

**York University
Faculty of Health
School of Kinesiology and Health Science**

Course: HH/KINE 4120 3.0 Nutritional Aids in Sport and Exercise

eClass Course Site: <https://eclass.yorku.ca/course/view.php?id=87244>

Term: Winter Term 2024

Prerequisite:

- HH/KINE 4010 3.0 Exercise Physiology
- HH/KINE 4020 3.0 Human Nutrition

This course investigates the influence of nutritional supplements/aids on exercise performance, with emphasis on the underlying physiologic and biochemical mechanisms behind the effectiveness of ergogenic compounds.

COURSE INSTRUCTOR

Dr. Mazen J Hamadeh (he/him)

E-mail: hamadeh@yorku.ca

Office hours: By appointment, **please contact the Course Instructor via email, with the “Subject heading” beginning with “KINE 4120 – XXX”, where “XXX” is a pithy purpose/topic of the email. Example: “KINE 4120 – Meeting to practice APP”**

Purpose of office hours: My office hours are an opportunity to ask clarifying questions about content and receive guidance on your assignments, explore what you may want to do after you graduate, and find support (*vide infra* re: student support resources).

TEACHING ASSISTANT (TA)

Mr. Stephen Mora (he/him)

E-mail: mora95@my.yorku.ca

Office hours: **by appointment only, please contact the TA by email, with the “Subject heading” beginning with “KINE 4120 – XXX”, where “XXX” is a pithy purpose/topic of the email. Example: “KINE 4120 – Feedback on Written Critique”**

TIME AND LOCATION:

Location: Curtis Lecture Hall 110 (CLH 110)

Days of the week: Tuesdays and Thursdays

Time: 10:00 am – 11:30 am

First class on Tuesday, January 9, 2024

Last class on Thursday, April 4, 2024

Please note, there will be no classes between February 17-23, 2024 (York U Winter Reading Week)

<https://registrar.yorku.ca/enrol/dates/2023-2024/fall-winter>

Land Acknowledgment

York University recognizes 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.

This territory and land acknowledgement does not come without action for truth and (re)conciliation (see the Calls to Action from the Truth and Reconciliation Commission of Canada at <https://publications.gc.ca/site/eng/9.801236/publication.html>). Learn more about the significance of territory and land acknowledgements <https://native-land.ca/resources/territory-acknowledgement/> and in York's video at <https://www.youtube.com/watch?v=qNZi301-p8k>.

Given that in this course individual/team coursework occurs off campus and/or is conducted in your own home, you may want to identify the traditional homelands that you are occupying by using <https://native-land.ca>. Reflect on what this means as you move through these spaces. As part of this reflection process, learn how to correctly pronounce the names of the Indigenous communities on whose land you reside. A Land Acknowledgement is just one step in the reconciliation process, so you are encouraged to reflect on how you can contribute to that process both in and out of class.

EXPANDED COURSE DESCRIPTION

- *This is a research-based course.* Lecturing by the instructor will be minimal. Students will be guided by the instructor and/or TA.
- Students will work in groups of 2 to conduct research, prepare for their assignments (two oral PPT presentations, Written Critique and Term Paper), understand the current literature and submit their assignments on time. This will be done under the supervision of the course instructor and/or the TA.
- If time allows, guest lecturers will present on different topics related to nutrition and exercise/sport performance.
- Students will choose topics of interest to them. It is preferred, but not necessary, that the topics for the critique and term paper be different in order to encourage learning in more than one field, and these should be approved by the instructor. A list of potential topics will be provided (please see **LIST OF POTENTIAL TOPICS** below). The students will be guided by the instructor and/or TA throughout the course.

Course Objectives

(1) Brief statement of the purpose:

This course investigates the physiologic, biochemical and genomic mechanisms underlying the influence of nutritional aids (diet, supplements, ergogenic aids) on exercise and sport

performance. This course will address published work in the scientific literature relating to the impact of nutrition interventions on exercise performance. Published results of clinical studies (i.e. studies involving **human** participants) in the scientific literature will be closely critiqued: study designs assessed, hypotheses evaluated, new theories developed, methodological gaps addressed, and potential future directions and clinical studies proposed. *This course is completely research based incorporating methods of critical thinking, problem-based learning and experiential learning.*

This course was designed to expose students to the many facets of academe. The students will gain experience in public speaking, presenting to their peers, researching the scientific literature, analyzing data, critiquing manuscripts (methods, results, discussion etc..), participating in discussions, evaluating their peers, writing a critique and a review article, familiarizing themselves with different study designs and statistical methods, preparing podium presentations on PowerPoint, presenting direction for future research and designing a clinical study in detail. The course structure is specifically designed to facilitate learning and acquire experience in these skills.

(2) Brief list of specific learning outcomes of the course:

The course will allow students to:

1. acquire knowledge and comprehension in several areas related to nutrition and exercise performance through individual- and group-based search of the scientific literature, critical thinking, public speaking, and writing a critique and a term paper.
2. develop an understanding of the biochemical and physiologic mechanisms of action of the chosen nutrition intervention (diet, dietary supplement, ergogenic aid)
3. correctly and objectively interpret information re: nutrition and exercise performance
4. familiarize themselves with the different components of, and critically evaluate, a published scientific research article
5. develop and improve their writing skills by writing a critique and a term paper
6. design a clinical study and generate a study proposal (rationale, objective, methods-subject characteristics, sample size, inclusion/exclusion criteria, biomarkers to be measured and reasons for choosing the specific biomarkers, study design, testing protocol, statistics-, and expected results based on literature search)
7. practice public speaking and objectively evaluate, and get evaluated by, their peers
8. gain a deeper understanding of the inter-relationship between nutrition and exercise, and develop a strong appreciation of critical thinking/analysis and problem-based learning under the guidance of the instructor
9. apply the knowledge acquired in this course when consulting with athletes, fitness clients, and the recreationally active

COURSE WEBSITE

This course uses the eClass course management system as an extension of the course outline, and provides added course content, extra learning materials and essential communications. Students should check the course eClass site on a regular basis. For more information, see the help resource at <https://lthelp.yorku.ca/how-do-i-access-my-moodle-course>

eClass Course Site: <https://eclass.yorku.ca/course/view.php?id=87244>

COURSE TEXT/READINGS

The readings are based on published scientific research articles in scientific journals that can be accessed via students' library accounts (<https://www.library.yorku.ca/web/>) and/or RACER orders. The readings are based on the topics students choose to present.

