

York University  
Faculty of Health  
School of Kinesiology and Health Science

Course Information

**Course:** PKIN 0403 Restorative Pilates

**Section:** M

**Course webpage:** on your eClass Dashboard

**Term:** Winter 2022

**Pre-requisite or Co-requisite:** None

**Course Director:** Dr. Lisa Sandlos

Please use the General Forum for Q&A for questions about the course, assignments, due dates, etc. For questions of a personal or urgent nature, e-mail [lisas@yorku.ca](mailto:lisas@yorku.ca), allowing 48 hours for a response. If no reply, please resend.

**Office Hour**

One-on-one meetings with the course director on Zoom are by appointment can be arranged by email.

**Time and Location:**

\*Please note that this course is designated as an **in-person course**. As such, it depends on your in-class participation, except for instances when the university declares a period of remote teaching and learning. **At the time of writing this syllabus, York University has declared that classes will be remote until Jan. 31, 2022** due to the rapid spread of the Omicron variant of Covid-19 so there will be no on-campus, in-class interactions or activities until after that time. **Unless the period of remote teaching and learning is extended, you will be expected to attend classes in-person beginning in February on Tuesdays and Thursdays 2:30-3:30 a.m. in Studio 6 (Tait McKenzie, top floor, east staircase/elevator).**

During the period of remote learning in January, there will be a mix of asynchronous course materials (posted on Tuesdays) that you will be expected to work on in your own time and synchronous classes offered on Thursdays (2:30-3:30 a.m.). In the synchronous classes, students are encouraged to ask questions, request review of specific exercises and/or course concepts, hear the instructor's responses to other students' questions, and reinforce their physical practice. It is also recommended (but not mandatory) that students turn on their videos for these sessions so the instructor can see how the class is interpreting and engaging with the materials and coach the group accordingly. Keeping your video turned on will also allow for creating a collegial atmosphere; one in which you can get to know your fellow students in the class and the professor can get to know the students.

**Technical requirements for taking the course if the period of remote learning should be extended past the current date of Jan. 31, 2022:**

Students will need an Internet connection (stable, higher speed is ideal), a YouTube account, a computer with webcam and microphone, and/or a smart device with these features. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nick name when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for eClass can be found here –

<https://lthelp.yorku.ca/95440-student-faq>

To determine Internet connection and speed, online tests such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> can be run.

**Useful links describing computing information, resources and help for students:**

Student Guide to eClass	<a href="https://lthelp.yorku.ca/student-guide-to-moodle">https://lthelp.yorku.ca/student-guide-to-moodle</a>
Computing for Students Website	<a href="https://student.computing.yorku.ca/">https://student.computing.yorku.ca/</a>
Student Guide to eLearning at York University	<a href="http://elearning-guide.apps01.yorku.ca/">http://elearning-guide.apps01.yorku.ca/</a>
Learning Skills Services	<a href="https://yublog.students.yorku.ca/blog/2020/05/27/remote-learning-101-learning-skills-services/">https://yublog.students.yorku.ca/blog/2020/05/27/remote-learning-101-learning-skills-services/</a>
Zoom@YorkU User Reference Guide	<a href="http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf">http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf</a>
Zoom@YorkU Best Practices	<a href="https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf">https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf</a>

**Expanded Course Description**

This course focusses 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 during the period of remote learning) 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 (or in online forums during remote learning), 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, a selection of Pilates mat syllabus exercises (beginner and some intermediate) and preparatory/recuperative exercises from related modalities (including Bartenieff Fundamentals, Body-Mind Centering, Alexander Technique, Mitzvah Technique, various forms of yoga, and experiential anatomy). 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**

1. Students will have the opportunity to apply fundamental movement principles such as concentration, integration of breathing, and flow to their execution of Pilates matwork. 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.
2. 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.
3. Students will learn many of the beginner and some intermediate Pilates matwork 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.
4. 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 21<sup>st</sup> century.
5. Students will develop an understanding of applications of the Pilates work to special populations (i.e. athletes, seniors, dancers, etc.) and for the prevention and rehabilitation of injuries (especially of the low back).

### **Important Dates (Revised on Jan. 8, 2022 for York University announcement re: remote learning until Jan. 31):**

Tues. Jan. 11	Course Start Date - First eClass materials posted (No real-time class - read the Course Outline and do assigned work asynchronously)
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Thurs. Jan. 13, 2:30-3:15 p.m. First class - (Zoom link will be posted on eClass)

Tues. Jan. 18 eClass materials posted (No real-time class - do assigned work asynchronously)

Thurs. Jan. 20, 2:30-3:15 p.m. Second class (Zoom link will be posted oneClass)

Tues. Jan. 25 and Thurs. Jan. 27 - Schedule TBA

Tues. Feb. 1, 2:30-3:15 p.m. Start In-person classes (Tuesdays and Thursdays) - Tait McKenzie building, Studio 6 (upstairs)

**Tuesday, Feb. 15 Mid-term In-Class Practical Evaluation**

**Thursday, Feb. 17 Written Test**

Reading Week - Sat. Feb. 19- Fri. Feb. 25

Last day to drop this course without receiving a grade - Friday, March 18

**Thursday, March 31 Final Practical Evaluation AND Written Self-Evaluation Due**

Course Withdrawal Period March 19-April 10

**Evaluation:**

Practical:

Mid-term Practical Evaluation	20%
Final Practical Evaluation	20%
Self-reflection Assignment	20%

Participation 20%

Theory: Written Test 20%

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 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:**

a) **Theory –Written Test** **Feb. 15** 20%

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 (from the time you start it).

