

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

**York University - Faculty of Health
School of Kinesiology and Health Science**

Course Information

Course: PKIN 0405 Pilates (In-person Course)

Sections: A and B

Term: Fall 2022

Course webpage: eClass

Pre-requisite or Co-requisite: None

Course Director: Dr. Lisa Sandlos

Please e-mail lisas@yorku.ca, allowing 48 hours for a response. If no reply, please resend.

Office Hour: Tuesdays 10:30-11:30 a.m.

Time and Location:

Mondays and Wednesdays Section A 1:30-2:30 pm Section B 2:30-3:30 pm
Tait McKenzie building, Studio 4 (basement)

Expanded Course Description

This course offers an introductory overview of Joseph Pilates' work and trains students in proper execution of Pilates mat exercises at a beginner/intermediate level. Previous experience in Pilates is not necessary. The course is designed to provide students with opportunities to learn the matwork syllabus using multi-modal approaches including sensory, visual, kinaesthetic and experiential.

Organization of the Course:

This course is delivered through in-person instructional classes. Unless otherwise advised by the School of Kinesiology and Health Science or the Senate of York University, all PKIN activities will take place on campus.

During class time, students will focus on learning, practising and refining execution of: a) exercises from the classic Pilates matwork syllabus and b) physical application of the Pilates principles of movement. Consistent practice during and outside of class instructional time is encouraged so students can achieve noticeable changes in their technique and physicality. Students in this course reflect on their Pilates practice in a variety of ways including participation in discussion with class peers and in written self-reflections. Students will acquire knowledge of basic conceptual underpinnings of the Pilates approach and relevant historical background through a selection of assigned readings and will be tested once with a written quiz on moodle.

This course is divided into 5 modules (2 weeks each). Students should follow along with reading materials posted regularly on eClass. The modules have been organized in sequential order, so that students build knowledge of movement concepts and Pilates mat work skills as they move from one module to the next.

Course Objectives

1) Brief statement of purpose

The central purpose of this course is to assist students in developing their ability to correctly perform the entire beginner and parts of the intermediate Pilates mat syllabus. Students of this course will also work towards developing skills for applying Pilates principles to their own everyday movements and to working with their future clients or students in a variety of movement-based, physical training, or therapeutic situations. Finally, students will be invited to learn and appreciate the historical significance of Joseph Pilates' method of exercise and his philosophies of healthy living.

2) Learning Outcomes

1. By the end of the course, students will be expected to have learned all of the beginner and some intermediate Pilates matwork syllabus exercises in sequence and to be able to perform these exercises using appropriate preparations and transitions with little/no prompting.
2. Students will have the opportunity to apply fundamental movement principles to their Pilates matwork such as core stability, integration of breathing, neutral pelvis, and spatial reach. They will work to refine their technique over the term and enhance their strength, coordination, flexibility and core control. Appropriate modifications for injury, ability, and pain management are expected from students in order to demonstrate an understanding of the Pilates approach.
3. Students will develop an appreciation for the significance and history of Joseph Pilates' work and an understanding of how the original technique has been adapted in the 21st century.

Important Dates:

Course Start Date (in class)	Wed. Sept. 7
Course Outline posted (on eClass)	Wed. Sept. 7
First readings posted (on eClass)	Mon. Sept. 12
Mid-term Practical Evaluation (in class)	Mon. Oct. 3
Written Test (in class)	Wed. Oct. 5
Fall Reading Week	Sat. Oct. 8 - Fri. Oct. 14
Last day to drop this course without receiving a grade	Friday, Nov. 11
Final Practical Evaluation (in class)	
AND Written Self-Evaluation Due	Wednesday, Nov. 30

Course Text / Readings/Videos

Please note: Additional readings may be assigned or recommended during the course. Readings will be made available on the course eClass site.

Required Reading/Videos:

You do not need to purchase a text book. All resources will be available on eClass. Instead, you need to purchase a theraband if you do not already have one. See below for details.

What is Pilates?

Infobytes TV (Taube Pilates). *An Animated History of Pilates*, posted Sept. 23, 2012.

<https://www.youtube.com/watch?v=vWkxhtfw0A8>

Ogle, Marguerite. "What is the Pilates Method of Exercise?" *Very Well*. About.com,

2016. <http://pilates.about.com/od/whatispilates/a/WhatIsPilates.htm>

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

<http://www.dailyom.com/library/000/000/000000373.html>

Ogle, Marguerite. "10 Best Benefits of Pilates Exercise." *Very Well*. About.com, 2016.

<https://www.verywell.com/the-many-benefits-of-pilates-exercise-2704865>

Pilates Origins

Menezes, Allan Alameda, "Introduction." *Joseph H. Pilates Techniques of Physical Conditioning*. California: Hunter House Publishing, 2004. pages 1-3.

Available as a pdf file on the course moodle site.

N.a. "Pilates Origins." Sacramento, California: Balanced Body, n.d.

<https://www.pilates.com/>

PLEASE NOTE: CLICK ON THE LINK TO GET TO THE HOME PAGE AND THEN SELECT "PILATES ORIGINS" FROM THE MENU ON THE LEFT SIDE OF THE PAGE.

Ogle, Marguerite. "Joseph Pilates: Founder of the Pilates Method of Exercise." *Very Well*. About.com, 2016.

<http://pilates.about.com/od/historyofpilates/a/JPilates.htm>

Principles of Pilates

Clippinger, Karen and Rael Isacowitz. "Understand the Principles of Pilates." *Pilates Anatomy*. Champaign, IL: Human Kinetics, 2011.

