

York University
Faculty of Health
School of Kinesiology and Health Science

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

Course Webpage (eClass): <https://eClass.yorku.ca/course/view.php?id=73943>

Term: Winter Term 2023

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
Extension: 66176
E-mail: hamadeh@yorku.ca
Office consultation hours: By appointment

TEACHING ASSISTANT (TA)

Ms. Rubin Pooni
E-mail: rubinp@yorku.ca
Office: ***by appointment only, please contact the TA by email***

TIME AND LOCATION:

Location: Bethune College 215 (BC 215)

Days of the week: Tuesdays and Thursdays

Time: 10:00 am – 11:30 am

First class on Tuesday, January 10, 2023

Last class on Thursday, April 6, 2023

Please note, there will be no classes between February 18-24, 2023 (York U Winter Reading Week)

<https://registrar.yorku.ca/enrol/dates/2022-2023/fall-winter>

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:

- 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.
- develop an understanding of the biochemical and physiologic mechanisms of action of the chosen nutrition intervention (diet, dietary supplement, ergogenic aid)
- correctly and objectively interpret information re: nutrition and exercise performance
- familiarize themselves with the different components of, and critically evaluate, a published scientific research article
- develop and improve their writing skills by writing a critique and a term paper
- 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)

- practice public speaking and objectively evaluate, and get evaluated by, their peers
- 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
- apply the knowledge acquired in this course when consulting with athletes, fitness clients, and the recreationally active

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

Article Podium Presentation	20%	by students and instructor
Written Critique	15%	by instructor
Major Topic Podium Presentation	25%	by students and instructor
Major Topic Term Paper	25%	by instructor
In-Person Class Attendance, Participation and Meaningful Contribution to Class Discussions	15%	by instructor

PENALTIES ON LATE SUBMISSIONS: *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 or Major Topic Term Paper on the agreed-upon date will have their grades on these assignments reduced by 50%.*

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 17, 2023, 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/2022-2023/fall-winter>

DESCRIPTION OF ASSIGNMENTS

I. Article Podium Presentation

The first Article Podium Presentation will be on Tuesday, January 17, 2023. 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. Tardiness will cost the student 50% of the evaluation.

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.

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 Podium Presentation

The first Major Topic Podium Presentation will be on Tuesday, February 14, 2023. 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).

IV. Major Topic Term Paper

Deadline for submitting the term paper is on Thursday, April 6, 2023. No extensions will be granted. Tardiness will cost the student 50% of the evaluation. Please start writing the term paper early in the semester.

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.

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 bear either a letter grade designation or a corresponding number grade (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/2022-2023/grades-and-grading-schemes>)

Students may take a limited number of courses for degree credit on an ungraded (Pass/Fail) basis. For full information on this option, see Pass/Fail Options:

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

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. Assignments are to be presented/discussed in class and/or submitted to the Course Instructor on the due dates specific to each assignment. Assignments and PPT documents are to be submitted via email to the instructor prior to midnight on the due dates specific to each assignment/PPT.

Lateness Penalty: 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. Student who fail to present their Written Critique or Major Topic Term Paper on the agreed upon date will have their grades on these assignments reduced by 50%. 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. The student will be allowed to write a make-up test depending on the instructor's schedule. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

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..

ACADEMIC HONESTY

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.”

For more information, please access the following website:

<https://calendars.students.yorku.ca/2021-2022/academic-honesty>

Academic honesty and integrity links:

- Senate Policy on Academic Honesty
<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>
- 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>
- Academic Integrity website
<https://www.yorku.ca/unit/vpacad/academic-integrity/>
- SPARK Academic Integrity
<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>
- York University Libraries Academic Integrity workshop
<https://www.library.yorku.ca/web/research-learn/citing-your-work-academic-integrity/academic-integrity/>
- York University Libraries Academic Integrity workshop “Academic Integrity: How to Stop Worrying and Love Citations”
<https://yorku.libcal.com/calendar/libraryworkshops?cid=7880&t=d&d=0000-00-00&cal=7880&inc=0>

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://calendars.students.yorku.ca/2022-2023/student-conduct-and-responsibilities>

Code of Student Rights and Responsibilities (CSRR):

<https://calendars.students.yorku.ca/2021-2022/code-of-student-rights-and-responsibilities>

Student Rights and Responsibilities:

<https://calendars.students.yorku.ca/2022-2023/student-conduct-and-responsibilities>

<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/>

DISRUPTIVE AND/OR HARASSING BEHAVIOUR IN ACADEMIC SITUATIONS 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.

For more information, please access the following website:

<https://www.yorku.ca/secretariat/policies/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/>

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 27, 2022.

• **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 27, 2022*).

• **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 27, 2022

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**” above.

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

All students are expected to familiarize themselves with the following information, available on the York University Secretariat webpage (see Policies, Procedures and Regulations) <http://secretariat-policies.info.yorku.ca/>

- Religious Observance Accommodation
<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>
- York's Academic Honesty Policy and Procedures/Academic Integrity Website (see the hyperlinks above)
- Ethics Review Process for research involving human participants
<https://www.yorku.ca/secretariat/policies/policies/ethics-review-process-for-research-involving-human-participants-policy/>
- 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/>
<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>
- Student Conduct Standards <https://oscr.students.yorku.ca/>

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.