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

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COURSE OUTLINE, Winter 2021

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<b>Instructor:</b>	Dr. Celena Scheede-Bergdahl Email: celena.scheede@mcgill.ca
<b>Class Schedule:</b>	Tuesdays and Thursdays 11:35-12:55
<b>Locale:</b>	Via Zoom : <a href="https://mcgill.zoom.us/j/82692871172">https://mcgill.zoom.us/j/82692871172</a>
<b>Office hours:</b>	A weekly, recurring Zoom meeting will take place on Fridays 10-11am (link to follow). If you need a private meeting, please contact the professor directly.

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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:**

Periodization project (group project) .....	45%
Oral presentation .....	15%
Assignments (4 total, individual) .....	35%
Participation .....	5%

### **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 Zoom recording that will be submitted to me. It will consist of 5 slides (not including your title slide) to give a brief overview about what you are doing with your project. I will provide feedback based on your oral presentation so that you may improve your project (see schedule). 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.

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

Participation is graded on your logging into Zoom or watching the videos via MyCourses (2/5). The remainder (3/5) is based on your contribution to your final project (via group feedback)

### **Use of rubriks?**

You will be provided with a rubrik 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.

<b>LECTURE SCHEDULE (**subject to change)</b>		
<b>Week</b>	<b>Date</b>	<b>Description</b>
1	January 7	Course introduction: overview of outline, schedule and evaluation procedure. What is periodization? Why is this important?
2	Jan. 12, 14	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	Jan. 19, 21	Principles of Training continue <b>Assignment 1 (game analysis) start Jan 19, due Jan 28</b>
4	Jan. 26, 28	Preparation for training (chapter 3)
5	Feb. 2, 4	Variables of training (chapter 4) <b>Assignment 2 (chapter 10) start Feb 4, due Feb 11</b>
6	Feb. 9, 11	Periodization of biomotor abilities (chapter 5)
7	Feb. 16, 18	Planning the training session (chapter 6) <b>Assignment 3 (chapter 11) start Feb 18, due Feb 25</b>
8	Feb. 23, 25	Planning the training cycles (chapter 7)
9	March 2, 4	<b>Midterm break</b>
10	March 9, 11	Periodization of annual plan (chapter 8) <b>Assignment 4 (chapter 12) start March 9, due March 18</b>
11	March 16, 18	Peaking for competition (chapter 9) Finish content, as needed
12	March 23, 25	March 23: class time for oral presentation preparation March 25: <b>oral presentations due (please provide YouTube link, feedback will be provided) by March 25 at 11:59pm</b>
12	March 30, April 1	March 30: TBA April 1: class time for periodization projects
13	April 6, 8	April 6: review feedback from presentations April 8: class time for periodization projects
14	April 13	April 13: open class for final questions on project <b>Projects due by April 13 at 11:59pm. Submission details to follow.</b>

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

\*Schedule is subject to change

\*Please read the Guidelines on Remote Teaching and Learning

[<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/guidelines-remote>] and the above schedule. You will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates (only).

## IMPORTANT DATES AT MCGILL:

### *Winter Term*

- **Classes begin:** Thursday, January 7
- **Study break:** from March 1-5
- **Makeup Day:** Thursday, April 15 (For Monday April 5- Easter)
- **Classes end:** Friday, April 16
- **Study Days:** Saturday, April 17 and Sunday, April 18
- **Exams begin:** Monday, April 19
- **Exams end:** Friday, April 30 (10 days, including evening exams)

**Note 3:** On Thursday, April 15, the normal Thursday schedule of course lectures, labs and conferences will be replaced by a *Monday* schedule.

Other important dates built around the Key Academic Dates include:

- **Deadline to cancel registration:** Thursday, December 31
- **Deadline to register without penalty** (new students only): Monday, January 4
- **Add/Drop deadline:** Friday, January 22
- **Course or University Withdrawal with refund deadline:** Friday, January 29
- **Course or University Withdrawal WITHOUT REFUND deadline:** Tuesday, March 9

### ACADEMIC STATEMENTS:

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/](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/)).

### EDKP 450 ONLINE:

I aim to keep this course of the same high quality as when it is taught face to face. To accommodate as many students as possible, this course will be taught by live classes (synchronous, see schedule) that will be recorded and posted on MyCourses for viewing/reviewing at your own pace and according to your own schedule (asynchronous). If you do not want to be recorded during classes, you have the choice of 1) disallowing the video option (your screen will be black but your

name will appear) and using the chat option to ask your questions or 2) choosing to view the recorded class which will be made available within 24 hours of the class. If you use an alias for your Zoom screen, please email me and let me know what name you will be using and your real name. This is done for your protection as I will regularly make sure that only students that are registered for this course will have access. This will also allow me to track your participation.

Please see <https://www.mcgill.ca/tls/students/remote-learning-resources> for information regarding remote learning. Also, 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.

Professor office hours will work by re-occurring Zoom meetings (not recorded), which will be open. If you would like to discuss something of a more personal nature, please contact your me to schedule another time. The link to these hours will be communicated shortly.

#### **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 is 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.