Western University
Faculty of Health Sciences
**School of Kinesiology**

**KIN 2994Y - Specific Populations Healthy Engagement Rehabilitation & Exercise**
**Fall 2020/Winter 2021**

**Instructor:** Molly Driediger
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**Email:** mdriedig@uwo.ca
**Phone:** 519/661-2111 x85078
**Office Hrs:** Available to chat or meet on Mondays 12:30-1:30 pm and T, W, Th, F from 9:30-10:30 am on Microsoft Teams. Virtual meetings may be scheduled as required.

**Winter TAs:**
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**Lectures:** 1st Term – Online
2nd Term – Online

**Instruction Mode:** Online

**Labs**: 1st Term - Online
2nd Term - Online

**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly (daily) for course announcements.

**Calendar Course Description (including prerequisites/anti-requisites):**
This course is an introduction to the basic knowledge and techniques essential in designing exercise programs for specific populations. Students are expected to learn, and put into practice, techniques used to develop muscular strength/endurance, flexibility and cardiovascular fitness.

**Antirequisite(s):** Kinesiology 2962A/B.
**Prerequisite(s):** Completion of the first year Kinesiology program and registration in the School of Kinesiology.
**Extra Information:** 5 lecture/laboratory 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 enroll 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 is a collaborative learning student-centered activity course. It is an introduction to the basic knowledge and techniques essential in designing activity and exercise programs for a sample of specific populations. Students are expected to learn and put into practice evidence-based techniques used to develop muscular strength, muscular endurance, flexibility, aerobic fitness, and healthy physical activity for select populations. These populations may include: pre/postnatal, older adults, preschoolers and children, metabolic conditions, chronic disease, and disability.

**Objectives**

1. To develop an understanding of the importance of a physically active lifestyle, including potential barriers and facilitators for select populations.

2. To participate in a variety of activities targeted at specific populations to increase students' awareness of the strategies used by instructors to motivate, educate, and engage these populations.

3. To plan, create, implement and manage fitness programs, including warm-up, muscular strength, muscular endurance, flexibility, and aerobic exercise targeted to select populations.

**Course format**

**Fall term**: approximately 2.5 hours per week of online asynchronous learning comprised of:

a) Narrated, short lecture clips to introduce students to the concepts and theories that form the basis of healthy activity and exercise for specific populations.

b) An online activity (e.g., research article, exercise video, sourcing information, etc.) and/or online discussion

**Winter term**: approximately 2.5 hours per week of online applied labs. These will be comprised of hands-on active remote learning, virtual exercise classes or physical activity for specific populations, collaborative teamwork, and problem-based learning.

The Weekly Lessons tool in OWL will continue to be used to outline weekly tasks, learning objectives and resources.

Microsoft Teams will be used to facilitate communication with instructors, to promote group collaboration, student-led learning, peer feedback and to engage students in weekly exercise sessions.

**Tentative Schedule**

Please note that this is a tentative schedule. As such, the content and sequence of topics are subject to change at the discretion of the instructor.

**FALL TERM**

| Week | Topic/Lecture Clip(s) |
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| Week 1<br>(Sept. 9-11) | Instructor introductions<br>Syllabus |
| Week 2<br>(Sept. 14-18) | Course introduction<br>Course overview |
| Week 3<br>(Sept. 21-25) | Exercise is Medicine<br>Goal setting<br>Client history |
| Week 4<br>(Sept. 28-Oct. 2) | Technique fundamentals<br>Safety and equipment<br>Warm-up/cool-down |
| Week 5<br>(Oct. 5-9) | Foundational movements, progressions, regressions and modifications<br>Program design |
| Week 6 | Exercise and Pregnancy |