EVALUATION

Activities	Dates/Timeline	Assessment
Article Podium Presentation (APP)	1 st APP Tues, Jan 16, 2024	15% by students & instructor
Written Critique	due 2 weeks after APP	15% by instructor/TA
Major Topic Outline	due Tues, Feb 13, 2024	5% by instructor/TA
Major Topic Podium Presentation (MTPP)	1 st MTPP Tues, Feb 13, 2024	25% by students & instructor
Major Topic Term Paper	due Mon, April 8, 2024	25% by instructor/TA
In-Person Class Attendance, Participation and Meaningful Contribution to Class Discussions	All throughout the course	15% by instructor

Senate Policy on Grading Scheme and Feedback

The following two statements were approved by the Senate to include in the course outline:

“that, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions

- graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations (e.g. honours theses or graduate research papers not due by the drop date, etc.);
- practicum courses;

- ungraded courses;
- courses in Faculties where the drop date occurs within the first 3 weeks of classes;
- courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks).

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.”

This date is not the "drop and add" date but March 11, 2024, for this Winter term courses (the last day for canceling courses without failure by default), students must be given back work equal to 15% of the grade.

<https://registrar.yorku.ca/enrol/dates/2023-2024/fall-winter>

Grading, Assignment Submission, Lateness Penalties and Missed Tests

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.).

For a full description of York grading system see the York University Undergraduate Calendar -

<https://calendars.students.yorku.ca/2023-2024/grades-and-grading-schemes>

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://myacademicrecord.students.yorku.ca/pass-fail-option>).

Assignment Submission Process: Proper academic performance depends on students doing their work not only well, but on time, so that feedback can be provided. Accordingly, assignments for this course must be presented/received on the due date (agreed-upon-date) specified for the assignment.

Assignments and accompanying are to be presented/discussed in class and/or submitted to the Course Instructor on the due dates specific to each assignment. Assignments, PPT and accompanying **documents** (such as, the Article Podium Presentation Summary Sheet and the Major Topic Podium Presentation Summary Sheet) are to be submitted via email to the instructor prior to midnight on the due dates specific to each assignment/PPT.

Lateness Penalty: Assignments not presented on the agreed-upon date, and written assignments received later than the due date, will be penalized.

Students who fail to present their Article Podium Presentation or Major Topic Podium Presentation on the agreed-upon date will receive 0% on these assignments.

Students who fail to submit their Written Critique, Major Topic Outline or Major Topic Term Paper on the agreed-upon date will have their grades on these assignments reduced by 50%; and failure to submit these assignments within 7 days after the due date, students will receive a 0% on these assignments.

Missed Tests: Students with a reason for missing a course test, such as illness, compassionate grounds, etc., 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-your-exam>. Please note that permission to reschedule a test is at the discretion of the course instructor and is not guaranteed.

REQUIREMENTS FOR STUDENTS TO COMPLETE THE WORK ON THEIR OWN, WITHOUT USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GEN AI) AND/OR ACADEMIC SUPPORT COMPANIES/SITES/RESOURCES

Students must work on the assignments on their own, either individually or in groups of 2. The use of Artificial Intelligence (Generative AI) is prohibited and will be considered a breach of academic honesty. As well, the use of in-person, virtual or online academic support companies is prohibited and will be considered a breach of academic honesty. Students must conduct their own search of the scientific literature, gather the published articles and thoroughly read them, learn the material, critically reflect on the material, synthesize ideas, postulate theories, create their own PPT presentations and accompanying documents/resources, write their own assignments and related/accompanying documents/resources, and suggest future research studies to address questions in the field.

Please refer to the section below on “Academic Honesty and Integrity” as well as Appendix A below for more detailed information.

DESCRIPTION OF ASSIGNMENTS

I. Article Podium Presentation

The first Article Podium Presentation will be on Tuesday, January 16, 2024. Students who fail to present their Article Podium Presentation on the agreed-upon date will receive 0% on this assignment.

Please consult the document entitled “Article Podium Presentation Outline” for more details.

The article should be a clinical study on nutrition intervention (diet, dietary supplement, ergogenic aid) as it relates to physical activity, sport and exercise. Review articles and surveys will not be accepted. Please see the section on **LIST OF POTENTIAL TOPICS** below. Students should receive the instructor’s approval of their articles at least 1 week prior to their podium presentation. This can be done in person, by email or by phone. **All articles must be approved by the instructor.**

Students will work in groups of 2 for this assignment (however, depending on the final student enrolment in this course, it is possible that the students might end up working in groups of 3 for this assignment). Students will give a 20- to 30-minute seminar on a published scientific article (preferably published in the last 2 years). The presentation will be

followed by 10-20 minutes of class discussion and/or question-answer period. Please prepare your podium presentations on PowerPoint.

