Kinesiology 3BB3: Exploring Movement and Posture (EMP)

Winter 2018

Prof. Krista Madsen (madsenk@mcmaster.ca)
IWC 215

If my door is open you are welcome to drop in and say hi. Appointments are usually best. I will post specific office hours as we approach tests/exams.

A. DESCRIPTION

This term we will explore human motion and posture (focusing on topics such as gait and balance) with an emphasis on experimentation and participation in student-informed course design. We will work to develop a range of practical skills, which may include: observation, palpation, drawing, measurement, interpretation, communication (visual, verbal and written), testing, media development, and use of current research.

This course requires students to work with a high degree of preparation, independence, and co-operation – they are active participants in the classroom. The material is non-linear – we will be exploring areas of uncertainty and work in others that require some degree of subjective evaluation.

B. REQUIRED MATERIALS

- Washable markers, for drawing and palpation activities
- Additional class materials will be posted on Avenue.
C. THIS IS HOW WE WORK

Think big – Practice – Take initiative – Ask questions – Seek solutions - Respect others

Feedback from the instructors and your peers will be the cornerstone to your learning. Skills cannot be studied; they can only be developed with effortful practice and this feedback. Attendance is essential – directions provided in the class notes are the starting point to your learning, notes cannot replace the learning that happens during class. When you need to miss a class, it is your responsibility to learn the material from your peers.

Appropriate clothing is required for all practical/lab-based classes. Clothing should be made of materials that are lightweight and allow free motion to occur at all joints, and facilitate accurate palpation and drawing. T-shirts, tank tops and shorts are ideal – other clothing may be appropriate as long as it will not hinder practice of the required skills. Accommodation can be provided; please contact me directly if you wish to discuss privately.

D. EVALUATION

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Written Test</td>
<td>35%</td>
<td>Sat February 10th, 9:30am - 11:30am MDCL 1102</td>
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<tr>
<td>Portfolio</td>
<td>10%</td>
<td>Monday February 26th, submit online by 12pm</td>
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<tr>
<td>Practical Test</td>
<td>20%</td>
<td>Fri March 16th, 5:30pm - 7:30pm, MDCL 1102</td>
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<tr>
<td>Final Test</td>
<td>35%</td>
<td>Scheduled by the Registrar*</td>
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E. CONTENT OUTLINE (TENTATIVE)

This year we are working within a new course framework and will be working flexibly with respect to dates and content. All schedules, readings and notes will be posted on Avenue.

<table>
<thead>
<tr>
<th>Week Of</th>
<th>Content</th>
<th>Labs and Tests</th>
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<tbody>
<tr>
<td>Jan 8 to 12</td>
<td>Intro to Posture</td>
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<tr>
<td>Jan 15 to 19</td>
<td>Posture</td>
<td>Lab 1 – Posture</td>
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<tr>
<td>Jan 22 to 26</td>
<td>Intro to Testing</td>
<td>Lab 2 – Testing</td>
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<tr>
<td>Jan 29 to Feb 2</td>
<td>Testing and Balance</td>
<td>Lab 3 – Balance</td>
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<tr>
<td>Feb 5 to 9</td>
<td>Balance</td>
<td>Test 1 - Saturday</td>
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<td>Feb 12 to 16</td>
<td>Intro to Gait</td>
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<tr>
<td>Feb 19 to Feb 23</td>
<td>Reading Week</td>
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<tr>
<td>Feb 26 to Mar 2</td>
<td>Gait Kinematics and Muscle Activity</td>
<td>Lab 4 – Gait Portfolio Due – Feb 26</td>
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<tr>
<td>March 5 to 9</td>
<td>Gait Energy and Kinetics</td>
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<td>March 12 to 16</td>
<td>Gait Checklist</td>
<td>Friday - Practical Test</td>
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<td>March 19 to 23</td>
<td>Pathological Gait</td>
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<tr>
<td>March 26 to 30</td>
<td>Running</td>
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<tr>
<td>Apr 2 to Apr 6</td>
<td>Running</td>
<td></td>
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F. POLICY REGARDING DEFERRED TESTS AND EXAMS

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please note these regulations have changed and are effective Fall 2015.
If you use the MSAF (by visiting the Associate Dean’s office in person) you must report your
absence to me by email within 3 working days of the scheduled assessment (although ideally,
soonest is best) in order to request accommodation (madsenk@mcmaster.ca). If you fail to do
so you may forfeit your opportunity for accommodation and receive a score of zero on your
evaluation.

The alternate date for the Written test is Monday February 19th, 2018.
The alternate date for the Practical test is Friday March 30th, 2018.
If you submit an MSAF for the portfolio you must still submit your incomplete draft by the
deadline in order to be eligible for an extension. You must submit your MSAF and contact me
by email (madsenk@mcmaster.ca) as soon as possible.

Students who miss a Registrar-scheduled final exam can apply to the Associate Dean’s office
for permission to write in the deferred final exam schedule. In all cases, appropriate
documentation must be submitted to the Office of the Associate Dean, Faculty of Science, for
consideration of deferred examination permission. Under no circumstances will the instructor
re-schedule a final exam for individual students.

G. USE OF COURSE MATERIALS
Course materials provided by the instructor are for use by students registered in this class
only. Under no circumstances are these materials to be shared, posted or sold to a third party
without permission from the instructor. This includes, but is not limited to, online posting of
instructor provided lecture/lab notes, online lectures, recordings of lectures, or any lab
materials on a website other than the Avenue site designed for the course.

H. ACADEMIC INTEGRITY
Academic dishonesty consists of misrepresentation by deception or by other fraudulent means
and can result in serious consequences (e.g. the grade of zero on an assignment, loss of credit
with a notation on the transcript reading “Grade of F assigned for academic dishonesty”,
and/or suspension or expulsion from the university). It is your responsibility to understand what
constitutes academic dishonesty.

For information on the various kinds of academic dishonesty please refer to the Academic
Integrity Policy, specifically Appendix 3, located at:
http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf
The following illustrates only three forms of academic dishonesty: plagiarism (e.g. the submission of work that is not one’s own or for which other credit has been obtained), inappropriate collaboration on group work, copying or using unauthorized aids in tests and examinations.

I. ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140, ext. 2865 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

J. ON-LINE LEARNING RESOURCES
Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

K. MODIFICATIONS TO COURSE
The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

L. FEEDBACK
It really helps us improve our services when we hear from our students, faculty and staff about what we can do better. A feedback process brings to our attention situations in which we may not have adequately considered accessibility and allows us to better plan for accessibility in the future.