

Western University
Faculty of Health Sciences
School of Kinesiology

KIN 3402A – Introduction to Clinical Kinesiology
Fall 2020

<p>Instructor: Dr. Marc Mitchell Office: Arts & Humanities Bldg Rm 3R12B Email: marc.mitchell@uwo.ca Phone: 519/661-2111 x87936 Office Hrs: Thursday 4-5pm TAs: Nbray2@uwo.ca Kdillon9@uwo.ca Tsuther9@uwo.ca Dhenke@uwo.ca</p>	<p>Lectures: Asynchronous, meaning for this course...</p> <p>...three pre-recorded lectures will be posted Monday morning to be viewed that week. A weekly Q&A session will be hosted during office hour (Thursday 4-5pm) and one-on-one student meetings will follow as needed.</p>
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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

<p>Calendar Course Description (including prerequisites/anti-requisites): This course is designed to develop an understanding of how Kinesiology can be applied in a professional context to enhance the health, wellness, and functional capacity of clients. Students will learn the fundamentals of clinical kinesiology including program models, clinical skills, privacy/ethics considerations, with the purpose of introducing the practice of Clinical Kinesiology.</p> <p>Anti-requisite(s): the former Kinesiology 3421A/B.</p> <p>Extra Information: 3 lecture hours.</p>

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enrol in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

My Course Description

This course will assist students in developing an understanding of how Kinesiology can be applied in a clinical context to enhance the health, wellness, and functional capacity of clients and/or populations. The course objective is to introduce the practice of Clinical Kinesiology by providing an overview of some of the fundamentals of the profession, including: its place in the Ontario context, core competencies and scope of practice, professionalism, practice settings and program models, clinical and non-clinical skills, exercise prescription, and digital solutions. This course will be delivered in lectures and facilitated by partner and group activities using problem and case-based learning approaches. Written assignments will facilitate knowledge building and skill development as well.

Learning Outcomes/Schedule:

Upon completion of this course, students will be able to:

1. **Identify and delineate** the origin of Clinical Kinesiology and its place within the Ontario healthcare system, the core competencies of a Registered Kinesiologist as defined by the College of Kinesiologists of Ontario, as well as theoretical terms, concepts, and philosophies related to the profession. (Knowledge)
2. **Compare and contrast** Clinical Kinesiology practice settings, program models, clinical skills/decisions, and digital solutions pertaining to the profession. (Analysis)
3. **Synthesize** research and practical knowledge about the Clinical Kinesiology profession and determine how these might be applied in clinical and non-clinical settings. (Comprehension)
4. Begin to **Develop** skills in professional, ethical, and clinical decision making as they pertain to the work of a Registered Kinesiologist. (Application)
5. **Further develop** abilities to *critically reflect* upon own learning and relate to the topics discussed in class. (Reflection)

Required Course Material/Text:

ACSM's Guidelines for Exercise Testing and Prescription (10th Ed.) All other required readings will be posted on OWL.

Course Evaluation:

1. Participation (e.g., guest speaker attendance, podcast quizzes, etc.)	7.5%
2. Tracking Assignment(s) (Sept 16, Sept 30, Oct 31, Nov 30)	7.5%
3. Myths Debunked (optional 2-min myth presentation for 20 students max; Nov 13)	15% (optional)
4. Policy brief (Sept 25)	22.5% (20% if myth presenter)
5. Ethics test (Oct 16)	22.5% (20% if myth presenter)
6. Final exam (to be scheduled by Registrar)	40% (30% if myth presenter)

Assignments are due as stated in the course syllabus and will not be accepted late, except under medical or other compassionate circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. A missed mid-term examination, without appropriate documentation will result in a zero (0) grade. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents, illness or death) or similar circumstances.

Evaluation Details:

1. Participation (7.5%)

Complete brief MC quizzes on OWL on content related to guest speaker presentations, assigned Registered Kinesiologist podcasts, and other new and notable content featured during the semester.

