Mina, Dept of Kinesiology, UofT
11	March 15, 17	March 15: Quality of life, QUIZ 5 (Daniel Santa Mina) March 17: Class activity
12	March 22, 24	March 22: Survivorship March 24L Long term effects of treatment: implications for pediatric survivors
13	March 29, 31	March 29: Class activity March 31: Open class for projects
14	April 5, 7	April 5: Palliative care April 7: Guest lecture on the patient perspective (recorded) : Sean McAleer, patient
15	April 12	Projects due at start of class on April 12 Speaker reflections due at the start of class on April 12

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

***Schedule is subject to change**

IMPORTANT DATES AT MCGILL:

Winter Term

- **Classes begin:** Wednesday, January 5
- **Winter Reading Break:** from February 28 to March 4
- **Classes end:** Tuesday, April 12
- **Study Days:** Saturday, April 9 to Sunday, April 10; Friday, April 15 to Monday, April 18
- **Exams begin:** Wednesday, April 13
- **Exams end:** Friday, April 29 (11 days, including evening exams)

Other important dates built around the Key Academic Dates include:

- **Deadline to cancel registration:** Friday, December 31, 2021
- **Deadline to register without penalty** (new students only): Wednesday, January 5
- **Add/Drop deadline:** Tuesday, January 18
- **Course or University Withdrawal with refund deadline:** Tuesday, January 25
- **Course or University Withdrawal WITHOUT REFUND deadline:** Tuesday, March 8

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. 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/).

HEALTH AND SAFETY GUIDELINES:

Please note that this format for the delivery of this course is unusual and must respect the guidelines of health and safety ([General health guidelines | Coronavirus information - McGill University](#)). It is explained by our current extraordinary circumstances, and aims to allow you, as students, to complete this term with the requisite knowledge for this course, and to succeed in your assessments. I ask for everyone's collaboration and cooperation in ensuring that these guidelines are respected. On August 6, the Government of Quebec announced the government directives for the start of the Fall term, including no distancing in classrooms. Based on this announcement and our previous planning, McGill developed directives, which are detailed on the University's Coronavirus website. Please note that these condition may change at anytime following new directives from the government or the University.

DISTANCING (CONFIRMATION TBA)

The status of physical distancing is now:

- No distancing in classrooms,
- One metre in common areas, including shared research spaces, laboratories, offices, and other workplaces.
- Two metres required when eating or drinking, working out in fitness centres.

MASKS

Procedural masks **are required in all indoor spaces at McGill**, including classrooms.

However, Professor or presenters do not need to wear a mask if you are teaching and remain at least two metres away from others. When students are in class on campus, i.e., in person, they are required to wear masks.

DAILY HEALTH CHECK FORM

The daily health check form is still a requirement for all McGill staff before you come to campus. Students are strongly encouraged to assess their health using the self-assessment found in [General health guidelines | Coronavirus information - McGill University](#)

CLASSROOM VENTILATION

All centrally booked classrooms that are being used in the Winter 2022 term have been assessed to ensure ventilation follows the Government's COVID-19 guidelines.

VACCINATION

Proof of vaccination is not required for students and instructors to engage in teaching activities on our campuses.

McGill have been promoting vaccination to the members of our community, including through regular emails and a social media campaign, and will host a walk-in vaccination clinic on the downtown campus at the start of term.

Information on vaccinations (booking appointments, registering vaccines received outside of Quebec, resources) can be found on the Get Vaccinated webpage.

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.

Academic expectations of this class:

- 1) Please read the textbook prior to the Zoom session/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, the chat option is great).
- 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 accepted.
- 5) For more information, please look to resources such as:
<https://mcgill.ca/tls/students/remote-learning-resources>
- 6) **Respectful and courteous interactions are expected at all times during this class.**
- 7) **Active contribution to all group work and effective communication.**

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.

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 at 514-398-6009.