

Western University
Faculty of Health Sciences
School of Kinesiology

KIN 3402A – Introduction to Clinical Kinesiology
Fall 2019

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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.

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. Anti-requisite(s): the former Kinesiology 3421A/B.

Prerequisite(s): Registration in the School of Kinesiology.

Extra Information: 3 lecture hours.

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	5%
2. Tracking Assignment(s) (Sept 13, Sept 27, Nov 1, Nov 29)	10%
3. Myths Debunked (optional 5-min myth presentation for 20 students max; 2-3 presentations per week)	15% (optional)
4. Policy brief (Sept 25)	22.5%
5. Ethical case study, in-class test (Oct 11)	22.5%
6. Final exam	40%

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. Tracking Assignment

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%): At the end of week 2 please complete the contract (see OWL) and submit electronically (via OWL) by the beginning of class. Late contracts will result in lost marks.

Assignment completion (3% 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** (midnight 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.

2. Myths Debunked (optional presentations)

The purpose of this 5-min presentation (5 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, ethics test and final exam will be weighted slightly lower for these students.

3. Policy Brief

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

Since 2007, Kinesiologists have been regulated health professionals in Ontario. The province does not fund Registered 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 Registered 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 Professional Kinesiology services for plan members. Some companies and organizations allow for Registered 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 Registered 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 Registered Kinesiology services in Ontario in a 1-page policy brief. You may decide to zero your argument in on one or two specific Registered Kinesiology services (refer to 'scope of practice' for list of services) that you think warrant additional funding, or you may choose to make a case for Registered Kinesiologists in general. 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'. For instance, the Deputy wants to spend taxpayer dollars as effectively and 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 her company shoulders.

The policy brief should include the following elements (see Policy Brief Article for guidance):

- 1) Short and Catchy Title (10 words or less; 2 point)
- 2) Introduction (define the problem; 5 points)
- 3) Recommendation (state the policy; 5 points)
- 4) Evidence (best data supporting policy recommendation; 5 points)
- 5) Implications (of action/inaction, the pros/cons, etc.; 5 points)
- 6) References (academic articles or 'white papers'; 3 points)
- 7) Visual appeal (2.5 points)

Note: These points serve as the rubric for this policy brief for a total of 27.5 marks.

The policy brief should be no more than 1-page (12 pt 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 an APA format (see APA details below). All policy briefs are due at the beginning of class. Late assignments will not be accepted.

4. In-class test - Ethical case study

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 in-class test, an ethical case will be presented and using the information presented in class you will be asked to describe: (1) how the dilemma or issue could have been prevented (or severity minimized), as well as (2) how best to manage the dilemma or issue once it has occurred (or been discovered). The marking rubric for this in-class test will be presented in class.

5. Final Examination

The final exam will be cumulative (meaning all material covered since the first class will be fair game). However, about 25% 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.

Tentative Weekly Schedule

Week	Topic	Notable Events
Week 1	Introduction	
Week 2	Clinical Kinesiology (CK) in Ontario	Guest speaker: Katrena Munsch, Sun Life Financial
Week 3	CK Practice: Settings and Scope	Guest speaker: Holly Wykes, University Health Network
Week 4	Professionalism	Policy Brief: Wednesday, September 25
Week 5	Professionalism	
Week 6	Professionalism	In-class Ethics Test, October 11
Week 7	Clinical Kinesiology – focus on clinical skills	
Week 8	Clinical Kinesiology – focus on clinical skills	Guest speaker: Anna Morin, Ottawa Family Health Team
Week 9		Reading Break
Week 10	Clinical Kinesiology – focus on clinical skills	
Week 11	Clinical Kinesiology – focus on clinical skills	Guest speaker: Robert Bertelink, University Health Network
Week 12	Cases	
Week 13	(Health) coaching	
Week 14	Review	

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 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. Documentation for Academic Accommodation (Illness, Medical/Non-Medical Absences):

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

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence (see below for conditions)
- (ii) For medical absences exceeding 48 hours, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to their Academic Counselling in their Faculty of registration in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences exceeding 48 hours, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. a maximum of two self-reported absences between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above will require students to present a Student Medical Certificate (SMC) or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

For medical and non-medical absences that are not eligible for self-reporting Kinesiology students must submit an Academic Consideration Request form found online https://www.uwo.ca/fhs/kin/undergrad/files/accommodation_request.pdf in addition to an SMC or appropriate documentation in the event of a non-medical absence. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy.

7. **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 9th, 2019 (for first term half-courses)
- November 27th, 2019 (for full-year courses)
- March 4th, 2020 (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".

8. **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.

9. **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>