Logistics:

- Students are strongly encouraged to meet with the instructor or teaching assistant (TA) while in the process of preparing their PowerPoint podium presentations to receive direction and feedback.
- Students will generate a double-sided, 1-page summary of the topic they will present. Follow the presentation outline below. This handout **MUST** be submitted to the instructor/TA at least 2 days prior to the presentation day (for photocopying and/or to be posted on eClass).
- Once approved, the article or the link to the article or the reference (depending on the copyright instructions by that particular journal) will be posted on eClass a few days prior to the presentation in order to allow all the students enrolled in the course ample time to read through the article, familiarize themselves with the topic, conduct their own background research and prepare questions for the presenter.
- All students enrolled in the course are expected to participate in the question/answer period and discussion following the presentation. It is the responsibility of the students to ensure that they ask questions which may directly or indirectly relate to the presentation. It is the responsibility of the presenter to coordinate the discussion. However, the instructor maintains the prerogative to coordinate or redirect the discussion to ensure -1- the majority of students are involved, -2- cross-linking with other topics and making meaningful connections regarding mechanisms of action, -3- the discussion does not deviate from the main topic and -4- the discussion does not infringe on topics to be presented by other students.
- The success of the question/answer period and discussion following the presentation reflects the level of preparation and comprehension by both the presenter and audience. The evaluation for in-class participation will heavily depend on the involvement of the audience, specifically student engagement in intellectual discourse. The instructor maintains the prerogative to ask individual students of the audience for comments, questions, opinions or explanations relating directly or indirectly to the topic being presented. The evaluation for in-class participation will be solely decided by the instructor.
- The students are required to submit their final Article Podium PowerPoint presentation to the instructor by email or on CD **PRIOR** to the presentation date.

Article Podium Presentation outline (20-30 min if 2 groups are presenting; 40-60 min if one group is presenting):

a) Introduction – 3-5 min/6-10 min: Background information needed to understand the topic. What mechanisms do we need to understand? What is the nature of the nutritional/ergogenic aid? Refer to some past literature on the same topic. Present the rationale, objective(s) and hypothesis of the study.

b) Methods and Results – 9-12 min/18-24 min: What were the subject characteristics, inclusion/exclusion criteria, study design, statistics, testing protocol, biomarkers measured, etc..? What were the main findings? What are the *important* points we should remember? Presenting tables and figures is more impactful than text alone.

c) Discussion, Summary and Conclusions – 2-5 min/4-10 min: Discuss important findings. Follow the same order as in the Methods and Results sections. What are the criticisms, if any, that may invalidate the authors' claims? Is there evidence published by other researchers confirming/invalidating the claims? Given what you have presented, where are we at in our current state of knowledge? Come back to important points/mechanisms. How did the article contribute to the field? Was the article able to advance science or our knowledge of the field?

d) Critiquing the article – 2-4 min/4-8 min: Allow some time to critique the article. Divide the points into Strengths and Weaknesses. Make sure to elaborate on the points listed. Explain why you think these are strong or weak points. **Note that critiquing the article could be done throughout the presentation.** However, a final table of Strengths/Weaknesses will help bring the issues together.

e) Suggestions for future research – 1-4 min/2-8 min: What would the next research project be? How can we answer some of the questions (or gaps) this article raised? Which direction should future research follow? This section provides students with the opportunity to impart some of their knowledge to their peers.

II. Written Critique

Deadline for submitting the Written Critique assignment is 2 weeks from your article presentation day. No extensions will be granted. Students who fail to submit their Written Critique on the due date will have their grade on this assignment reduced by 50%; and, failure to submit this assignment within 7 days after the due date, students will receive a 0% on this assignment.

Please consult the document entitled "Written Critique Outline" for more details.

Students are strongly encouraged to submit their Written Critique assignments to www.turnitin.com to ensure that assignments are free of plagiarism. Please refer to section on Academic Honesty and Integrity.

Students will work in groups of 2 on this assignment. The Written Critique should address the article presented by the same students to their peers during the Article Podium Presentation 2 weeks earlier. It should be 3-5 paragraphs in length, between 350-1000 words (not including the title page and references). Students should use between 3-10 references only (no more than 10 references). The Written Critique may include up to two figures/schematics and one table. Students will be guided by the instructor and/or TA.

The document should be type written, double spaced, using a 12-point font. Please refer to section on Referencing.

Written Critiques (in the form of Letters-to-the-Editor) present non-editorial members of the scientific community with an opportunity to express their opinion about an article published in the previous year. They are tools for sharing ideas and commentary, tackling controversial issues and/or expressing support or disagreement with other scientists. They contribute significantly to the advancement of science and the direction of future research. Please be polite and courteous in your critiques. Do not take things personally. Be objective in your approach.

Logistics:

- Students are strongly encouraged to meet with the instructor or TA while in the process of writing the Written Critique to receive direction and feedback.
- The students are required to submit their Written Critique assignments to the instructor in hard copy and electronically (by email or on CD), and are strongly encouraged to submit their Written Critique assignments to www.turnitin.com.
- Students are also required to submit copies of ALL their references in PDF format electronically (on CD or via email) to the instructor.

First paragraph:

The students should introduce the reader to the particular article they're about to tackle, briefly referring to its purpose, methodology, results and contribution to the field (or purported contribution!).

Paragraphs 2-4:

Please include Points A & B in one paragraph:

- A- The students should **identify** any discrepancy in the data and/or conclusion, building up their case using research from the scientific literature to bolster their point.
- B- The students should then explain **why** such a discrepancy would occur.

Please include Points C & D in one paragraph:

- C- The students should request that the authors resubmit their data to new or additional analysis, or to pay their results closer scrutiny. Identify the nature of the new analysis.
- D- The students should explain **why** they are asking the authors for new/additional analysis, and for what purpose.

Please include Points E & F in one paragraph:

- E- The students should explain what they would have expected to find according to the design in the article and what they would expect to find after submitting the data to the new analysis.
- F- The students should explain **why they expect the results to be different**. The students should refer back to biochemical/cellular/physiological processes/pathways to corroborate their point.

Last paragraph:

The students should **summarize the main points** of the Written Critique and end the Written Critique with a **concluding remark(s)** falling back on evidence from the scientific literature.

III. Major Topic Outline

The Major Topic Outline will be due on Tuesday, February 13, 2024. Students who fail to submit their Major Topic Outline on the due date will have their grade on this assignment reduced by 50%; and, failure to submit this assignment within 7 days after the due date, students will receive a 0% on this assignment.