2. Tracking Assignment (7.5%)

Let's practice what we preach! For this semester-long assignment I would like for you to track your daily physical activity. You can track gym or exercise class attendance using a printable diary (I used to print calendar months out and use that) or other (tech-enabled) ways. You can also track your step count using many different apps (HealthKit or GoogleFit being the obvious choices) or wearables (e.g., FitBit, Jawbone, Garmand). The point is I would like for you to self-monitor your physical activity (broadly defined) this entire semester (starting on the first day of class, and ending on the last day of class). This assignment is made up of four components:

Commitment contract (1.5%): During week 2 please complete the contract (see OWL) and submit electronically (via OWL) by 11:55pm on the due date. Late contracts will result in lost marks.

Assignment completion (2% x 3): This assignment will be deemed 100% 'complete' if tracking assignments (with every single day officially tracked for that month, including inactive or no physical activity days) are submitted via OWL on **due dates** (11:55pm deadline). The 2nd and 3rd submissions should also indicate whether your physical activity has **a) increased, b) decreased, or c) stayed about the same** compared to the previous month (at least one metric (e.g., gym visits in a month, average daily step count, other) should be used to quantify your assessment). Complete assignments (regardless of amount of activity completed) will earn full marks.

3. Myths Debunked (15%; optional presentations)

A 1% course mark deduction will be applied for those who 'sign-up' but decide later not to participate. The purpose of this 2-min presentation (4 slides) will be to dispel a commonly held belief (myth) about physical activity. The presentation should peak the audience's interest, be evidence based, and succinct. Given the size of the class and limited time, only 20 students will be able to present. The policy brief (20%), ethics test (20%) and final exam (30%) will be weighted lower for these students.

4. Policy Brief (22.5%)

**The below description is subject to minor adjustments.*

*Since 2007, Kinesiology has been a regulated health profession in Ontario. **The province does not fund Kinesiology services, however.** The province does provide a tax incentive, but it is meager, and not likely useful for most Ontarians. Some Family Health Teams in Ontario include Kinesiologists as part of their inter-disciplinary teams, but decisions to fund the position are made on a clinic-by-clinic basis. Furthermore, most insurance companies do not cover expenses incurred for Kinesiology services for plan members. Some companies and organizations allow for Kinesiology services to be reimbursed as part of flexible 'health spending' accounts, but these options are limited and piecemeal. One of the main barriers to broad 'integration' of Kinesiology into Ontario's health and wellness sector is lack of funding.*

In this era of fiscal constraint, and with our aging population, please argue FOR or AGAINST extended funding for Kinesiology services in Ontario in a 1-page policy brief. Zero your argument in on one specific Kinesiology service (refer to 'Essential Competencies') that you think warrant additional funding. Also, in this policy brief, your 'audience' should be EITHER Ontario's Deputy Minister of Health, or an insurance company decision-maker. Each has distinct but similar set of concerns which you should outline in the 'Introduction' of your policy brief. For instance, the Deputy

wants to spend taxpayer dollars as efficiently as possible, but also needs to help the government of the day achieve their policy objectives. On the other hand, the insurance company decision-maker wonders how she can reduce the cost burden that chronic disease medications and short- and long-term disability put on her company shoulders.

The policy brief should include the following elements (see 'How To' Article for guidance):

- 1) Short and Catchy Title (10 words or less; 1.5 points)
- 2) Introduction (define the problem; 4 points)
- 3) Recommendation (state the policy; 4 points)
- 4) Evidence (best data supporting policy recommendation; 4 points)
- 5) Implications (of action/inaction, the pros/cons, etc.; 4 points)
- 6) References (academic articles or 'white papers'; 3 points)
- 7) Visual appeal (use colours, white space, tables/graphs, etc. 2 points)

Note: These points serve as the rubric for this policy brief for a total of 22.5 marks.

The most important thing here (and in the real world) is to be as specific as possible with your "Recommendation".

This means recommending (or not recommending) new funding for Clinical Kinesiologists working in such and such a setting (hospital, family medicine clinic, workplaces, out on their own) with such and such a population (young adults transitioning out of college/university, office based workers, older adults with type 2 diabetes) in such and such a capacity (here's where the 'Essential Competencies' document is useful). You can also refer to the Ontario Kinesiology Association's website for a list of things kinesiologists "do" here: <http://www.oka.on.ca/site/what-is-a-kinesiologist>).