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| (Oct. 12-16) | |
| Week 7<br>(Oct. 19-23) | Physical Activity in the Early Years |
| Week 8<br>(Oct. 26-30) | Activity and Aging |
| Week 9<br>(Nov. 2-6) | **READING WEEK** |
| Week 10<br>(Nov. 9-13) | Metabolic Conditions: Overweight, Obesity, Diabetes |
| Week 11<br>(Nov. 16-20) | Inclusion & Breaking Barriers – Track 3 |
| Week 12<br>(Nov. 23-27) | Concussion |
| Week 13<br>(Nov. 30-Dec.4) | Methods of program delivery (pivoting to virtual delivery) |
| Week 14<br>(Dec. 7-9) | Overview of winter term course topics and delivery method |

**WINTER TERM (revised to reflect remote learning)**

| Week | Topic |
|---|---|
| Week 1<br>(Jan. 11-15) | Team creation<br>Special population selection |
| Week 2<br>(Jan. 18-22) | Technique fundamentals & safety considerations<br>Warm-up & cool-down |
| Week 3<br>(Jan. 25-29) | Foundational movements, exercise variations<br>Movement progressions, regressions and modifications |
| Week 4<br>(Feb. 1-5) | Physical Literacy<br>Submit plan for exercise/activity class by Feb. 5th |
| Week 5<br>(Feb. 8-12) | Pre/postnatal exercise<br>Sport Festival plan due Friday Feb. 12th |
| Week 6<br>(Feb. 15-19) | **READING WEEK** |
| Week 7<br>(Feb. 22-26) | Student-led activity |
| Week 8<br>(Mar. 1-5) | Student-led activity |
| Week 9 | Student-led activity |

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| (Mar. 8-12) | |
| Week 10<br>(Mar. 15-19) | Student-led activity<br>Sport Festival Video Activity due Friday Mar 19th for delivery TBD |
| Week 11<br>(Mar. 22-26) | Special Olympics Sport Festival (date TBD) |
| Week 12<br>(Mar. 29-Apr. 2) | Special Olympics Sport Festival (date TBD)<br>**Good Friday April 2nd** |
| Week 13<br>(Apr 5- Apr 9) | TBD |
| Week 14<br>(Apr 12) | **Last day Apr. 12 (Monday!)** |

**Required Course Material/Text:**
All required readings and online activities will be posted on OWL in Weekly Lessons.

**Course Evaluation:**
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 | Value | Description | Due date |
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| Online activities and discussions (fall) | 30% | Students will be assessed on the completion and quality of weekly online activities and discussion boards.<br><br>Week 1 and 2 will be trial runs of our weekly online discussions and activities. You will receive full marks for these weeks if you complete the assigned tasks. Quality and content will not be assessed at this time.<br><br>Starting on Week 3 (Sept. 21st), the content and quality of your online discussion and assignments will be evaluated each week. | **Formal evaluation starting the week of Sept. 21st** |
| Online quizzes (fall) | 20% | During the fall term, there will be two asynchronous online quizzes that students will be required to complete within a 24 hour period. Gradescope will be used to administer the quizzes. Each will be worth | **Nov. 9th**<br>**Dec. 7th** |

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| | | 10% of the final mark. | |
| Lab participation (winter) | 15% | Students will be required to engage in weekly tasks. Microsoft Teams will be used to facilitate online group collaboration. Team participation will be assessed by peer evaluation.<br><br>*There is the potential for students to engage in activities within the community. This will be included as part of *lab participation* as the situation with community organizations permits. | **TBD** |
| Assignment # 1: Exercise prescription | 15% | In teams, students will choose a specific population. They will create an activity or exercise video for individuals from that population. Students will have the opportunity to engage in these videos. | **Submit plan by Feb. 5th**<br><br>**Final product due weeks 7-10** |
| Assignment # 2: group exercise/activity class<br><br>Special Olympics Sport Festival Activity | 20% | In teams, students will be required to plan and create a 10 min exercise or activity targeted to children and youth with intellectual disabilities. These will be delivered to children and youth during an online event. | **Plan due Feb. 12th**<br><br>**Final product due Friday March 19th**<br><br>**Delivered live Week 11-13 (date TBD)** |

## 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.

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 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.

At least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students will receive assessment of work accounting for at least 15% of the final grade.

- 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)

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

**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".

9. **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

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