Students are required to submit a complete and thorough outline of the Major Topic depicting the main themes/headings, sub-themes/sub-headings, and topics that will be presented in the Major Topic Podium Presentation and the Major Topic Term Paper.

The outline must to be based on research of the scientific literature, with references provided for each topic.

For each topic, the main idea must be provided citing several references.

IV. Major Topic Podium Presentation

The first Major Topic Podium Presentation will be on Tuesday, February 13, 2024. Students who fail to present their Major Topic Podium Presentation on the agreed-upon date will receive 0% on this assignment.

The topic for the Major Topic should include an aspect on ergogenic aids. Purely nutrition topics will not be accepted if not applicable to the fields of sports and exercise.

Students will work in groups for this assignment. All students in the group are expected to contribute equally to the work. Students will give a 40-50-minute seminar on a topic of their interest. Please see the section on **LIST OF POTENTIAL TOPICS** below. **All topics must be approved by the instructor.** The presentations will be followed by 15-25 minutes of class discussion and/or question-answer period. Please prepare your podium presentations on PowerPoint.

Students should search the scientific literature, critically analyze it, base an opinion and further build on it using scientific data and physiological, biochemical, and molecular plausibility. In brief, students should consider, albeit not exclusively, the following: what is the supplement or nutrient, and how is it relevant to human biology?; what is it supposed to do?; how does it do it?; does it really work?; current state of knowledge in the scientific field (epidemiological studies, clinical studies, animal studies, *in vitro* studies); past and present controversies; hypotheses/theories related to the effectiveness, or lack thereof, of the ergogenic aid on measures of performance; biochemical pathways in question; any side effects and the related hypotheses/theories and biochemical pathways; could these side effects be mitigated? how?; under what conditions side effects appear?; conditions under which ergogenic aid is effective, etc..

Logistics:

- Students are strongly encouraged to meet with the instructor or TA while in the process of preparing their PowerPoint podium presentations to receive guidance and feedback.
- Students need to submit an outline of their presentations to the instructor/TA at least 3

weeks prior to their Major Topic Podium Presentation for approval and feedback.

- Students will generate a double-sided, 1-page summary. This will be a comprehensive synopsis of what they will present. Students should follow the presentation outline below. This handout **MUST** be presented to the instructor/TA at least 2 days prior to the presentation day (for photocopying and/or to be posted on eClass).
- Once the topic has been approved by the instructor, a review article from the scientific literature on the topic to be presented will be emailed to all the students enrolled in the course and/or posted on eClass (or the reference provided on eClass for all students to access; depending on copyright instructions by that specific journal) a few days prior to the presentation in order to allow them time to read through the article, familiarize themselves with the topic, conduct their own background research and prepare questions for the presenters. The students presenting on the same topic are responsible to provide the review article to the instructor/TA and/or post it on eClass.
- All students enrolled in the course are expected to participate in the question/answer period and discussion following the presentation. It is the responsibility of the students (attendees) to ensure that they ask questions which may directly or indirectly relate to the presentation. It is the responsibility of the presenters to coordinate the discussion. However, the instructor maintains the prerogative to coordinate or redirect the discussion to ensure -1- the majority of students are involved, -2- cross-linking with other topics and making meaningful connections regarding mechanisms of action, -3- the discussion does not deviate from the main topic and -4- the discussion does not infringe on topics to be presented by other students.
- The success of the question/answer period and discussion following the presentation reflects the level of preparation and comprehension by both the presenters and audience. The evaluation for in-class participation will heavily depend on the involvement of the audience, specifically student engagement in intellectual discourse. The instructor maintains the prerogative to ask individual students of the audience for comments, questions, opinions or explanations relating directly or indirectly to the topic being presented. The evaluation for in-class participation will be solely decided by the instructor.
- The students are required to submit their final Major Topic Podium PowerPoint presentation to the instructor by email or on CD **PRIOR TO** the presentation date.
- Students are also required to submit copies of ALL their references in PDF format electronically (on CD or via email) to the instructor.

Major Topic Podium Presentation outline (40-50 min):

a) Introduction – 5-10 min: Background information needed to understand the topic. What mechanisms do we need to understand? Present the big picture and then discuss the details. Pathways, diagrams etc..

b) Review of pertinent research – 20-25 min: Present the most important articles that heavily contributed to the field. What were the main findings? What are the important (take-home, bottom line) points we should remember (a picture is worth a 1000 words)? It is always

helpful to present the data divided into different categories: -a- clinical studies, animal studies, *in vitro* studies, or -b- endurance exercise, resistance exercise, or -c- exercise bouts, exercise training, etc.. Formulate a table summarizing the studies after each category. Any controversies? Reasons/mechanisms underlying these controversies? What are the different theories/hypotheses/mechanisms/controversies in the field? Does one theory lend more credence than the other? Why? Link them back to mechanisms.

c) Summary and Conclusions – 5 min: Given what you have presented, where are we at in our current state of knowledge? Come back to important points/mechanisms. What are the gaps in our knowledge?

d) Suggestions for future research and proposed clinical study – 5-10 min: What could/should be done in order to provide us with a solid conclusion? What is the direction for future research to address the gaps present in the field? What other potential mechanisms might be involved? Suggest a research project in detail (rationale, objective, methods-subject characteristics, sample size, inclusion/exclusion criteria, biomarkers to be measured and reasons for choosing the specific biomarkers, study design, testing protocol, statistical analysis to be used-, and expected results based on literature search).

V. Major Topic Term Paper

Deadline for submitting the term paper is on Monday, April 8, 2024. No extensions will be granted. Students who fail to submit their Major Topic Term Paper on the due date will have their grade on this assignment reduced by 50%; and, failure to submit this assignment within 7 days after the due date, students will receive a 0% on this assignment.

Please consult the document entitled “Major Topic Term Paper Outline” for more details.

