KINnected

Western HealthSciences

Western University
Faculty of Health Sciences
School of Kinesiology

KIN 2994A - Specific Populations, Healthy Engagement, Rehabilitation & Exercise (SPHERE)
Fall 2023

Instructor: Dr. Molly Driediger **Office:** TH 4153 **Email:** mdriedig@uwo.ca **Phone:** 519-661-2111 ext. 85078 **Office Hrs:** by appointment **TAs:** TBD	**Lectures:** Monday **Instruction Mode:** Blended 1h/week in-person lecture 2h/week in-person labs 2h/week lab preparation, field trips, readings Lectures and labs will not be recorded or posted online.

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 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): The former 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.

Statement on Prerequisite Checking
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.

Overarching Course Objective:
Everyone needs to move to be healthy. All individuals have the right to engage in accessible, safe, and effective physical activity.

Learning Outcomes/Schedule:
Upon completion of this course, students will be able to:

1. **Summarize and apply health behaviour change theories** and **psychological strategies** to promote the initiation and maintenance of physical activity among individuals representing specific populations.

2. **Recognize and implement** the applicable **Physical Activity Guidelines** when designing conditioning programs for individuals from select populations.

3. Source, interpret, **critically appraise,** and discuss physical activity-related media and scholarly articles and **collaborate** with others to **organize, and deliver** succinct information to peers.

4. **Recognize, appreciate and reflect on** the benefits and value of a physically active lifestyle, including potential barriers and facilitators for select populations.

5. **Design and prescribe safe, effective** activities or exercise programs that target physical literacy, promote healthy movement and improve muscular strength and endurance, flexibility, and cardiorespiratory fitness to individuals from select populations.

6. **Plan, create, deliver, and participate** in a variety of activities targeted at specific populations to apply strategies used by instructors to motivate, educate, and engage participants.

7. Provide **constructive, effective feedback** to peers to share understanding and to improve the safe, effective prescription of exercise to specific populations.

8. **Apply** knowledge in a **real-world setting** to learn to **value service** through independent field-based **experiential learning** with **community partners** (e.g., Special Olympics, Canadian Centre for Activity and Aging, City of London, Track 3 Adaptive Ski School at Boler Mountain, etc.).

Course Format:
Half course, 0.5 course, blended design, ~5h/week

1h/week in-person lecture
2h/week in-person lab
2h/week lab preparation, independent field trips*, readings

Students are expected to attend all lectures and labs. Lectures and labs will not be recorded or posted online. If absent, students are expected to connect with peers to gather any missed content.

Required Course Material:
There is no textbook for the course.

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

The lab component is set up as a flipped classroom. That is, students prepare for lab by reviewing the online content and lab instructions and then use lab time to engage in hands-on, collaborative activities that require them to apply the knowledge that they read or viewed in pre-class videos or lectures (Educause, 2012).

Course Conduct:
Students are expected to attend all lectures and labs (see *course-specific conditions*). Lectures and labs will not be recorded or posted online. If absent, students are expected to connect with peers to gather any missed content.

Due to the nature of this course, including the requirement for active participation, please dress accordingly (e.g., running shoes, shorts or gym pants/leggings, and t-shirts) for labs.

If you wish to change prior to class, please arrive early and use the single person change room located across the hall from TH 2100 or use any of the stalls in the gender-neutral washrooms located throughout Thames Hall.

Outdoor shoes, bags, food and drink will not be allowed in the lab space. *Always bring a* ***lock*** *to secure your belongings in one of the lockers located in the hallway by the atrium on the main floor of Thames Hall. Locks must be removed daily.*

Safer space: I wish to foster a respectful learning space where all students feel welcome and comfortable to ask questions, share ideas and diverse perspectives**.** I expect students and instructors to be respectful and supportive of each other.

Students are expected to be prepared and on-time for their scheduled lab, to demonstrate effortful engagement and professional and collaborative conduct at all times. This also applies to conduct during independent field trips.

Due to a strict maximum number of students in each laboratory section, students are not permitted to attend alternate lab sections. **YOU MUST ATTEND THE LAB SESSION YOU ARE REGISTERED FOR.**

***Field Trips:**
Students are expected to plan, prepare for, travel to/from and participate in these community-based experiences independently (or with classmates) outside of class time. Field trips could include CCAA/City of London Senior Fitness Classes and Special Olympics sports and activities (e.g., bowling, bocce, rhythmic gymnastics, basketball, swimming, fitness, etc.).

