

Acknowledgement of Indigenous Peoples and Traditional Territories: York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario

YORK UNIVERSITY
Faculty of Health
School of Kinesiology and Health Science

PKIN 0403 – Restorative Pilates

Winter Term 2024

Important Information - Please note that this is an in-person course that depends on your participation for optimal teaching and learning. There will be a requirement for you to follow YU and Public Health Guidelines regarding access to campus.

Course Director: Dr. Asal Moghaddaszadeh
Office: N. Bethune College Room 123
Email: asalmza@yorku.ca

Time and Location:

Section M

Tuesday 2:30 – 3:20pm Tait McKenzie Studio 4

Thursday 2:30 – 3:20pm Tait McKenzie Studio 4

Virtual Office Hours are available by emailing asalmza@yorku.ca for an appointment.

Expanded Course Description:

This course focuses on applying movement principles and mat exercises developed by Joseph Pilates in ways that can help to restore balance, sensory awareness, and overall wellness to the body. Previous experience in Pilates is not necessary. The course is designed to provide students with opportunities to learn multi-modal approaches to Restorative Pilates mat work including sensory, visual, collaborative, kinesthetic and experiential.

Organization of the Course:

In addition to in-class learning, students should follow along with materials posted regularly on eClass. The materials have been organized in sequential order, so that students build knowledge of movement concepts and skills as they move from one module to the next.

Consistent practice both in class (or while following along with the videos provided on eClass in case of remote learning changes) and independently is encouraged so students can achieve noticeable changes in their Pilates technique and physicality. Students in this course reflect on their Pilates practice in a variety of ways including participation in in-class discussions with peers, and in written self-reflections. Students will acquire knowledge of basic theoretical underpinnings of the Pilates approach and relevant historical background through a selection of assigned readings and will be tested once with a written quiz.

Course Objectives

1) Brief statement of purpose

The main objective of this course is to help students utilize Joseph Pilates' method of exercise and his philosophies of healthy living in order to "restore" a sense of balance and well-being in their own everyday lives. Students will learn Pilates principles of movement and a selection of Pilates mat syllabus exercises (beginner and some intermediate). Students will also learn Pilates-based approaches that can be used in working with clients/students in a variety of movement-based, physical training, or therapeutic situations in their future careers in the field of Kinesiology.

2) Learning Outcomes

- Students will have the opportunity to apply fundamental movement principles such as concentration, integration of breathing, and flow to their execution of Pilates mat work. Over the term, they will work to refine their ability to tune in to their bodily sensations and become more aware of holding patterns and areas of chronic tension within their bodies. The course will encourage and begin to equip students with movement skills, breathing techniques, and visual imagery specifically designed to enhance their sense of whole body integration, mind/body connection, and well-being.
- Appropriate modifications for injury, level of ability, and pain management will be modelled and expected from students in order to demonstrate their understanding of the Pilates approach.
- Students will learn many of the beginner and some intermediate Pilates mat work syllabus exercises interspersed with a variety of "restorative" exercises that reinforce Pilates principles while promoting mindfulness and stress-reduction. Students must be familiar with the names of all of these exercises (a syllabus will

be provided) and be able to perform them using appropriate preparations and transitions with little/no prompting from the instructor.

- Students will develop an appreciation of Joseph Pilates’ work and an understanding of how the original technique has been adapted to fulfill the needs of diverse individuals and communities in the 21st century.

Evaluation:

Assessment Item	Percentage of Final Grade	Due Date
Mid-term Practical Evaluation	20	February 27 th
Theory Written Test	20	February 29 th
Self-reflection Assignment	20	March 28 th
Final Practical Evaluation	20	March 28 th
Participation	20	TBD at the end of fall term

Please Note:

- Students will receive instructor feedback on the Mid-term Practical Evaluation. It is expected that students will implement this feedback and any suggestions or corrections in their final assignments.
- The Final Practical Evaluation takes place in class and the Written Self-Reflection Assignment is due at the end of the course. Students normally receive only a grade (no feedback) on the final assignments.

