

YORK UNIVERSITY
Kinesiology and Health Sciences
HH/AS/SC:KINE 4421 3.0 M RELAXATION II: Research and Application
(Teaching Biofeedback Assisted Relaxation)
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This course depends upon **in-person teaching and learning**. **Students will be required to follow rules for On-Campus classes as determined by York Senate. This course may need to revert to an on-line format due to COVID related issues if necessary, but it is my intention to conduct this class in-person so that everyone gets the most out of this course.** If we do need to revert to an on-line format, students will need a computer with webcam and microphone, and/or a smart device with these features as well as a stable higher speed internet connection. Course information will be provided on the course eclass page, as well as, Zoom video conferencing for some lectures/tutorials and office hours(if we need to return to a remote format).

PURPOSE AND OBJECTIVES

The purpose of the course is to develop the skills and knowledge necessary to implement a group biofeedback assisted relaxation programme for performance enhancement, education and stress management. The course objectives include:

- 1) To understand the ethics and standards necessary to develop and deliver a basic biofeedback assisted relaxation programme
- 2) To provide 'nuggets' of scientifically based information for public understanding
- 3) To obtain supervised teaching of basic relaxation skills

TEXTS

Required Text: Wilson, V.E & Cummings, M.S. (2003) Owner's Manual For Self-Regulation Of Your Brain and Body: Toronto, YSAM. (Can be purchased from www.stresskillsthatwork.com)

Required Readings on course eclass page:

Wilson, V.E., Cummings, M.S. & Somers, K.M. (2005) How To Teach Relaxation & Stress Management

Wilson, V.E., Cummings, M.S. & Peper, E. (2005) Edutainment: Working With The Mind/Body Connection. Toronto: YSAM

Mandatory Prerequisites: KINE 4420 Relaxation: Theory and Practice

COURSE OUTLINE

- I. Introduction
- II. Preparing the instructor for presentations
 Formal
 Informal
- III. Preparing the environment

- IV. Preparing the individual or group
 - Purpose
 - Format
 - Expectations
- V. Preparation for teaching
 - The first session
 - Prior to the session
 - During the Session
 - After the session
- VI. Research and Practice behind the basic LSR skills
 - General teaching tips
 - breathing
 - muscles
 - blood flow
 - autogenic standard exercises
 - selected topics
- VII. Biofeedback
 - Temperature
 - Electromyography
- VI Special situations
 - Insomnia
 - Performance Enhancement

EVALUATION

<u>Teaching Assessment</u>	50%
Progress During Class Teaching Practice	
EMG and Temperature Biofeedback	
Final Power Hour and Brief Techniques video	
<u>Topic Review</u>	30
4 page summary of topic	
<u>Mid-term Exam</u>	10
<u>Final Exam</u>	10%
1-2 page In Class Essay	100%

TEACHING ASSESSMENTS

Specific LSR skills will be taught each week. Feedback will be provided by the class and the instructor. As many lessons as possible will be video recorded for evaluation by the student followed by evaluation by the instructor. The final session will be a 30 – 40 minute video of a complete LSR session (Power Hour and two Brief Techniques) that will be evaluated by the instructor. If the presentation meets an acceptable professional standard, a certificate of accomplishment will be presented to those who qualify. How to teach EMG and temperature for relaxation will be included the teaching blocks. Since learning/teaching models and presentations are being done within the classroom, attendance is essential. **Ten per cent of the teaching mark will be deducted for each hour beyond three hours of absences.** Grading will be subjective evaluation on quality of performance with consideration given for improvement of performance. As a senior level class, the expectation is that each student will do the necessary homework and arrive prepared for each class.

TOPIC REVIEWS

A written, concise summary review of an approved topic relevant to LSR will be completed and submitted at the last class. This will be a four page summary with references and internet sites included with electronic copies distributed to each class member by the course director.

Office Hours: By appointment through Zoom meeting

EXAMINATIONS

The mid-term exam covers teaching considerations when teaching breathing and Muscle Awareness Training (MAT). The final exam covers teaching considerations when teaching Autogenic Training, Power Hour and brief LSR techniques. Also covers the qualities of a good teacher of LSR. All exams will be conducted in-person if possible.

In this course, we strive to maintain academic integrity to 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."

Assignment Submissions, Lateness Penalties and Missed Exams

Assignments must be received on the due date specified for the assignment. Assignments are to be submitted to me through my email markscummings@hotmail.com. Assignments received later than the due date will be penalized one half letter grade. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered by the Course Director but will require supporting documentation.

Students that miss an exam with a documented reason such as illness, compassionate grounds, etc., may request accommodation from the Course Director. A makeup exam will be written as soon as possible upon returning to class.

Audio recordings will be provided on the eclass page to assist with home practice of some of the deep relaxation strategies. Students do not have permission to duplicate, copy and /or distribute the recordings outside of class. Written permission will be provided to successful students to use the teaching materials in their own future presentations providing the source is credited.

While all individuals are expected to satisfy the requirements of their program of study and to 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 to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Director as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.