The policy brief should be no more than 1-page (12-pt Times New Roman font; 1-inch margins; references should be printed on the back-side of the brief). Remember, brevity is the objective here so use of sub-headings, short sentences, bullet points, images/graphs (that add value and where appropriate) and/or ample white space is encouraged. It is important for students to be able to locate key references to support their policy recommendation (academic references and high quality 'white papers' (e.g., government or industry reports) are acceptable). The reference section should include 3 to 5 references presented in APA format, deviating ***somewhat using super-scripted numbers in text instead of author, year form (see example below).***

IF YOU QUOTE SOMEONE ELSE DIRECTLY YOU MUST PUT THAT QUOTE IN PARENTHESES.
IF PARAPHRASING, THEN NO PARENTHESES REQUIRED.

All policy briefs are due at the beginning of class. Late assignments will not be accepted.

“Western is a great university.”¹

1. Mitchell, M. Journal of Personal Opinion, etc.

4. Ethics Test (22.5%)

Every healthcare professional at some point comes face-to-face with an ethical dilemma or legal issue. The dilemmas and issues are many and varied and could involve anything from a conflict with a colleague or superior, to a privacy breach (e.g., client personal health information gone missing), to a complaint by a client to your regulatory body about the quality of your service. In this test, 2 to 3 ethical cases will be presented and using the information presented in class you will be asked to answer a total of 25 to 30 MC questions related to the cases.

5. Final Examination (40%)

The final exam will be cumulative (meaning all material covered since the first class will be fair game). However, about 20% of the exam material will be drawn from the first 2/3 of the course (before Ethics Test), and about 80% from the second half.

***See weekly schedule on next page.**

Tentative Weekly Schedule

Week	General Content	Notable Events	Readings
Week 1	Introduction		-College of Kinesiologists of Ontario (COKO): Essential Competencies
Week 2	What Clinical Kinesiologist do, and where?		-The Globe & Mail Articles
Week 3	Exercise is Medicine	Policy Brief: Friday, September 25	-American College of Sports Medicine (ACSM Guidelines 10 th ed.): Chapter 1
Week 4	Professionalism/Ethics		-COKO 'Standards'... Ethics, Boundaries, Scope, Consent, Privacy
Week 5	Professionalism/Ethics		-Same as above
Week 6	Professionalism/Ethics *Thanksgiving Monday	Ethics Test: Friday, October 16	-Same as above
Week 7	Clinical Kinesiology – focus on clinical skills		-ACSM: Chapter 2 & 3
Week 8	<i>Reading Break</i>	<i>Reading Break</i>	
Week 9	Clinical Kinesiology – focus on clinical skills		-ACSM: Chapter 4
Week 10	Clinical Kinesiology – focus on clinical skills	Myth Presentations: Friday, November 13	-ACSM: Chapter 6 (skip 5)
Week 11	Clinical Kinesiology – focus on clinical skills		-ACSM: Chapter 7
Week 12	Clinical Kinesiology – focus on clinical skills		-None
Week 13	Clinical Kinesiology – focus on clinical skills		-ACSM: Chapter 12
Week 14	Review		-None

Course/University Policies

1. Statement on Use of Personal Response Systems (“Clickers”)

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

2. **Academic offences:** They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com <http://www.turnitin.com>

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. Electronic Device Usage:

During Exams - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During In Person Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

4. Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

5. Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health & Wellness -- <http://www.health.uwo.ca/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

6. Accommodation, Illness Reporting and Academic Considerations:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

<https://www.uwo.ca/fhs/kin/undergrad/academic/consideration/index.html>

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

7. **Examination Conflicts:** A student with examinations having flexible submission times (e.g., where one or more examination is a take-home examination) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request accommodation with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online examinations, an “Examination Conflict Room,” which may be assigned when a student is scheduled to write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

8. **Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2020 (for first term half-courses)
- November 30th, 2020 (for full-year courses)
- March 7th, 2021 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning: In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL

for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

9. **Classroom Behaviour:** Class will begin promptly at the time specified at the top of page one of this syllabus. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. Please keep all electronic devices on silent and avoid distracting classmates.

10. **Online Etiquette:** Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

11. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit

<https://www.uwo.ca/univsec/pdf/board/code.pdf>