

# KHS Faculty Unit Review

## Appendix 12

### Additional Material for Consideration

## Strength and conditioning Internship/Professional Certificate

There would be 3 streams available:

- 1) Post Graduates interested in a 1 year internship where paid work experience and an immersive environment would be added on top of the seminar/practical experience.
- 2) Professionals from the community interested in the seminar/practical learning based badges.
- 3) Undergraduate students would be awarded 9 credit hours for completion of the 8 modules

### *1) Internship*

This Internship will focus on all aspects of strength and conditioning (theoretical/practical/experiential). After completion of the internship you should be well versed in the area of Strength and Conditioning. The internship will include both theoretical and practical components. You will learn theory through a weekly seminar and assigned readings. The weekly practical will be an in-gym laboratory as well as an assigned personal workout that must be completed on your own time. In the final portion of each module you will write a week long program for a client/athlete and lead them through it.<sup>1</sup> In addition, you will be assigned open hours in the AHPi weightroom as well as gain experience working with 2 teams over the course of the year. In addition you may be assigned practical experience working with youth community based groups.

An office space will be provided for the undergraduate interns to enhance communication of ideas and theories among peers.

Oversight will be provided by Barclay Dahlstrom, Jonathan Silbernagel, and a group of graduate students working and studying in the area of strength and conditioning.

Individuals wishing to complete the 1 year internship must hold a degree in Kinesiology or Exercise Science.

### *2) Professional Certificate*

Each of the numbered modules below would constitute a badge. The completion of all 7 would lead to a professional certificate. The only pre-requisite for the badge/professional certificate is the completion of 2 years in an undergraduate degree program in Kinesiology or Exercise Science and the review module (must complete the review module prior to taking any of the 7 badge modules).

---

<sup>1</sup> Maybe this could be set up as 2-3 intensive days rather than weekly

Custom texts could be provided to include the assigned readings for each module. Built into cost of course? Additional purchase?

Table of Contents					
Module	Topic	Readings	Practical Exercise/Eval	Theoretical Exercise/Eval	Date
1	Review				
1.1	Exercise Physiology/Energetics	ESTC NSCA	Meet weekly to discuss readings	Exam last week of Sept	September
1.2	Biomechanics	ESTC NSCA			
1.3	Functional Anatomy	Need Resource			
1.4	Stabile and Mobile Joints	The Speed Encyclopedia 47			
1.5	Hypertrophy	Schoenfeld Ch 2, Ch 6; Supertraining 64-69			
2	<b>Periodization/Methods</b>				
2.1	Introduction to Training	Bompa and Haff Ch 1, Ch 2, Ch 4, Ch 6, Ch 7, Ch 8, Ch 9; Special strength training manual for coaches Methodological foundations of special strength training Ch 1; Supertraining Ch 6	Intro to the facility and teams	Design a Macrocycle using each type of periodization (block, linear, undulating, conjugate)	October/ November
2.2	Monitoring Training	Bompa and Haff Ch 5 (beginning of chapter); My presentation and refs; Intent Ch's Internal Load Metrics, External Load Metrics and Subjective Metrics	Safety Information		
2.3	Linear	Bompa and Haff, NSCA			

2.4	Block	(Foreword Special strength training manual for coaches, Chapter 5 Special strength training manual for coaches Organization of SST in the training process and the block training system) (updated residuals of training Dietz 39-69)			
2.5	Conjugate	Westside, Dietz, Zatsiorsky, Verkoshansky			
2.6	Undulating	(Dietz 34-38)			
2.7	Triphasic	(Chapter 2 Special strength training manual for coaches SST means and methods), Dietz Book			
3.0	<b>Mobility/Core/Warm-up</b>				
3.1	Mobility/FMS/Y Balance	Supple Leopard, FMS Book	FMS/Y-Balance Training in conjunction with DPSC/AT	Internal FMS/Y-Balance Exam	December
3.2	Core	Stu McGill/Brian Carol and Mike Boyle	Core Training in Gym	Core Training Practical Assignment  Core Training Program	
3.3	Warm-up	Need Resource; Mike Boyle?	Warm-up in Gym	Warm-up Program	
4	<b>Hypertrophy</b>				
4.1	Hypertrophy	Schoenfeld Book Chapter 4 The Role of	Hypertrophy Training in Gym	Hypertrophy Training Practical Assignment	