**Please Note:** Make-up tests or other accommodations for missing the test can only be arranged with official documentation (e.g. doctor's note, accident report, funeral program, etc.). Please notify the instructor ASAP if you foresee that you may miss the written test.

**b) Practical Test** 20%x2

There are two individual practical evaluations: **Due Feb. 15 and March 31** that evaluate students' knowledge and progress in performing Restorative Pilates exercises. Students will be evaluated by the instructor. Further instructions will follow.

**c) Self-Reflection Assignment** **Due Date: March 31** 20%

- Please prepare a brief written reflection on your work this term –length is 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. Have someone else proofread as well. 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](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](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.** 20%

**PKIN Participation Requirement**

The Participation grade is assigned on the basis of actively participating in course activities. Practicum (PKIN) Participation requirement is based on discussion forum entries (in the remote period of learning) and/or in-person participation in class discussions and activities (during the in-class period).

**Quality of participation** is evaluated by the instructor based on their expertise in Pilates, somatics and movement analysis, and the learning objectives of the course.

**Important notes about Discussion Forums, Instructional Videos & Zoom sessions:**

1. Students are prohibited from recording live Zoom sessions or from posting them on social media. Like a classroom, Zoom meetings are designated as a space of learning

for those and only those enrolled in the course. Any attempts by students to record Zoom meetings or post them on the internet are considered to be a breach of copyright and York's Policy of Academic Integrity and investigated accordingly.

2. Live Zoom sessions will be recorded by the instructor and posted to the eClass site for accessibility purposes so students who are unable to attend (due to poor internet connectivity, childcare or work responsibilities, etc.) may view the sessions and benefit from discussions about the course material. The instructor may also view the recordings for review of student responses to course material so future course delivery can be improved upon. If a student prefers, they may turn off their video so they cannot be seen and may request that the recording be temporarily turned off before they speak. All recordings will be destroyed after the end of the course.
3. Instructional videos posted to eClass by the instructor are not to be reproduced or distributed in any way, shape, or form. The videos are the intellectual/creative property of the instructor and are solely to be used by students enrolled in the course to learn course materials. Any violation is considered to be a breach of copyright and York's Policy of Academic Integrity and investigated accordingly.

Important Note: students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also FIPPA <https://www.ontario.ca/laws/statute/90f31> and intellectual property rights. **These course materials are designed for use as part of this course at York University and are the intellectual property of the instructor unless otherwise stated.** Unless a users' right in Canada's Copyright Act covers the particular use, you may not publish, post on an Internet site, sell, or otherwise distribute this work without the instructor's express permission. This includes tests or test questions. Failure to abide by these restrictions may constitute grounds for academic misconduct proceedings and/or legal action against you.

4. Students are strongly advised to mute their cell phones upon arrival in live Zoom sessions and mute their Zoom microphone when they are not speaking.
5. Etiquette and Code of Conduct: While the instructor will seek to establish a friendly tone, as in a regular classroom there is a code of formality in Zoom sessions 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.
6. 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 before the end of the PKIN course for indicating if they prefer to be graded on a pass/fail basis (i.e. an eClass sign-up module will be provided close to the end of the course).

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 = 80 to 100, B = 70 to 79, C = 60 to 69, F = below 60. 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. 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. See the Evaluation section of this course outline for details. 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 week of a summer term course or within the first 2 weeks of a fall or winter term course.**

## 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:

- Dress code: It is strongly 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 dress 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, scarves 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 may choose to use this as a journal (optional but recommended).
- 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 are asked to **bring a theraband (aka resistance band) to each practice session beginning in the second week of the course**. Therabands are usually available for purchase at a reasonable price at Canadian Tire, Chapters/Indigo,



Homesense and sometimes Walmart. Students are encouraged to investigate online ordering options as early as possible.

- Students may wish to bring a clean hand towel to place on their mat when they are working face down.
- If students are sharing their mat with other members of their household during at-home practice sessions, it is strongly recommended that they disinfect the mat after using. 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.
- Do not attempt to watch television or YouTube videos while practising Pilates. This will compromise your ability to achieve Concentration (one of the 6 principles of Pilates).

## **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.

### **What is Pilates?**

Badger, Sarah. Gentle Pilates vs. Restorative Yoga. *The Chron*. Hearst Newspaper

Clippinger, 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)  
(Available as a pdf file on the course moodle site.)

Franklin, Eric. Chapter 17: Integrating Dynamic Alignment In *Dynamic Alignment Through Imagery*. 2nd ed. Champaign, IL : Human Kinetics, 2012, (pp. 401-411)  
(Available as a pdf file on the course moodle site.)

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.

### **Other Recommended Reading, available at Scott Library (Optional):**

Dillman, Erika. *The little Pilates book*. New York, NY: Warner Books, 2001.

Herdman, A. and Anna Selby. *Pilates' body conditioning: A program based on the techniques of Joseph Pilates*. Hauppauge, NY: Barron's Educational, 2000.

Menezes, Allan. *The complete guide to Joseph H. Pilates' techniques of physical conditioning: applying the principles of body control*. Alameda, CA: Hunter House, 2000.