

**Kin 3402A: Introduction to Clinical Kinesiology
Fall 2024**

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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. 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.

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 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 (11th Ed.). All other required readings will be posted on OWL.

Course Evaluation Overview:

1. Participation (e.g., podcast & webinar quizzes, lecture attendance, student course evaluation, etc.)	5%
2. Test 1 (TBD)	10%
3. Policy brief (TBD)	20%
4. Test 2 (TBD)	25%
5. Final exam (to be scheduled by Registrar)	40%

Late Policy

Assignments are due as stated in the course syllabus. Late assignments will be penalized at a rate of 10% per day. If assignment is due at 11:55pm on a given day 10% will be lost for late submission even if only by 1 minute e.g., 11:56pm will be docked 10%. Assignments that are not submitted at all will receive a zero (0).

A missed mid-term test (in our case, this is Test 1 and Test 2), 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.

Under such circumstances, make-up mid-term tests will be available on **TBD** for Tests 1 and 2, respectively. Students unable to write the make-up mid-term tests will have the weight of that test pushed to the final exam.

Artificial Intelligence (AI) Tools

Within this course, students are permitted to use AI tools **exclusively** for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

Course Evaluation Details:

1. **Participation** (5%)

Complete in-class iClicker questions, brief MC quizzes on OWL related to assigned readings/webinars/podcasts, and end-of-term course evaluation.

2. **Test 1** (10%)

Multiple choice test covering content from Lectures 1 to 6. This "mini-test" should help you prepare your policy brief as well (below). Do not let the term "policy brief" intimidate you! You are simply making a 1-page case to fund (pay for) Registered Kinesiologist services (competencies). See below

for ample guidance.

3. Policy Brief (20%)

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

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

In this era of fiscal constraint and COVID-19 repercussions, please argue FOR or AGAINST extended funding for Kinesiology services in Ontario in a 1-page policy brief. FYI no student has argued *against* funding yet! Maybe you'll be the first – I would love to see it. Be sure to zero your argument in on one specific Kinesiology service (refer to 'Essential Competencies') that you think warrants additional funding. Also, in this policy brief, your 'audience' should be EITHER Ontario's Deputy Minister of Health, or an insurance company decision-maker (include who you are addressing in the "header" section of the brief). Each has distinct but similar set of concerns which you should outline in the 'Introduction' of your policy brief. For instance, the Deputy wants to spend taxpayer dollars as efficiently as possible, but also needs to help the government of the day achieve their policy objectives. On the other hand, the insurance company decision-maker wonders how she can reduce the cost burden that chronic disease medications and short- and long-term disability put on her company shoulders.

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

- 0) Submit a completed 'Getting started' worksheet with your policy brief
- 1) In 'header' indicate your Audience, and include your Name and Student Number
- 2) Short and Catchy Title (10 words or less; 1 point)
- 3) Introduction (define the problem; 4 points)
- 4) Recommendation (state the policy and list relevant Competencies; 4 points)
- 5) Evidence (best data supporting policy recommendation; 4 points)
- 6) Implications (of action/inaction, the pros/cons, etc. see 'How To' Article for tips on providing a balanced view of your policy recommendation; 4 points)
- 7) References (academic articles or 'white papers'; 2 points)
- 8) Visual appeal (use colours, white space, tables/graphs, etc. 1 point)

Note: These points serve as the rubric for this policy brief for a total of 20 marks.

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

This means recommending (or not recommending) new funding for Registered Kinesiologists working in such and such a setting (hospital, family medicine clinic, workplaces, out on their own) with such and such a population (young adults transitioning out of college/university, office-based workers, older adults with type 2 diabetes) in such and such a capacity (here's where the 'Essential Competencies' document is useful). Here you should list 3-5 Essential Competencies needed for a Registered Kinesiologists to execute the recommendation/policy (e.g., Competencies 1.7, 2.6, 3.9 and 4.2). You can also refer to the Ontario Kinesiology Association's website for a list of things kinesiologists "do" here: <http://www.oka.on.ca/site/what-is-a-kinesiologist>).

The policy brief should be no more than 1-page (minimum 12-pt Times New Roman font – OK if title is larger font; 1-inch side 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 at least 5 and no more than 10 references presented in any format that uses **super-scripted numbers in text**. No need to reference the Essential Competencies document.

All policy briefs are due by the beginning of class **TBD**. Please submit a colour hardcopy in class, as well as an electronic copy on OWL with the completed 'Getting started' worksheet. "Turn It In" software will be used to check for plagiarism (i.e., direct quotes without quotation marks is the #1 error to avoid making).

4. **Test 2 (25%)**

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

5. **Final Examination (40%)**

The Final Exam will be cumulative (meaning all material covered since the first class will be fair game). However, about 25% of the exam material will be drawn from the first 2/3 of the course (before Test 2), and about 75% from the last 1/3.

Weekly Schedule

General Content	Key Readings
Introduction	-College of Kinesiologists of Ontario (COKO): Essential Competencies
What Clinical Kinesiologist do, and where?	-The Globe & Mail Articles
Exercise is Medicine	-American College of Sports Medicine (ACSM Guidelines 11 th ed.): Chapter 1
Professionalism/Ethics	-COKO 'Standards' including: Ethics, Boundaries, Scope, Consent, Privacy, Record Keeping
Professionalism/Ethics	-As above
Professionalism/Ethics	-As above
Clinical skill #1-2: Screening, Medical History	-ACSM: Chapter 2 & 3
Clinical skill #3-#4: Risk Factors, Fitness Testing	-ACSM: Chapter 2 & 3
Clinical skill #5a: Aerobic exercise prescription	-ACSM: Chapter 5 & 6
Clinical skill #5a: Aerobic exercise prescription	-ACSM: Chapter 5 & 6
Clinical skill #5b: Resistance exercise prescription	-ACSM: Chapter 5 & 6
Clinical skill #5b: Resistance exercise prescription	-ACSM: Chapter 5 & 6
Exam Review	

Land Acknowledgement

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts, at the following website: <https://www.uwo.ca/health/gbsv/support/>. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Course/University Policies

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.

Support Services

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

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

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Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <https://www.uwo.ca/health/>.

If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help.

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 Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

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.

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.**

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 advisors within 48 hours of the missed assessment. 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 advising, 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.

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.

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>.

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).

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>