		Resistance Training Variables in Hypertrophy, Chapter 5 Advanced Training Principles, Chapter 8 Program design for maximal hypertrophy		Hypertrophy Program	January
5	<b>Strength Development</b>				
5.1	Strength	Chapter 10 Periodization Strength and Power Development), Bulgarian Method, Westside Barbell, Information from Supertraining pg 106 types of strength 113 training focus, supertraining notes	Deadlift Bench Squat	Strength Training Practical Assignment  Strength Program	February/March
5.2	Eccentric Training	Dietz, Articles	Eccentric	Eccentric Training Practical Assignment  Eccentric Program	
6	<b>Power Development</b>				
6.1	Power	(Chapter 10 Periodization Strength and Power Development), Power the training of champions book, Supertraining 54-64	Olympic Lifting	Power Program Practical Assignment  Power Program	March/April
6.2	Plyometrics/Shock method	(Chapter 3 Special strength training manual for coaches SST means and methods: Jump	Low Intensity Plyo  High Intensity Plyo/Shock	Plyometric Practical Assignment  Plyometric Program	

		exercises, Dietz order of plyo)			
7	<b>Velocity based training/Speed/Agility</b>				
7.1	Velocity based training	(Developing Explosive Athletes entire book)	Load Velocity Profiles  Velocity based training	Load Velocity Profiles Assignment  Velocity based training Program	April/May
7.2	<b>Speed Mechanics</b>	<b>Need Resource</b>	Sprint Training	Sprint Training Practical Assignment  Sprint Training Program	
7.3	Speed Training	(Chapter 12 Periodization Speed and Agility Training, excerpts from the speed encyclopedia)			
7.4	Agility	(Chapter 12 Periodization Speed and Agility Training, Chapter 19 NSCA)	Agility	Agility Practical Assignment  Change of Direction Assignment	
7.5	Change of Direction	(Chapter 3 Triphasic Training, The Triphasic nature of Athletic Movement, NSCA Chapter 19)	Change of Direction	Agility/Change of Direction Program	
8	<b>Conditioning</b>				
8.1	<b>Conditioning- LSD</b>	<b>Need Resource</b>	LSD	LSD Practical Assignment  LSD Program	June
8.2	<b>Conditioning- HIIT</b>	<b>Need Resource</b>	HIIT	HIIT Practical Assignment  HITT Program	

Material still needs reviewing:

Game Changer

Advanced Strength and Conditioning

Supple Leopard  
Supertraining-End of Book  
Westside  
Stu McGill

March 16, 2022

Academic Unit Review

[https://www.uregina.ca/president/executive-team/provost-vp-academic/academic-unit-reviews/2021-22\\_AURS/index.html](https://www.uregina.ca/president/executive-team/provost-vp-academic/academic-unit-reviews/2021-22_AURS/index.html)).

Submission to the Review Team

Submitted by Roz Kelsey PhD – Assistant Professor

*Re: Rational for creating and offering intro 'Diversity' course KIN 2XX and revamping KIN 420 – Diversity Issues in KHS/Recreation as a more applied elective course*

Courses offered as 'KIN' can be required core courses in the Bachelor of Kinesiology or Bachelor of Sport and Recreation Studies or required major courses. The Faculty of Kinesiology and Health Studies has offered the KIN 420 course in a number of iterations over the years. The roots of this course date back prior to our transition from Physical Activity Studies. It began as a class entitled Women in Sport and transitioned to the current title, Diversity in Sport, with the degree name change.

I began teaching KIN 420 annually in the Winter term of 2014. Since that time, this class has been scheduled once a week for a duration of 160 student contact hours and historically included one additional 50-minute seminar per week for each student.

Due to faculty enrollment, this course (including seminars) was then offered face to face in both winter and fall terms beginning in 2015.

In 2017, I constructed and taught KIN 420 for the first time as an online class. It included a seminar component at that time but has since been deleted due to a multitude of factors including a lack of qualified teaching assistants as well as the inability to ensure an appropriate teaching environment.

KIN 420 examines the relationship between the diversity of the Canadian population and involvement in sport, recreation, physical activity and health delivery. Specific areas of focus include gender, race, ethnicity, sexuality, age, ability, social class, body type, immigration, nationality, culture, and religion. A consistent goal of examining the intersection of these foci can be expected. The course readings, discussions and assignments will often focus on mature, difficult, and potentially challenging topics.

The need to ensure a safe space in this course is paramount. The potential for harm (intentional or unintentional) is always present. As with any course that covers issues of power and oppression, course topics are often political and personal. Readings and discussions may trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom in students. Resistance amongst students is common and may take various forms. Some in the class have emotional responses to the readings and some have emotional responses to our peers' understanding of the readings. All who participate in KIN 420 are encouraged to feel responsible for creating a space that is both intellectually rigorous and respectful. This can be a delicate, tricky and lofty goal if one is not experienced in the delivery of anti-oppressive pedagogy. Finding those who understand the content, the class management and the risks associated with teaching this curriculum is a very difficult task. As a result, teaching assistants have been hired from other faculties on campus as well as recruited from the greater community. The

lack of expertise within our student body comes from a variety of places, not the least significant is the paucity of Critical Theory curriculum prior to students enrolling in KIN 420 in their final year of study.