Students are strongly encouraged to submit their term papers to www.turnitin.com to ensure that term papers are free of plagiarism. Please refer to section on Academic Honesty.

This is a group-based effort. All students in the group are expected to contribute equally to the term paper. The paper is on the same topic as the Major Topic Podium presentation. It should NOT be longer than 12 pages in length (not including title page, abstract, table of contents, tables, figures and references). **Figures and tables should be interspersed throughout the document.**

The document should be type written, double spaced, using a 12-point font. Margins should not be less than the following: top, 0.75”; left, 0.75”; right, 0.50”; bottom, 0.50”. Please refer to section on Referencing.

The paper should introduce the reader to a topic, summarize the important literature, integrate findings from different studies and highlight key issues which remain unresolved. The paper should contain your own opinions and interpretations based on articles you have read. In other words, tell me what you think and draw on the studies you have read to support your opinion.

Logistics:

- Students are strongly encouraged to meet with the instructor or TA while in the process of writing the Major Topic Term Paper to receive direction and feedback.
- Students need to submit an outline of their Major Topic Term Paper to the instructor/TA at least 3 weeks prior to the Term Paper submission deadline for approval and feedback.
- The students are required to submit their Major Topic Term Paper assignments to the instructor in hard copy and electronically (by email or on CD), and are strongly encouraged to submit their Major Topic Term Paper assignments to www.turnitin.com.
- Students are also required to submit copies of ALL their references in PDF format electronically (on CD or via email) to the instructor.

The paper should include a -1-title page, -2-abstract (maximum 1 page, only 1 paragraph), -3-introduction, -4-review of the scientific literature, -5-summary (integrate your interpretations of the current pool of literature), -6-suggestions for future research and -7-proposed clinical study (research project based on what you have read; outline in details a study that would be worth pursuing and that would contribute to the current literature). That is, students should propose a research project that would advance the field.

LIST OF POTENTIAL TOPICS

Students can pick any topic that involves diet, drugs, etc.. that might affect athletic performance in a positive way (i.e., enhances performance - an ergogenic aid) or that is purported to enhance, but actually adversely affects (i.e., reduces performance - an ergolytic aid), performance in sport/exercise/physical activity. The following is a non-comprehensive list of potential topics:

alcohol, amino acids (e.g. alanine, glutamine/glutamate, branched chain amino acids-BCAA), anabolic steroids, antioxidants (e.g. vitamin E, vitamin C, selenium, carotenoids, coenzyme Q10, alpha-lipoic acid), anorexia nervosa/athletica, blood doping (erythropoietin: EPO), buffers (blood buffers such as bicarbonate and citrate), calcium, caffeine, carbohydrates (e.g. quantity, in the presence of other macronutrients, timing - before, after, and/or during exercise), carbohydrate loading, carnitine, chromium, clenbuterol, creatine monohydrate, fat (e.g. fat loading), ephedrine (ephedra, pseudoephedra), fluid replacement (before, after, and/or during exercise), glycerol, human growth hormone (hGH), growth hormone inducing amino acids (ornithine and arginine), nitric oxide, steroids, IGF-1, iron, medium chain triglycerides (MCTs), n-3 and/or n-6 fatty acids, minerals, pre-game meals, protein requirements (e.g. gender differences, endurance vs. strength, untrained vs. trained athlete), vitamins, glucosamine sulfate, different diets (e.g. AHA, Atkins, vegetarian vs. omnivorous, Mediterranean), polyphenols, diet and voluntary activity, etc..

REFERENCING (NO FOOTNOTES)

Please follow these guidelines when you are citing references:

- Cite **original** references when you are reporting facts, results, data, tables, figures, schematics, diagrams etc.. or when you are referring to a hypothesis, mechanism, discovery etc.. made by others. If you do not, then this would constitute plagiarism.

- **In the text** (Written Critique and Major Topic Term Paper):

Please use the referencing method followed by The American Journal of Clinical Nutrition (Am J Clin Nutr, www.ajcn.org). **Number the references** in order of appearance. The following is an example extracted from Burke DG, Chilibeck PD, Parise G, Candow DG, Mahoney D, Tarnopolsky M. Effect of creatine and weight training on muscle creatine and performance in vegetarians. Med Sci Sports Exerc 2003;35:1946-55.:

“Ingestion of creatine monohydrate (CM) has been shown to enhance adaptations to resistance training by augmenting changes in lean tissue mass, muscle fiber area, strength, and resistance to fatigue (4, 17, 21, 30-32).”

- **In the References section:**

Please use the referencing method followed by The American Journal of Clinical Nutrition (Am J Clin Nutr, www.ajcn.org):

A – For articles:

Please indicate authors, title of article, journal name (abbreviated), year of publication, volume, and pages.

Burke DB, Sliver S, Holt LE, Smith-Palmer T, Culligan CJ, Chilibeck PD. The effect of continuous low dose creatine supplementation on force, power, and total work. Int J Sports Nutr Exerc Metab 2000;10:235-44.

B – For books/book chapters:

Please indicate author of chapter or book, title of chapter in book (or book if there are no chapters), title of book (if there's a chapter title in the book), editors (if the book was compiled by an editor/editors, if not then the author name should only appear in the beginning of the reference), edition #, company name and location, year of publication, and pages.

Bender DA. Protein nutrition and metabolism. In Introduction to nutrition and metabolism. Fourth edition, CRC Press, Boca Raton, FL, 2008, pp. 256-262.

C – For websites:

Please indicate the -1- the institute/author, -2- the complete url of the website, and -3- the date the website was accessed.

Canadian Diabetes Association. <https://www.diabetes.ca/about-diabetes/type-2>, accessed on November 22, 2023.

- **In PowerPoint presentation:**

References should be cited below the text (to the right-hand side) in the following manner:

Option #1: (Burke et al, Int J Sports Nutr Exerc Metab 2000)

Option #2: (Burke et al, Int J Sports Nutr Exerc Metab 2000;10:235-244)

and for website referencing:

(Can Diabetes Assoc, <https://www.diabetes.ca/about-diabetes/type-2>, November 22, 2023).