The following points apply to the field trip component:

- **Field trip forms** must be reviewed, signed and **submitted to OWL *prior* to traveling to *any* of the off-campus facilities for the first time**.
- **Students who do not submit the field trip form prior to traveling to the activity will receive a grade of zero** on the Independent Field Trip assignment.
- All activities offered are **complimentary** (no charge). This is a huge privilege. Letters of thanks are encouraged and will be collected via OWL Assignments at the end of the semester.
- **Students will require the use of a bus pass, or a reliable mode of transportation, to/from facilities off-campus and/or within the London community.** Again, complete the field trip form prior to travel.
- Students must arrive 15-20 minutes before the start of an activity to introduce themselves, ask questions, and meet the instructor/coach/supervisor.
- Students are expected to fully participate in each field trip activity, exercise class, or sport. Those who are unable to engage fully must obtain formal academic accommodations.
- Students are expected to be respectful of the facility, any instructors/coaches and other participants or clientele. **Reports of inappropriate behavior will result in a grade of zero on your assignment.**

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.*

Week	Lecture Topic	Pre-Lab Task	Lab	Evaluation
Week 1	**NO LECTURE**	**Read syllabus**, browse OWL site	**NO LAB**	**Complete online course introduction module**
Week 2 1st week of lecture and labs	Course intro & summary Terminology & training principles Consultation & fitness assessment Warm-up/cool down Exercise prescription - individualizing exercise	Create warm-up Functional anatomy review	**LAB in TH 3107 (and 3101)** Create pairs, contract Workout for beginners & seniors Specific pop lecture slide assignment	**Lab participation 1** **Lab task:** Partner identified, contract signed, specific population selected with date for presenting, warm-up created.
Week 3	Chronic conditions (obesity, cancer, arthritis, etc.) & presentation Arthritis Flexibility, mobility	Individualizing exercise – regressions and progressions Create cool down Brainstorm simulation ideas	Present warm-up Arthritis or workout for heavier bodies Present cool down Exercise variations and safety Specific pop lecture slide assignment	**Lab participation 2** **Lab task:** Background on population, list of exercises and variations, simulation ideas.
Week 4	Overweight and obesity	Instructional cues Coaching	Present warm-up Seated workout Present cool down	**Lab participation 3** **Lab task:** Lecture slide information, simulations, exercises and variations, cool down
Week 5	Adaptive strength training	Exercise adaptations and modifications	Adaptive strength training workout	**Lab participation 4** **Lab task:** Lecture slide assignment complete, simulations, warm-up refined, conditioning refined, cool down

Week 6	Activity & Aging	Strength training	Drum ball class Strength training for older adults	**Lab participation 5** **Lab task:** Activity/exercise class fully planned and practiced. **Lecture Slide Assignment due**
Week 7	Activity & aging	Falls prevention Balance activities	Balance training Ex class rehearsal	**Lab participation 6** **Lab task:** Activity/exercise class fully planned and practiced.
Week 8	Children & PA Physical literacy	Fundamental movement skills Prep for presentation	Instructing FMS Ex class rehearsal	**Lab participation 7** **Lab task:** Participant Impression Score or Peer Evaluation
Week 9	READING WEEK			
Week 10	Outdoor risky play	Prep for presentation	Student-led lab COVID rehab	**Lab participation 8** **Lab task:** Participant Impression Score or Peer Evaluation
Week 11	Pregnancy & exercise	Prep for presentation	Student-led lab Postnatal exercise	**Lab participation 9** **Lab task:** Participant Impression Score or Peer Evaluation
Week 12	Adaptive ski – Don Track 3	Prep for presentation	Student-led lab Youth with physical disability	**Lab participation 10** **Lab task:** Participant Impression Score or Peer Evaluation
Week 13	Concussion	Prep for presentation	Student-led lab Concussion	**Lab participation 11** **Lab task:** Participant Impression Score or Peer Evaluation **Independent Field Trip Assignment due**
Week 14	Final exam review	Prep for written final exam	Student-led lab Visual impairment	**FINAL EXAM –** Cumulative,

				Scheduled by Registrar during final exam period

Course-Specific Conditions:
This is a movement course. The laboratories within this course are designed to provide students with the opportunity to apply concepts discussed in lecture. It is important that all students in this course observe, analyze and take part in a variety of movements, in real time. There are 12 in-person labs in the fall term.

If faced with extenuating medical or compassionate circumstances, **students can miss two labs without academic penalty and without explanation or submission of documentation**. If a student is absent for more than two labs, they are required to submit formal documentation and obtain accommodations through a Kinesiology academic advisor https://www.uwo.ca/fhs/kin/undergrad/academic/index.html , otherwise lab participation for that lab will be zero.

Including the two missed labs provided without penalty, students who miss 5 or more laboratories without appropriate academic consideration/accommodation, will be debarred from writing the final exam and will receive an F for this course.