The desire for an earlier, and perhaps a more rudimentary version of KIN 420 has been excessively documented in student course evaluations as well as by me. The proposed KIN 2XX introductory level “diversity” course found in our BKIN review recommendation is a much-needed adjustment to the overall KHS course compliment. Having said this, I believe it is imperative that we do not lose sight of the importance of a senior level course of this nature that might offer a more in-depth and applied curriculum. I believe to simply replace the current advanced KIN 420 with an earlier, more foundational class would do more harm than good and would certainly be a move in the wrong direction.

I would be pleased to speak to this rational in person should the review team deem it helpful.

In good relations,

A handwritten signature in blue ink, appearing to read 'R. Kelsey'.

Roz Kelsey, PhD  
Assistant Professor  
Faculty of Kinesiology and Health Studies  
CK 164.1  
Roz.Kelsey@uregina.ca

## **RESEARCH PORTFOLIO**

---

### ***Submitted Manuscript (peer-reviewed):***

Jyotpal Singh, Lanishen Bhagaloo, Eric Sy, Andrea J. Lavoie, Payam Dehghani, **Holly Bardutz**, Cameron Mang, Josef Buttigieg, J. Patrick Neary. “Cardiac Impairments in Post-Acute COVID-19 with sustained symptoms: A Review of the Literature and Observation of Symptom Prevalence.” *Physiological Reports*

### ***Published Manuscripts (peer-reviewed):***

Vithusha Coomaran, Ali Khan, Erin Tyson, **Holly Bardutz**, Tristan D. Hopper, and Cameron S. Mang. 2022. “Evaluating and Characterizing an Individually-Tailored Community Exercise Program for Older Adults With Chronic Neurological Conditions: A Mixed-Methods Study.” *Journal of Aging and Physical Activity*.

William E. Smythe; David C. Malloy, Thomas Hadjistavropoulos, Ronald R. Martin; **Holly A. Bardutz**. 2006. “An Analysis of the Ethical and Linguistic Content of Hospital Mission Statements.” *Health Care Management Review*. 31(2). 92-98

### ***Submitted Abstracts (peer-reviewed):***

J. Patrick Neary, Jane Alcorn, Robert B. Laprairie, Payam Dehghani, Bruce H. Bjornson, Thomas Hadjistavropoulos, Kim D. Dorsch, Cameron S. Mang, **Holly A. Bardutz**, Lanishen Bhagaloo, Zachary Walsh, Philip N. Ainslie, Michael Szafron, Jyotpal Singh, Elizabeth S. Thompson. “Naturally Produced Cannabinoids for Pain Management and Neuroprotection from Concussion during Participation in Contact Sports: NFL Funded Study Protocol.” *International Cannabinoid Research Society 2022 Symposium*.

### ***Published Abstracts (peer-reviewed):***

**Holly Bardutz**, Jyotpal Singh, Cameron Mang, Zia Rehman, Patrick Bernat. (2021). “Cardiovascular and Sleep Metrics in Parkinson’s Disease Patients in an Online Exercise Program: Initial Descriptive Results of a Pilot Study.” *Saskatchewan Health Research Showcase 2021*

**Holly Bardutz**, Jyotpal Singh, Cameron Mang, Patrick Bernat. (2021). “The effects of an online exercise program on sleep and cardiac parameters in Parkinson's Disease: A pilot study protocol.” *CAG2021: Hindsight 20/20: Looking Back for a Vision Forward in Gerontology*

**Holly A Bardutz** and Constance Corley (2019). “Exercise Effects on Well-Being on Canadian Women Over the Age of 65.” *Innovation in aging*.

---

**Funding Received:**

Nancy Wermuth Francke Memorial Alumni Award 2020-2021

Amount: \$2800.00

## **Physical Activity Epidemiology Lab Equipment**

- BP Tru BPM-200 Automated blood pressure monitor and stand
- Tanita BC418 Bioelectrical Impedance Body Composition Analyzer
- Seca Stadiometer
- Alene Cholestech LDX Lipid and Blood Glucose Analyzer
- Sunbeam Fridge
- ActivPal Accelerometers x 15
- Activegraph Accelerometers x 45
- Camry electric hand dynamometer
- Litman Classic III stethoscope
- Ergotron Workfit TL sit-stand desks x 2
- Varidesk ProPlus sit-stand desks x 3