

**FACULTY OF HEALTH
SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE**

It is recognized that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Course: HH/KINE 3400 3.0 – Fitness Consulting and Personal Fitness Training – for Health Related Physical plus Physiological Fitness

Term: Winter Term 2023-2024

Course & Competency Laboratory Director: Roni (Veronica) Jamnik, PhD (ronij@yorku.ca, Room 358 Norman Bethune College)

Format: **Lecture:** In-Person every Tuesday from 2:30 pm to 4:20 pm CLHM

Mandatory In-Person Competency Laboratories will be held in Rm 120 Norman Bethune College. Lectures will not be recorded.

During the Lecture and Competency Laboratories students are encouraged to wear masks. Hand sanitizer will be available in the laboratory sessions. No food or drinks will be permitted in the lecture and laboratory. **Note:** Students who enrol in another course that is scheduled at the same time as the HHKINE 3400 Lecture and their Laboratory will not be given any accommodation to handle the other course obligations!

Course Description: This course provides detailed theoretical and applied instruction on physical activity/exercise assessment, prescription, interventions, management, and supervision with strategies that focus on *health-related physical and physiological fitness outcomes* for apparently healthy individuals who are stratified as “low or intermediate risk” for unrestricted progressive physical activity (both non-exercise and exercise-threshold intensity) participation. The acquired competencies are required by government and organization regulated Personal Training and Exercise Professional Certifications.

Learning Objectives:

I FITNESS CONSULTING:

A. Scientific Basis of the Physical Activity and Lifestyle “R” Medicine

- health benefits of acute and chronic physical activity participation
- dose-response relationship for health benefits: volume of physical activity
- overall physical activity versus intensity – Which is more important?
- implications of recent research on existing health-related physical plus physiological fitness guidelines & practices
- physical activity habits and attitudes - Canadian profile
- factors affecting participation in physical activity
- understanding behavior changes stages and processes of changing behaviors
- the process of lifestyle and physical activity counseling within the context of Physical Activity and Lifestyle “R” Medicine related exercise physiology, anatomy and analysis of movement patterns
- maximizing physical activity participation
- healthy lifestyle practices and their impact on health-related physical plus physiological fitness
- acute versus chronic responses to physical activity participation

B. Fitness Assessment and Fitness Counseling

Overview and Screening

- the fitness components; physiological rationale for Physical Activity and Lifestyle :R: Medicine
- screening: 2023 PAR-Q+ and ePARmed-X+ (www.eparmedx.com), clinical versus pre-physical activity blood pressure cut-points and resting heart rate
- The importance of Risk Stratification: Low, Intermediate & High
- safety considerations; contraindications; emergency procedures; resuscitation

Conducting the Health-Related Physical and Physiological Fitness Evaluations

- non-exercise and exercise protocols; relevance vs limitations
- NIH Waist Circumference, skinfolds, percent body fat, cardiometabolic fitness: submaximal single stage test (eg Ebbeling), 3 minute Q-C Step test, submaximal multi-stage test (eg YMCA, etc) submaximal field test (eg Rockport), vigorous to maximal field test (eg Leger 20 m Shuttle Run, 1 mile steady state jog), hand grip, push-ups, partial curl-ups, forearm plank trunk flexion, Apley Back Scratch Test, vertical jump, back extension
- Pre, during and post exercise heart rate and blood pressure measurements
- calibration and maintenance of equipment

Interpretation of Health-Related Fitness Appraisal Outcomes

- standardized comparisons
- availability and relevant use of normative data
- the efficacy of the composite scoring approach
- the physical fitness profile: identifying strengths & weaknesses

Generate and Evaluate Alternatives, Develop an Action Plan, Follow-up

- communication techniques; pros and cons of various approaches
- guidelines for self-administered physical activity/exercise programs
- matching preferences and appraisal results

- general considerations/contraindications
- skill related fitness factors
- healthy body composition
- healthy cardio-respiratory- metabolic (aka aerobic) fitness and conditioning
- healthy musculoskeletal and back fitness