- **Websites:**

Websites can be cited only when they provide factual, scientific data (no referencing of anecdotal, non-scientific websites is allowed). For example, when citing the rate of diabetes in Canada, you can use the information on the Canadian Diabetes Association website, with proper referencing. Proper referencing includes the name of the institution/author, the url of the website page where the information was found, and the date when the student accessed the said website page. For example:

Canadian Diabetes Association, <https://www.diabetes.ca/about-diabetes/type-2>, accessed on November 22, 2023

SUBMITTING ASSIGNMENTS

- ***For the Written Critique and Major Topic Term Paper:***

Submit the written assignment as follows:

- A – By email to: - Course Instructor and Teaching Assistant
- B – Hard copy to: - Course Instructor
- C – www.turnitin.com: - Follow the procedure outlined on eClass (the course website).

- ***For the PowerPoint presentations and Summary Sheets:***

Submit the PowerPoint presentations and summary sheets as follows:

- A – By email to: - Course Instructor; **PRIOR TO** the corresponding presentation date

- ***PDF references for all assignments (PowerPoint presentations, Written Critique and Major Topic Term Paper):***

Submit ALL references used in the assignments in PDF format (PDF documents/articles/manuscripts properly named/titled following the proper naming procedure posted on eClass) to the Course Instructor by email, secure dropbox, via USB Key, via Google Drive or on CD.

SUBMITTING ASSIGNMENTS TO TURNITIN.COM

Students are strongly encouraged to submit their written assignments (Written Critique and Major Topic Term Paper) to www.turnitin.com to ensure academic honesty. When submitting to www.turnitin.com, submit the assignments without the references. Please refer to section on “**Academic Honesty and Integrity**” below.

For details, please consult the document entitled “HOW TO ENROL IN TURNITIN.COM FOR KINE 4120”, which is already posted on eClass.

[eClass @ York University](#)

This course is found on eClass under HH/KINE 4120 – Nutritional Aids in Sport and Exercise

To access the central installation of '<https://eClass.yorku.ca/>' you will need your Passport York ID and password. All students must login to '<https://eClass.yorku.ca/>' first, then registered students will be automatically added to their registered courses.

Go to <https://eClass.yorku.ca/>

- * Enter your Passport York ID in the username field
- * Enter your Passport York password in the password field.

For a quick overview of eClass, go to the homepage of eClass, under “Students” section you will find a ‘Quickstart Guide’ that will familiarize you with eClass and its functions.

If you have any questions or need help to guide through the eClass framework and philosophies, please consult with the computing center.

Important Course Information for Students

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 and the Faculty of Health, to help you succeed in your course, and in your program.

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 (<https://www.yorku.ca/secretariat/policies/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. Modules for understanding academic integrity can be found at <https://www.yorku.ca/unit/vpacad/academic-integrity/academic-honesty-modules/>. 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 SPARK: www.yorku.ca/academicintegrity/ The Faculty of Health resources are available at: <https://www.yorku.ca/health/academic-honesty-3/>

Please refer to Appendix A below for more detailed information.

The following is an excerpt from York University’s Senate Policy on Academic Honesty:

“Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to

gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document. Finally, academic honesty requires that persons do not aid or abet others to commit an offence of academic dishonesty, including intentional acts to disrupt academic activities.”

For more information about academic honesty and other policies and procedures, please access the Undergraduate Academic Calendar:

<https://calendars.students.yorku.ca/>

Academic honesty and integrity references, resources and workshops:

- Senate Policy on Academic Honesty
<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>
- Academic Integrity website
<https://www.yorku.ca/unit/vpacad/academic-integrity/>
- Faculty of Health Academic Honesty website <https://www.yorku.ca/health/academic-honesty-3/>
- Faculty of Health Academic Honesty “Do you realize you may be risking your career?”
<http://health.info.yorku.ca/files/2012/10/Academic-Honesty-Presentation-FINAL-COPY-April-18-2013.pdf>
- SPARK Academic Integrity
<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>
- York University Libraries Academic Integrity website
<https://www.library.yorku.ca/web/research-learn/citing-your-work-academic-integrity/academic-integrity/>
- York University Libraries Academic Integrity workshop “Learn to Stop Worrying about it”
<https://yorku.libcal.com/calendar/libraryworkshops?cid=7880&t=d&d=0000-00-00&cal=7880&inc=0>

It is strongly recommended that students complete the following:

- Academic Integrity Tutorial
<https://www.yorku.ca/health/academic-honesty/>
- York University Libraries Academic Integrity workshop “Learn to Stop Worrying about it”
<https://yorku.libcal.com/calendar/libraryworkshops?cid=7880&t=d&d=0000-00-00&cal=7880&inc=0>
- Academic Integrity Quiz <https://moodle.yorku.ca/moodle/enrol/index.php?id=52143>

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* (<https://www.yorku.ca/secretariat/policies/policies/disruptive-%20and-or-harassing-behaviour-in-academic-situations-senate-policy/>).

York is committed to policies that support the teaching and learning of controversial subject matter. Students and instructors are, however, expected to maintain a teaching and learning environment that is physically safe and conducive to effective teaching and learning for all concerned, and to be civil and respectful at all times within the learning environment, including within classrooms, laboratories, libraries, study halls and other places where academic activities are conducted and in areas proximate to those where academic activities are taking place.

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* (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-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 a Religious Accommodation Agreement, which can be found at: <https://registrar.yorku.ca/pdf/exam-accommodation.pdf>

Accessibility Services. Student Accessibility Services (<https://students.yorku.ca/accessibility>) 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 (<https://www.library.yorku.ca/web/>) and the Learning Commons (<https://learningcommons.yorku.ca/>) provide students with academic support for their course assignments and research requirements (time management, writing, study skills, preparing for exams, and other learning-related resources). 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 (<https://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 (<https://students.yorku.ca/counselling>) 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 (<https://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 (<https://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).