Description of Evaluation Categories:

- Practical Tests:** There are two individual practical evaluations: On Feb 27th and March 28th that evaluate students’ knowledge and progress in performing Restorative Pilates exercises. Students will be evaluated by the instructor.
- Theory –Written Test:** The Test will be based on assigned readings and course concepts emphasized in the course. The format will include Multiple choice, True or False, Mix and Match, and Short Answer questions. You will have 45 minutes to complete the test.
- Self-Reflection Assignment:**
 - Please prepare a brief written reflection on your work this term –length is a maximum of 2 pages, double-spaced, 12 point font.
 - Please write your name and student number in the left corner of the first page and centre the title of your essay. Do not submit a separate title page.
 - Within the statement, please note changes and progress in your Pilates mat work, and areas you are still trying to improve.
 - Please proofread your essay for readability, coherence, grammar and spelling. Marks will be deducted for poorly written essays.
 - Important: Do not e-mail your assignment. Only eClass submissions will be accepted.

- 2 marks out of 20 will be deducted per day late, including weekends.
- Referring to resources (for example, course readings) within your written assignment is not required but it is encouraged as a way to support the points you make in your written assignment. If you quote or paraphrase from any source, including but not limited to course readings, you must cite your source (in-text, parenthetical) and include a Works Cited list with full bibliographic information at the end of the assignment. Please use MLA or APA formatting. https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

OR

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

- All students are expected to review the York University Senate Policy on Academic Honesty and the Academic Integrity Website regularly. Links are at the end of this course outline.

d) Participation: There are a total of 21 classes, you are expected to attend at least 20 classes (1% for each attended class).

Etiquette and Code of Conduct: While the instructor will seek to establish a friendly tone, there is a code of formality for this course. Students are expected to be always respectful towards their instructor and their fellow students. A tone of respect must also be maintained in all in-class interactions and Discussion Forum entries. Please review the York University Code of Conduct.

Students are strongly encouraged to work within their own physical limits and to modify exercises so they can perform them without pain or undue strain. If you cannot figure out an appropriate modification, ask your instructor for assistance. Neither the instructor nor York University is responsible for injuries or accidents incurred by students or anyone else resulting from doing exercises taught in this course.

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading:

Grades and Pass/Fail Option: Evaluation of a student's competence in a practicum is based on skill execution (physical) and skill theory (oral and written). The practicum grading scale is A, B, C, F or Pass/Fail option.

Unless the Pass/Fail Option is requested in writing, final marks will be converted to a letter grade. For PKIN courses, the options are A, B, C, or F. There are no plus grades, no Ds, and no Es.

Further instructions will be provided to students at the start of the PKIN course for indicating if they prefer to be graded on a pass/fail basis. Students are expected to let the

instructor know if they wish to proceed with the pass/fail option and sign a form to confirm this.

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the SKAHS section of the Undergraduate Calendar:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York. Assignments and tests will bear either a letter grade designation or a corresponding number grade. For a full description of York grading system see <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>) and click on Grades and Grading Schemes.

Please note the following grading scheme is standard for PKIN courses:

A=80to100, B=70to79, C=60to69, F=below60.

See <http://kine.info.yorku.ca/practicum-regulations/> for further information or contact the SKAHS Undergraduate Office.

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 by 11:59pm. Assignments are to be handed in as stipulated in the Evaluation section of this course outline.

Lateness Penalty: Assignments received later than the due date will be penalized. After 11:59pm on the due date, there will be a 20% grade reduction. After 4:30pm three days after the due date you will receive a grade of 0%. Assignment due dates and times are strictly upheld. 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).

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. (e.g., allowed to write a make-up test on a specified date.) Further extensions or accommodation will require students to submit a formal petition to the Faculty of Health.

Accommodations: While all individuals are expected to satisfy the requirements of their program of study and aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to the Course Directors as necessary. Therefore, students are asked to please let the instructor know as soon as possible in the term if they anticipate requiring

academic accommodation so that accommodation needs can be considered within the context of this course. Letters of accommodation should be filed using the SAS online system within the first 2 weeks of the fall term.

ADDITIONAL INFORMATION

Class Requirements:

1) Practice/Participation:

- The course requires from students a willingness to try many new skills and approaches to physical activity. Learning a new technique such as Pilates is a cumulative process. Thus, regular practice is extremely important. A minimum of 3 times weekly for approximately 45 minutes to 1 hour is recommended (i.e. during in-person course delivery this means 2x in class and 1x on your own).