II PERSONAL FITNESS TRAINING

- A. Counseling
 - stages of readiness for behavioral change
- B. Motivational Techniques for Client Adherence
 - intrinsic and extrinsic motivation
 - strategies for overcoming barriers to compliance
 - SMART (Specific, Measurable, Attainable, Realistic, Timely) goal setting
- C. Building on the Fitness Appraisal Results
 - understanding the fitness components and interpreting the client's results in terms of their knowledge, fitness comprehension and lifestyle
- D. Exercise Prescription and Program Design
 - build on the client data (age, stage of growth, health status, physical constraints, lifestyle habits, etc)
 - designing cardiometabolic fitness, musculoskeletal fitness and healthy weight management programs in line with the client data
 - intensity (% HHR, % VO₂R%, HRmax, METs, MET minutes per week, Steps, RPE, % 1 RM, sets, repetition, dynamic versus static exercise etc)
 - prescribing/monitoring appropriate intensity and progression
 - selection of appropriate exercise equipment
- E. Demonstrating Proper Exercise Techniques and Modifying Client Performance
 - knowledge of proper and improper exercises
 - select, modify the equipment and training to match the client
- F. Safety, Emergency and Injury Prevention
 - supervision, intervention and spotting techniques
 - identifying appropriate and inappropriate joint stress
 - guidance for the prevention and recovery from musculoskeletal problems
- G. Documentation, Administration and Professionalism
 - emergency action plan; procedures/response
 - ethical business practices and ongoing professional development

Course Materials: Primary Text: Physical Activity and Lifestyle “R” Medicine (updated 2023-2024)

The following resources will be posted on the eClass platform (aka Moodle)

- Global Physical activity guidelines
- Selected Position Statements and Journal readings
- Related Hand-outs
- Select Lecture Notes
- PALM Tools

Office Hours: Regular online office-hours will be held throughout the term via Zoom. The exact schedule will be posted on the course eClass site. If needed, an in-person or individual virtual office-hour appointment can be arranged.

Method of evaluation for academic credit:

5 in-person Competency Laboratories- (5 x 3%) = 15%: Attend and fully participate in five - 2 hour labs plus submit the associated assignment before leaving the laboratory. The 15% grade includes active hands-on participation, being able to properly execute the required competencies and submission of the associated assignment. You must attend the laboratory to submit the assignment and be progressively evaluated on the related competencies. For this year, the laboratories will be held in Room 120 Norman Bethune College. If a student shows up to the laboratory and does not fully participate they will only receive 0.5% for that laboratory. If a student shows up later than 15 minutes they will only receive 1.5 % for that laboratory.

You were assigned a Laboratory at the time of your enrollment into HH/KINE 3400 – you must attend the assigned Laboratory. **The laboratories are capped at 10 students so that students are able to master the required competencies.** You **cannot** switch your laboratory time. Students who constantly switch labs will only receive 1.5% for the laboratory that you may be given permission to attend. There will be no make-up laboratories. **Refer to the Laboratory schedule.**

Note: If a student does not attend the laboratories and does not satisfy the minimum practical competencies the 15% grade will not be added onto the final exam. You will also not be able to receive the Health and Fitness Federation of Canada Personal Training Certificate.

Grading for assignments and examinations:

- **Completed PALM Tools (posted on eClass) worth 2% Every student must submit a hardcopy of the completed in class on January 9 2024.** If the TOOLS are submitted late there is a penalty of 0.5% /day.
- **RockPort One Mile Walk Test or One mile Run Test and ePARmed-X+ Assignment 4 %.** If the student does not complete and submit a hardcopy of the assignment in class on January 30, 2024 the 4 % grade **will not** be added onto the final exam.
- **Physical Activity Assignment 4 %** will be initiated during the 2nd or 3rd week of classes. You will be required to participate in a prescribed physical activity plan for 2 weeks. If the student does not complete and submit a hardcopy of the completed physical activity plan in class on March 5 2024 the 4 % grade **will not** be added onto the final exam. If the assignment is late there is a penalty of 0.5%/day.
- **Prepare and submit an instructional exercise video 5 %.** If the student does not complete and submit the exercise video by March 25 2023 (4:00 pm), the 5% grade **will not** be added onto the final exam. If the assignment is late there is a penalty of 0.5%/day.
- **Final Assignment Assignment: (13 %)** Assigned the week of The completed assignment is due on the last day of class April 2 2024. Assignments received later than the due date will be penalized **0.5 percent per day that the assignment is late**. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., **may be entertained** by the Course Instructor but will require supporting documentation (e.g., a doctor's letter). If the student does not complete the assignment by the due date, the 13% grade **will not** be added onto the final exam

Mid-Term Examination Is Not Optional (20 %) (Will be written during the scheduled Class on Tuesday February 27 2024). Note: There will be no make-up for the Mid-Term examination. If a student does not write the mid term exam the value of the mid term examination will be added to the final exam.

Final Exam (37%, cumulative). Written during the April Examination Period (date to be announced by the university). **DO NOT BOOK ANY FLIGHTS UNTIL THE EXAM DATES ARE FINALIZED.**

Email correspondence:

Email communication should be reserved primarily for issues that need to be resolved immediately. Questions that arise related to course content will be discussed during the synchronous lectures and regularly scheduled virtual office hours.