Students who miss any labs are expected to connect with peers to review missed content. Lab tasks must be completed on a subsequent week as time allows or on the student's own time, as the lab task permits. Completion of weekly lab tasks will directly impact the student's ability to perform well on the initial and final practical assessment. Students are encouraged to seek peer and TA feedback on lab tasks during lab time to enhance understanding and to promote final assessment performance.

Practical assignment:
As there are limited labs allocated for presentations, students are expected to be prepared to present on the date that they signed up for.

If a student is faced with extenuating medical or compassionate circumstances and is not able to present on their scheduled presentation date, the student who is affected must obtain academic accommodations to have their presentation rescheduled. **Presentations will not be rescheduled without formal accommodations.**

Peer evaluation:
Students who do not submit a peer evaluation of their group members before the end of day (i.e., 11:59 pm) on the date that they present/instruct their Specific Population Activity Presentation **will receive a zero on this portion of their final mark** regardless of the score received from other students. The Peer Evaluation contributes 2% to the final mark.

Course Evaluation:
Due dates are provided below and will be communicated on OWL ***Calendar*** and within OWL ***Assignments***.

"Late" policy**:** Assigned work, including formal assignments and lab work documentation are due as communicated below and on OWL. Assignments are due ***before*** the date and time listed. However, there is a 5-minute grace period (i.e., if due at 11:55 pm, students who submit before 12:00 am will not be considered late). **Assignments that are submitted late without accommodation will receive a grade of zero (0; i.e., those time-stamped 12:01 am and later will receive a grade of zero).**

Make-up exam

Per University policy, makeup examinations for the final exam (i.e., during the December exam periods) are held on the Thursday of the first week of classes in January (for first-term courses).

Evaluation	Value	Description	Learning Outcome	Date
PARTICIPATION				
Lab Participation	12%	Students will work to complete assignments and fulfill learning objectives. 1 mark = proof of lab task completion *during lab time* (not accepted at any other time)	1, 2, 3, 4, 5, 6	**Assessed at end of each lab, starting Week 2. There are a total of 12 labs.**
ASSIGNMENTS				
Specific Population Lecture Slide Assignment	10%	In groups of 4, students will be required to create a short 5-10 min slide show to introduce and review exercise prescription for their selected population. This slide show will be used by students to introduce their Specific Population Activity Presentation.	1, 2, 3, 4, 5	**Friday Oct. 13th**
***Independent Field Trip Assignment**	20%	Students will independently sign-up for and attend activities delivered by community-based organizations (e.g., Special Olympics, Canadian Centre for Activity and Aging; CCAA, Track 3). Students will submit a written report and reflection on their experience.	4, 6, 8	**Friday Dec. 1st**
Specific Population Activity Presentation	24%	In pairs, students will be required to plan, instruct and lead an activity or exercise class targeted to individuals from a select population.	5, 6. 7	**Presented during lab time in weeks 10-14**
Peer Evaluation	2%	Students will provide an evaluation of their peers' contribution to and performance on the lecture slide and activity presentation assignments by completing a Qualtrics survey.	7	**Due immediately following scheduled presentation**
Participant Impression Score	2%	After participating in each activity/exercise class presented, students will rate their experience and provide the presenting students with a	6, 7	**Due before 11:59 pm on each day there is a student-led lab**

		score by completing a Qualtrics survey.		
TESTS				
Final Exam	30%	*Multiple choice, 2h, in-person, cumulative*	1, 2, 4, 5, 6	**FINAL EXAM** Cumulative, Scheduled by Registrar during final exam period

Course/University Policies

1. The website for Registrarial Services is http://www.registrar.uwo.ca.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. **Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the Academic Calendar (westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. **You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else.** All 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 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 (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

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. **Use of Electronic Devices**

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 electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

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. 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.**

Personal Response Systems ("clickers") may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.
You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

4. Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the Western Multicultural Calendar.

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found here.

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to Accessible Education for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such 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. Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where

the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.").

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts
A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) 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 academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a "Conflict Room," wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. ***Contingency Plan for an In-Person Class Pivoting to 100% Online Learning***

In the event of a situation that requires this course to pivot to online content delivery, 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

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.

6. **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: https://remoteproctoring.uwo.ca.

7. **Grades**

Where possible assignment objectives and rubrics will be posted on OWL.
Generally, students can expect some form of feedback on their performance in a course before the drop date.

- □ November 13th, 2023 (for first term half-courses)
- □ November 30th, 2023 (for full-year courses)
- □ March 7th, 2024 (for second term half-or full year courses)

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 satisfactory*
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. The final grade documented is the grade that you have achieved. 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".

Appealing a Grade Within this Course
You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses

8. **Support Services**

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.

There are various support services around campus and these include, but are not limited to:
Student Development Centre -- http://www.sdc.uwo.ca/ssd/
Ombudsperson Office -- http://www.uwo.ca/ombuds/

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