STUDENT RIGHTS AND RESPONSIBILITIES (STUDENT CODE OF CONDUCT)

Students are reminded that they should be polite, courteous and civil during their interactions with the course instructor, TA and other students. No abuse, aggression, harassment, intimidation, threats or assault will be tolerated, be it verbal or otherwise. This includes soliciting or “pushing” the instructor or TA for a higher grade.

The following is an excerpt from the Student Code of Conduct, specifically sections 4a and 4b:

“The following behaviours are prohibited. This list is not exhaustive but provides examples of breaches of the standard of conduct. This Code deliberately does not place violations in a hierarchy. The University views all complaints made under the provisions of this Code as serious.

- a. Breaking federal, provincial or municipal law, such as: breaking into University premises; vandalism; trespassing; unauthorized use of keys to space on campus; unauthorized possession or use of firearms, explosives, or incendiary devices; possession or consumption of, or dealing in, illegal drugs; smoking of legal substances outside designated areas; cruelty to animals; theft of University or private property including intellectual property; unauthorized copying of documents; possession of stolen property.
- b. Threats of harm, or actual harm, to a person’s physical or mental wellbeing, such as: assault; verbal and non-verbal aggression; physical abuse; verbal abuse; intimidation; sexual assault; harassment; stalking; hazing.”

For the complete details, please access the following websites:

Student Conduct and Responsibilities:

<https://www.yorku.ca/secretariat/policies/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>

Code of Student Rights and Responsibilities (CSRR):

<https://calendars.students.yorku.ca/2023-2024/code-of-student-rights-and-responsibilities>

Student Rights and Responsibilities:

<https://secure.students.yorku.ca/pdf/code-of-student-rights-and-responsibilities-2020-2025-web-english.pdf>

<http://oscr.students.yorku.ca/student-conduct>

POLICY REGARDING ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

The following is the Policy Statement as approved by the Senate on 1991/06 and revised 2005/02/24:

“York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

'Disabilities' shall be defined as those conditions so designated under the Ontario Human Rights Code in force from time to time, and will in any event include physical, medical, learning, and psychiatric disabilities.”

For more information, please access the following website:

<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>

<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>

STATEMENT OF POLICY ON FREE SPEECH

York University reaffirms its commitment to provide an environment conducive to freedom of enquiry and expression where all members of the community may learn, teach, work and live, free from prejudice, inequality and discrimination based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, religion, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

For more information, please access the following website:

<https://secretariat-policies.info.yorku.ca/policies/free-speech-statement-of-policy/>

<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>

LIST OF RESOURCES FOR STUDENTS

- Well-being <https://www.yorku.ca/well-being/>
- Student Counselling, Health and Well-being (SCHW) <https://counselling.students.yorku.ca/>
- Student Accessibility Services (SAS) <https://accessibility.students.yorku.ca/>
- Atkinson Centre for Mature and Part-time Students (ACMAPS)

- <https://acmaps.info.yorku.ca/>
- York University Libraries <https://www.library.yorku.ca/web/>
 - York University Libraries Research Guide: Kinesiology <https://researchguides.library.yorku.ca/kinesiology>
 - Academic Advising <https://www.yorku.ca/health/academic-advising/>
 - Career Education and Development (CED) <https://careers.yorku.ca/>
 - Current Students resources website <https://currentstudents.yorku.ca/>
 - Student Financial Services (SFS) <https://sfs.yorku.ca/>
 - Calumet and Stong Colleges Student Success Programs <https://www.yorku.ca/colleges/ccsc/support/>

CALUMET AND STONG COLLEGES STUDENT SUCCESS PROGRAMMING

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

APPENDIX A

OTHER IMPORTANT COURSE INFORMATION FOR STUDENTS

Ethics Review Process. York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants (<https://www.yorku.ca/secretariat/policies/policies/ethics-review-process-for-research-involving-human-participants-policy/>). 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: <https://www.yorku.ca/research/human-participants/>

Artificial Intelligence (AI): Explicit Course Policy on Student Use of Generative AI

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created through the use of generative AI tools will be considered a violation of York University's Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>).

If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance. For more information, please review AI Technology & Academic Integrity: Information for Students (<https://www.yorku.ca/unit/vpacad/academic-integrity/ai-technology-academic-integrity/>).

Group Messaging Tools

Group messaging platforms, such as Discord or WhatsApp, can be helpful tools that connect students and support learning. However, such tools can lead to academic honesty violations when students share or use answers to homework tasks, quizzes, tests, or exams, or when students collaborate on individual assignments. According to York's Senate Policy on Academic Honesty, these behaviours may lead to a penalty. Moderators of these groups are required to clearly communicate the group's purpose and to remind students of the expectations for academic honesty. Being a member of such a group is not a breach of academic honesty or any other policy. However, if you witness academically dishonest behaviour, it is strongly recommended that you leave the group. If you are unsure whether the behaviour is a violation of academic honesty, contact your TA or instructor. For detailed information about expectations for academic honesty, please refer to York's Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>).

Homework Help Sites

According to homework sites (such as Chegg), their services are intended to support students' understanding of course material. Despite this, cheating occurs on tests and exams when students post their test or exam questions to these sites during the assessment to obtain answers from one of their experts. Using the answers provided is a breach of academic honesty, according to York's Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>). If you're struggling with course material, understanding expectations, or in any other way, reach out to your instructor or TA instead of relying on homework help sites to acquire assessment answers. For authorized student resources at York, please visit: <https://www.yorku.ca/unit/vpacad/academic-integrity/student-resources/>.