Please ensure that email messages are professional, clear, and coherent. Assume that your email will be the factor determining whether you are accepted into a professional program or hired at your dream job. Avoid text messaging terms, inappropriate language, emoticons, and poor spelling, punctuation, and grammar. I can only respond to emails that I understand. I generally review and respond to course-related student emails quite promptly with the exception of emails sent on weekends. These will likely be answered on the first business day of the following week.

Other: Any derogatory emails are regarded as harassment and will be directed to the Office of Student Conduct. No hats, hoodies, cell phones, ipods, ipads, earphones, ear plugs etc are permitted during the exams.

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York** (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests*** will be evaluated using either a letter grade designation or a corresponding numerical value (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For more information, please see the Senate policy on Pass/Fail Grades (<https://secretariatpolicies.info.yorku.ca/policies/pass-fail-grades-policy/>). **For more information, please see the Senate Policy on Common Grading Scheme for Undergraduate Faculties (<https://secretariatpolicies.info.yorku.ca/policies/common-gradingscheme-for-undergraduate-faculties/>).

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but may require supporting documentation (e.g., a doctor's letter).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. For more information on rescheduling an exam for students currently registered with Student Accessibility Services or as a Religious Accommodation please visit: <https://altexams.students.yorku.ca/reschedule-yourexam>. Please note that permission to reschedule is at the discretion of the course instructor and is not guaranteed.

IMPORTANT COURSE INFORMATION FOR STUDENTS: All students are expected to familiarize themselves with the following information:

York University seeks to provide for equal rights and opportunities without discrimination for all students. The overall aim is a climate of understanding and mutual respect for the dignity and worth of each community member so that each person feels a part of York University and is able to fully participate in university life. The following information describes some of your important rights and responsibilities as students, along with the supports, accommodations and services made available to you by York.

Academic Honesty and Integrity. York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty (secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Comprehensive information about academic honesty, along with information about how to find resources at York to help improve your research and writing skills and cope with University life, can be found at: www.yorku.ca/academicintegrity/

Conduct in Academic Situations. Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class in keeping with the Senate Policy and Procedures on Disruptive and/or Harassing Behaviour in Academic Situations (secretariatpolicies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situationsenate-policy/).

Ethics Review Process. York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants (secretariatpolicies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participantspolicy/). Ethics approval must be obtained prior to the starting any research activities involving human participants, including research conducted by students in a graduate or undergraduate course, for an undergraduate thesis or project, or for a Major Research Paper, Thesis or Dissertation. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately. More information can be found at: www.yorku.ca/research/humanparticipants/

Religious Accommodation. York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in your course syllabus pose such a conflict for you, contact the Course Director within 14 days of the date for which accommodation is sought. Other procedures are outlined in the York University policy, guidelines, and procedures on Academic Accommodation for Students' Religious Observances (secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-religiousobservances-policy-guidelines-and-procedures/). Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Religious Accommodation Agreement, which can be found at: registrar.yorku.ca/pdf/exam-accommodation.pdf

Accessibility Services. Student Accessibility Services (accessibility.students.yorku.ca/) provides academic accommodations and supports for students with temporary and permanent disability including physical, sensory, medial, learning, and mental health disabilities. Students who had an Individualized Education Plan (IEP) in high school are eligible for support. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Academic Skills Support. York University Libraries (www.library.yorku.ca) and the Learning Commons (learningcommons.yorku.ca/) provide students with academic support for their course assignments and research requirements. The libraries offer an array of supports, services, workshops, resources, and people available to help ensure continued success during a student's academic career.

Centre for Human Rights, Equity, and Inclusion. The Centre for Human Rights, Equity and Inclusion (rights.info.yorku.ca/) facilitates confidential processes to discuss allegations of discrimination and harassment by York Community members. There are also robust training opportunities and workshops available to the community year round.

Counselling, Health and Well Being. Student Counselling, Health & Well Being (counselling.students.yorku.ca) supports students in realizing and developing their personal potential in order to maximally benefit from their university experience

and manage the challenges of university life. Services include: peer-led workshops, certificate training programs, support groups, same-day and appointment-based counselling, short-term therapy, and more.

Sexual Violence Response and Support. The Centre for Sexual Violence Response, Support and Education (thecentre.yorku.ca) facilitates support, services and accommodations for those who have experienced sexual violence. The support offered is based on the needs and wishes of the person disclosing/reporting.

Student Community Relations. The Office of Student Community Relations (oscr.students.yorku.ca/) supports students impacted by critical incidents, facing personal crises or multiple complex issues, such as, but not limited to, critical illness or injury of a student, student death, attempted suicide and sexual assault. OSCR provides advice, referrals, alternate dispute resolution methods and judicial processes (local adjudication, tribunals).