2) Dress Code:

- It is recommended that you practice Pilates wearing leggings, form-fitting sweatpants, or Yoga pants; t-shirt, tank top, or leotard. Clothing should be comfortable for a wide range of movement activities, and not too tight as to restrict movement. When being tested for your Practical Evaluation, it is very important that your clothing not be too baggy as the alignment of the body must be visible. No jeans or formal clothes.
- Bringing an extra sweater (form-fitting) and warm socks is advisable if the room where you are practicing may be cold.
- Participants will be expected to wear bare feet or socks when they are practicing.
- Long hair should be tied back.
- Please remove any large jewelry or other accessories that might be distracting to you as the mover or to your instructor when they are evaluating your movements.

3) What you need for this Course:

- A notebook or notetaking app where students can take notes and jot down questions/observations about course materials.
- Students need to work on a mat, thick blanket, or carpeted surface to perform Pilates mat work. The ideal mat is at least 2 cm thick to cushion the spine when doing exercises like Rolling Like a Ball. The level of comfort or sensitivity to rolling varies but for most people, a yoga mat is not thick enough, especially if the floor they are working on is hard (i.e. not carpeted). Students may try folding a yoga mat to double the thickness or add a folded blanket under their yoga mat. Mats will be provided by the Tait McKenzie facility for in-person classes.
- Students may wish to bring a clean hand towel to place on their mat when they are working face down.
- Students will disinfect their mat after use at Tait McKenzie using cleaning supplies provided by the facility.

- Please do not chew gum, eat or drink while practicing Pilates. Students may wish to bring a bottle of water to sip at intervals between exercises.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>
<http://health.info.yorku.ca/files/2012/10/Academic-Honesty-Presentation-FINAL-COPY-April-18-2013.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

*In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty."

Course Text / Readings

Please note: Additional readings may be assigned or recommended during the course.

Required Reading/Videos:

No need to purchase a text book - all resources will be available on eClass.

Recommended Reading:

What is Pilates?

Badger, Sarah. Gentle Pilates vs. Restorative Yoga. The Chron. Hearst Newspaper Clipping, Karen and Rael Isacowitz.

"Understand the Principles of Pilates." Pilates Anatomy. Champaign, IL: Human Kinetics, 2011.

Infobytes TV (Taube Pilates). An Animated History of Pilates, posted Sept. 23, 2012.
 Ogle, Marguerite. "What is the Pilates Method of Exercise?" Very Well. About.com, 2016.

Restorative and Rehabilitative Pilates

Beck, Robin. Getting to the core: using Pilates to promote overall wellness during rehabilitation. *Rehab Management: the interdisciplinary journal of rehabilitation*. 2008 Mar;21(2):34, 36.

Anderson, Brent. "Rehab: A Different Kind of Pilates." Sacramento, California: Balanced Body, n.d.

Clippinger, Karen and Rael Isacowitz. Chapter 4: Foundation for A Mat Session In *Pilates Anatomy*. Champaign, IL: Human Kinetics, 2011. (pp. 51-68)

Franklin, Eric. Chapter 17: Integrating Dynamic Alignment In *Dynamic Alignment Through Imagery*. 2nd ed. Champaign, IL : Human Kinetics, 2012, (pp. 401-411)

Geweniger Verena and Alexander Bohlander. *Introduction In Pilates: a teachers' manual*. (2014) Berlin: Springer

Hackney, Peggy. Chapter 3: Why Return to Fundamental Movement Patterns? In *Making Connections*. 1998. Amsterdam : Gordon and Breach Pub

Shipside, Steve. *Introduction In Power-up Pilates: power and poise for daily life*. Infinite Ideas. 2004. Books24x7.

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.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) -

<https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and the Academic Integrity Website (<https://www.yorku.ca/unit/vpacad/academic-integrity/>).
- Ethics Review Process for research involving human participants (<https://www.yorku.ca/research/human-participants/>)
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>; *and* <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>)
- Student Conduct Standards (<https://www.yorku.ca/secretariat/policies/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>)
- Religious Observance Accommodation (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>)