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**ADVANCED PRINCIPLES OF APPLIED KINESIOLOGY**  
**EDKP 450-001**

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COURSE OUTLINE, Fall 2022

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<b>Instructor:</b>	Dr. Celena Scheede-Bergdahl Email: celena.scheede@mcgill.ca
<b>Class Schedule:</b>	Mondays and Wednesdays 10:05-11:25
<b>Locale:</b>	Currie Gym 304
<b>Office hours:</b>	Please email for appointment

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**COURSE DESCRIPTION:**

This course aims to provide students with a basic introduction to training and periodization, in the context of working with athletes in various stages of their seasons. Emphasis will be placed on effective analysis of an athlete's/team's needs, ability to design targeted training programs and how to understand how to best contribute to an athlete's/team's healthy improvements throughout a season.

**COURSE OBJECTIVES:**

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

- Appreciate the specific needs of an athlete/team according to their sport
- Understand the fundamental elements of a planned periodization programme and why they exist
- Utilize the fundamental concepts of a planned periodization programme
- Apply theoretical knowledge into a practical application and design of a year-long program

**REQUIRED COURSE TEXT:**

- Periodization: Theory and Methodology of Training, 6e edition, Human Kinetics publisher
  - You may buy a used copy or e-text but make sure that the same topics are covered. The authors changed between 4e, 5e and 6e. Please understand that this is a **required text** so I am expecting it to be read and used for the purposes of this class.

**SUGGESTED COURSE TEXT:**

- Strength Training Anatomy, Human Kinetics publisher  
<http://www.humankinetics.com/products/all-products/strength-training-anatomy-3rd-edition>
  - This is a really useful book but you are not obliged to buy it.

## **COURSE EVALUATION METHODS:**

Periodization project (group project).....	45%
Oral presentation .....	20%
Assignments (4, individual) .....	20%
Periodization project review .....	5%
Participation .....	5%

**(5% for attendance during oral presentations, everyone must ask 1 question and contribution to group work and oral presentation)**

### **What is the periodization project?**

The periodization project involves using the theory that you will be learning in this course and applying it to a practical context. Basically, periodization is the organization of an athlete's or team's annual training plan in relation to where peaking needs to occur. I will relate theory to your project in order for you to understand how it is used. You will be working in **groups** of 3 (you may choose who you work with unless all groups are already established). This is worth 45% of your grade and Zoom meetings (or equivalent) outside of class time are expected. I will give some class time to either work with group members or to ask questions. This project is about quality and not quantity. More details will follow.

### **What are the oral presentations?**

With your periodization **group**, you will put together a 10-minute presentation that will be held during class time and include feedback/questions from your peers. It will consist of 5 slides (not including your title slide) to give a brief overview about what you are doing with your project. You are encouraged to view this opportunity as a chance to improve your project. More details will follow.

### **What are the assignments?**

Over the course, you will be responsible for completing 4 **individual** assignments that involve concepts from your text.

Assignment 1 will cover game analysis, assignment 2 will cover strength and power development, assignment 3 will cover endurance training and assignment 4 will cover speed and agility training. These concepts will be important for your project. More details will follow.

### **What is the periodization project review?**

You will be required to submit your own review/critique of your project (including strengths, weaknesses, major learning, primary objectives and team member contributions). More details will follow.

### **How do I grade participation?**

For full grades see above.

### **Use of guidelines?**

You will be provided with guidelines for all work in this class. I want you to know what I am expecting and for us to be on the same page. Please be aware that this guideline represents the **baseline** of learning objectives that I have set for this class and not for the highest level of accomplishment.

LECTURE SCHEDULE (**subject to change)		
Week	Date	Description
1	8/31	Course introduction: overview of outline, schedule and evaluation procedure. What is periodization? Why is this important?
2	9/5, 7	Review of Basis of Training (chapter 1), Principles of Training (chapter 2), Introduction of group periodization project and rubric, <u>sign up (3 per group)</u> , Introduction of oral presentation
3	9/12, 14	Principles of Training continue <b>Assignment 1 (game analysis) start September 12, due September 21</b>
4	9/19, 21	Preparation for training (chapter 3) (class time for project)
5	9/26, 28	Variables of training (chapter 4) <b>Assignment 2 (chapter 10) start September 26, due October 5</b>
6	10/3, 5	Periodization of biomotor abilities (chapter 5) (class time for project)
7	10/14	<b>Mid-term break on Monday (Thanksgiving), Tuesday and Wednesday. NO FORMAL CLASS ON THURSDAY (MONDAY SCHEDULE), USE TIME TO WORK ON PROJECTS</b>
8	10/17, 19	Planning the training session (chapter 6) <b>Assignment 3 (chapter 11) start October 17, due October 25</b>
9	10/23, 25	Planning the training cycles (chapter 7) (class time for project)
10	10/31, 11/2	Periodization of annual plan (chapter 8) <b>Assignment 4 (chapter 12) start October 31, due November 9</b>
10	11/7, 9	November 10: Peaking for competition (chapter 9) November 12: class time for oral presentation preparation
11	11/14, 16	<b>November 17: Oral presentations</b> <b>November 19: Oral presentations</b>
12	11/21, 23	<b>November 21: Oral presentations</b> <b>November 23: Oral presentations</b>
13	11/28, 30	November 28: feedback from oral presentations November 30: open class to finish projects
14	12/5	December 5: <b>Projects due at 10:05am (start of class).</b>

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

\*Schedule is subject to change

\*\*If time is available due to completion of a chapter/section, class time may be dedicated for group work.

## 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

## 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/](http://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/](http://www.mcgill.ca/students/srr/honest/)).

## 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. 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 Student Accessibility & Achievement](#) at 514-398-6009.