Contract Cheating

Contract cheating occurs when a third party completes a student's work, and the student then submits that work as their own. Third parties can include: freelance academic writers or tutors, online essay writing companies, friends, classmates, or even family members. Contract cheating is a serious type of academic dishonesty that carries severe penalties. Besides penalties imposed by the university, contracting a third party to complete academic work carries the additional risks of identity theft and blackmail. If you are unsure whether a certain resource is a legitimate source of help, check with your TA or instructor. For authorized resources and sources of help at York, please visit: <https://www.yorku.ca/unit/vpacad/academic-integrity/student-resources/>. As well, for detailed information about expectations for academic honesty, please refer to York's Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>).

Unauthorized Collaboration

Unauthorized collaboration occurs when students work together on assessments without their instructor's permission. This can include working together to solve homework problems, comparing their homework, test or exam answers, collaborating to complete assignments, or having someone else write or revise an assignment. Sometimes collaborating on assessments with other students is acceptable, yet at other times, individual effort is required. This can vary by course, instructor, or assessment. Even when it comes to group assignments, individual work may be required at different stages. If you are unsure whether collaborating on assigned work is permitted or the extent of collaboration that is acceptable, review the instructions for that assessment, and/or ask your instructor.

Electronic Devices During a Test/Examination

For online courses.

Electronic mobile devices of any kind are not allowed during a test or examination unless the device is authorized to complete the exam. This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a

manner that does not require consulting an unauthorised source during an examination. Any student identified using an electronic device during a test/exam in an unauthorized way may be considered in breach of Academic Honesty policy.

Use of Mobile YU-card Identification During Tests

For courses with in-person tests/exams.

Cellphones are not permitted during a test except for the purposes of mobile YU-card identification validation. Before your mobile YU-card identification validation, your phone must be on airplane mode and be placed on the corner of your desk area, face down. After your mobile YU-card identification is validated, your phone must be shut down and returned to the corner of your desk, face down.

For exams, please refer to the Examination Tip Sheet (<https://registrar.yorku.ca/exams/tipsheet>).

Turnitin

This is only required if Turnitin will be used in your course.

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Intellectual Property

Course materials are designed for use as part of this particular course in the Faculty of Health and are the intellectual property of the instructor unless otherwise stated (<https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/>). Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's Code of Student Rights and Responsibilities, the Senate Policy on Academic Honesty, and/or legal consequences for copyright violations.

Netiquette for eClass and Online Learning

For online courses, or courses with interactive online activities/components.

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. In this course, all students are expected to conduct

themselves in accordance with the Code of Student Rights and Responsibilities (<https://oscr.students.yorku.ca/student-conduct>). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the Student Guide to Remote Learning (<https://www.yorku.ca/scll/remote-learning/>).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University’s Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University’s *Guidelines on Access to Student Records and Protection of Privacy* (<https://registrar.yorku.ca/index.php/privacy>) and the Freedom of Information and Protection of Privacy Act. Access to online materials, including recordings or live meetings, is subject to York University’s Senate Policy on Computing and Information Technology Facilities (<https://www.yorku.ca/secretariat/policies/policies/computing-and-information-technology-facilities-senate-policy/>).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University’s control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University’s knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Hyflex Course Policy

[This section applies only to HYFLX courses.](#)

Hyflex sessions are digitally transmitted and may be recorded to support teaching and learning in the classroom. As a result, York University may collect your image, voice, name, personal views and opinions, and course work under the authority of The York University Act, 1965, and for use in related educational purposes. Students who participate in a Hyflex session are consenting to have their video or image transmitted and/or recorded. In addition, students who participate orally are consenting to have their voices, personal views and opinions transmitted and/or recorded. If you have concerns regarding the digital transmission or recording of your image or voice, please communicate with your instructor; you may be referred to the Associate Dean or Information and Privacy Office. Students are not permitted to use any third-party software or application to record a transmitted Hyflex session.

Recordings of Hyflex course sessions will be retained along with other posted course materials in accordance with York's Common Record Schedule. Access to any recordings should be limited to the instructor, the TA(s), and the students enrolled in the course. Instructors, TA(s) and students may not post, share, or otherwise publish recorded materials outside of the Hyflex course. Student access will be removed following the end of each term. Instructors are not to keep a copy of the recorded Hyflex session or store a copy locally on their own device or in a cloud-based service other than eClass. Recordings that include student images or audio may not be used for a subsequent offering of the course.

As always, if you have any questions about the collection or use of your personal information, please contact your instructor or the Privacy Office at info.privacy@yorku.ca.

Other Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Explore the links below to access these Faculty of Health resources:

- Student Academic Resources – consult links at <https://www.yorku.ca/health/academic-resources/>
- Peer Tutoring (<https://www.yorku.ca/colleges/ccsc/peer-tutoring/>) – Reach out to a Peer Tutor to help you figure out more difficult course material. Peer Tutors will not complete your assignments but will help you understand difficult concepts and help you to succeed. Calumet and Stong Colleges Peer Tutors are available for free one-on-one tutoring sessions for courses in GH, HLST, KINE, NURS and PSYC. Visit the link provided to view the drop-in schedule. If you are taking courses in the Faculty of Science (BIOL, CHEM, MATH, PHYS, STS), consult with the Bethune College Peer Tutoring program.
- Peer-Assisted Study Sessions (P.A.S.S) – Attend a P.A.S.S. session offered through the Colleges to build your knowledge in your course and to acquire learning skills in a group setting. Go to <https://www.yorku.ca/colleges/ccsc/peer-assisted-study-sessions-p-a-s-s/> for more session information.
- Learning Skills Services (<https://www.yorku.ca/scld/learning-skills/>) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- For information about Health's Calumet and Stong Colleges' Student Success

Programs, please consult our websites (<https://www.yorku.ca/colleges/calumet/>; <https://www.yorku.ca/colleges/stong/>), and refer to resources such as Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, Career Exploration, Indigenous Circle, awards and recognition, and opportunities for students to work or volunteer (email scchelp@yorku.ca).

- The ESL Open Learning Centre (<https://www.yorku.ca/laps/eslolc/>) provides students with assistance to improve English language skills, and support for reading, writing, speaking and writing essays. Appointments are available.