

**Exercise and Chronic Disease  
 Winter 2023**

<b>Instructor: Dr. Marc Mitchell</b> <b>Office:</b> Thames Hall rm. 4147 <b>Email:</b> marc.mitchell@uwo.ca <b>Phone:</b> 519-661-2111 ext. 87936 <b>Office Hrs:</b> Thursdays 3:00pm-4:00pm <b>TA:</b> Shubika Mahakul, <a href="mailto:smahaku@uwo.ca">smahaku@uwo.ca</a>	<b>Lectures:</b> M/W/F 10:30am - 11:20am  <b>Instruction Mode:</b> In person, Weldon Library Rm 258
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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><b>Calendar Course Description (including prerequisites/anti-requisites):</b></p> <p>Students will learn the role of exercise in the management of chronic disease. Chronic diseases include: metabolic, cardiovascular and pulmonary diseases, cancer. The implications of performing safe/effective exercise prescription and evaluation will be considered. Physical activity guidelines will be examined within the context of Professional Kinesiology and clinical practice.</p> <p><b>Prerequisite(s):</b> <a href="#">Kinesiology 3402A/B</a> or the former Kinesiology 3421A/B;  <b>Extra Information:</b> 3 lecture hours.</p>
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*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**

Registered Kinesiologists can play a vital role when it comes to the prevention, rehabilitation and management of many chronic diseases. In this course, students will learn to design safe and effective exercise programs for the secondary prevention of common chronic conditions. Specifically, students will learn how to develop ‘exercise prescriptions’ for clients living with pain, metabolic, cardiovascular and pulmonary diseases. Students will be exposed to the many factors influencing exercise prescription in these high-risk sub-populations, including physiologic, psychological, clinical, behavioural, and social factors. The main course objective will be to arm students with a logical step-by-step approach to exercise prescription in clinical settings. The course will be lecture based with a focus on real world scenarios. Case-tests, group discussion, clinical case presentation opportunities will facilitate clinical skill development.

## Learning Outcomes:

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

1. **Identify and delineate** theoretical terms and concepts with regards to clinical exercise testing and prescription. (Knowledge)
2. **Compare and contrast** theoretical and practical approaches for exercise prescription in clinical settings including special considerations for specific populations as well as unique social and behavioral contexts. (Analysis)
3. **Synthesize** research and practical knowledge about exercise assessment and intervention for various populations. (Comprehension)
4. Begin to **Develop** skills in professional and clinical decision making as they pertain to exercise prescriptions designed by Registered Kinesiologists. (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 (11<sup>th</sup> Ed.)*. All other required readings will be posted on OWL.

## Course Evaluation Overview:

1. Participation (e.g., OWL quizzes, in-class iClicker quizzes, student course evaluation, etc.)	5%
2. "Patient Perspectives" (PP) assignments (4x1.25%)	5%
3. Mid-Term Test (Monday, February 13)	30%
4. Oral Case Presentation (17.5% for presentation and 2.5% for attendance Weeks 11 & 12; 2 min presentation)	20%
5. Final Exam (Scheduled by Registrar's Office)	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 Test, 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. In that event, a make-up Mid-Term will be held on **Tuesday, February 28th at 9:00 am**.

## Evaluation Details:

### 1. **Participation** (throughout term)

Complete brief MC quizzes on OWL and in-class using iClicker based on content related to readings and other new and notable content featured during the semester.

### 1. **“Patient Perspectives” (PP) assignments** (see Weekly Schedule below for due dates)

Four times over the course of the semester you will be asked to read an article (first one) or watch/read patient videos/stories (the rest) to give you real insight into what life is like when living with a chronic disease. I hope in learning about these patient journeys and answering (and submitting) a few related questions you will be better prepared to work with real patients, real people in the near future. You will earn 1% for an adequately completed answer sheet (e.g., worth a 70% mark or higher).

### 2. **Mid-Term Test** (Monday, February 13)

About 30 multiple choice questions, with ~20 ‘content-type’ questions and ~10 ‘case-based’ questions.

### 3. **Oral Case Presentation** (Weeks 11 and 12; See OWL for your presentation date)

Giving an oral presentation is an important skill for anyone working in health. In a clinical setting, you must be able to document what is going on in written format and then transmit it clearly to other health care providers. To do this successfully, you need to understand the patient’s socio-economic situation, their medical illness and its complexities, and several other factors (e.g., orthopedic, risk factors, etc.). You then need to compress all the ‘data’ into a concise, organized recitation of the most essential facts. The listener needs to be given all of the relevant information **without extraneous details** and should be able to construct his/her own care plan as the story unfolds. Consider yourself an advocate who is attempting to persuade an informed, interested judge the merits of your argument, without distorting any of the facts. The same patient will be presented very differently depending on the audience (e.g., cardiologist, social worker, family members). Prepare your presentation as if it is being given to the medical director of the chronic disease rehabilitation program where you work.

Specific instructions:

- 1) The presentation is NOT a simple recitation of the write-up. It is a concise, edited presentation of the most essential information. *It has as much to do with style than substance. Be smooth and succinct.*
- 2) It should be no more than 2 minutes long. Marks (2.5 out of 17.5) will be lost if you go over 2 minutes so practice, practice, practice and time yourself when you do.
- 3) The basic structure should include:
  - a. Identifying information and chief issue (start with ... e.g., “*Mr. Bradey is a pleasant 67 year old man who was diagnosed with type 2 diabetes 10 years ago.*”).
  - b. Most important aspects from medical history
  - c. Fitness test results (or if none, recommendation for tests to be completed in near future)
  - d. Special considerations (items that must be considered in prescribing exercise for this person)
  - e. Care plan items with very brief rationale for exercise prescription and other items too IF time allows and IF you deem particularly relevant (Lead this concluding part of presentation with: “*To achieve such and such a goal my care plan for Mr. Bradey includes...*”).

6. **Final Exam** (Scheduled by Registrar's Office)

The final exam will be a cumulative (meaning all material covered since the first class will be fair game) multiple choice exam. About 25% of the exam material will be drawn from the first half of the course (before the Mid-Term Test), and about 75% from the second half.

## Weekly Schedule

Week	Topic	Notable Events
Week 1	Introduction; defining chronic disease in aging context	
Week 2	Exercise prescription basics: AT/RT & FT/NM	
Week 3	'Step-by-step' approach; Seniors and Clinical Fitness Tests	PP #1 due Monday ('Step-by-Step' reading)
Week 4	Type 2 diabetes (T2D)	
Week 5	Type 2 diabetes (T2D)	PP #2 due Monday (T2D patient)
Week 6	Mid-term Week	Monday: Mid-Term Wednesday: Mid-Term Review
	<b>Reading Break</b>	
Week 7	Heart disease	
Week 8	Heart disease	PP #3 due Monday (Heart disease patient)
Week 9	Chronic obstructive pulmonary disease (COPD)	
Week 10	Chronic obstructive pulmonary disease (COPD)	PP #4 due Monday (COPD patient)
Week 11	Clinical Case Presentations	*Attendance mandatory.
Weeks 12	Clinical Case Presentations	*Attendance mandatory.

## 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](http://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](http://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 12th, 2022 (for first term half-courses)
- November 30th, 2022 (for full-year courses)
- March 7th, 2023 (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 satisfactory</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. 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 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (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>