Available as a pdf file on the course moodle site.

Applications

Anderson, Brent. "Rehab: A Different Kind of Pilates." Sacramento, California: Balanced Body, n.d. <http://www.pilates.com/>

PLEASE NOTE: 1) CLICK ON THE LINK TO GET TO THE HOME PAGE; 2) SCROLL DOWN IN THE RIGHT COLUMN TO CLICK ON "LIBRARY." 3) AT THE TOP OF THE RIGHT COLUMN, SELECT "GENERAL INTEREST." 4) UNDER THE HEADING "OTHER PILATES ARTICLES" SCROLL DOWN AND CLICK "REHAB: A DIFFERENT KIND OF PILATES."

Other Recommended Reading (Optional):

Gallagher, Sean. *The Pilates method of body conditioning: introduction to the core exercises*. Philadelphia, PA: Bain BridgeBooks, 1999.

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.
 Stewart, Kellina. *Pilates for beginners*. New York, NY: Harper Resource, 2001.

Evaluation:

Mid-term Practical Evaluation (in class)	20%
Written Test (in class)	20%
Final Practical Evaluation (in class)	20%
Written Self-Reflection Assignment (submit to eClass)	20%
Participation (in class)	20%

*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Description of Evaluation Categories:

a) Practical Test 20%x2

There are two individual practical tests: **Oct. 3 and Nov. 30**.
 The Practical tests assess students' knowledge and progress in performing Pilates mat exercises as learned from the instructor. Students will be observed and evaluated by the instructor with input from peer observation during class time on the dates specified above. Specific exercises will be identified by the instructor prior to the Practical Evaluations.

Please Note: Make-up Practical Evaluations or other forms of accommodation for missing either of the two Practical Evaluations can only be arranged with official documentation (e.g., doctor's note, accident report, funeral certificate, etc.). Please notify the instructor ASAP if you foresee that you may miss either of the Practical Evaluations.

b) Theory –Written Test: Oct. 5 (in class) 20%

The Test will be written through the eClass site (students will bring their devices to class) or a paper copy will be provided by request. It will be based on readings posted on eClass and course concepts emphasized in class activities and discussions. 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 certificate, etc.). Please notify the instructor ASAP if you foresee that you may miss the written test.

c) Self-Reflection Assignment Due Date: Thursday, Nov. 30 @11:59 pm 20%

- Please prepare a brief written reflection on your work this term –length is 2 to 3 pages, double-spaced, 12-point font.
- Please write your name and student number in the left corner of the first page and center 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
 OR
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%

The Participation grade is assigned on the basis of actively participating in in-person classes. You must attend classes in order to participate.

The Participation grade is assigned on the basis both of showing up to class and in terms of the quality of participation. Quality of participation is evaluated by the instructor based on concentration and willingness to try new approaches and apply individualized corrections or those that are given to the whole class. Students who sit out, who use their cell phones during class, who repeatedly conduct conversations with their peers about topics other than course materials, or who fall asleep are not participating fully in the class and this will be reflected in their grades. Students are strongly advised to mute their cell phones upon arrival at the studio.

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. The instructor nor York University is responsible for any injuries or accidents incurred by students or anyone else resulting from doing the exercises taught in this course.

Grading, Assignment Submission, Lateness Penalties, Missed Tests, and Accommodations

Grading:

Grades and Pass/Fail Option: Evaluation of a student's competence in a practicum is based on skill execution and skill theory (oral and written).

The practicum (PKIN) 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 letter grade options are A, B, C, or F.

Please note: Students must achieve a C (i.e., 60% to pass a PKIN course).

Further instructions will be provided to students before the end of the course about indicating whether they prefer to be graded for practicum (PKIN) courses on a pass/fail basis (i.e., an eClass sign-up module will be provided close to the end of the course).

Please Note:

- If a student opts for the Pass/Fail Option, they will not qualify to be a part of the Kinesiology and Health Science Honour Roll or Tait McKenzie Honour Society.
- Practicum courses and grades are listed on the official transcript but are not calculated in the cumulative grade point average.

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 (e.g. A = 80 to 100, B = 70 to 79, C = 60 to 69, F = below 60.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

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.

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, I ask you to please let me know as soon 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. **Letters of accommodation should be filed with SAS within the first week of a summer term course or within the first 2 weeks of a fall or winter term course.** <https://accessibility.students.yorku.ca/new-students>

ADDITIONAL INFORMATION

Class Requirements:

1) 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 -twice in class and at least once independently - for approximately 1 hour is recommended).

2) 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. During your Practical Evaluations, 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 you are practising may be cold.
- Participants will be expected to wear bare feet or socks when they are practising Pilates (If accommodations are required, students are expected to communicate this as soon as possible.)
- 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:

- Access to eClass.
- A notebook or notetaking app where students can take notes and jot down questions/observations about readings, instructional videos and zoom sessions. Students may choose to use this as a journal (optional but recommended).
- Students will need to work on a mat, thick blanket, or carpeted surface when they 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 (not carpeted). Students may try to fold a yoga mat to double the thickness or add a folded blanket under their yoga mat.
- Students are asked to bring a resistance band to each practice session beginning in the second full week of classes. Resistance bands 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.

- It is recommended that students bring a clean hand towel to place on their mat when they are working face down.
- If students are sharing their mat with others, it is strongly recommended that they disinfect the mat after using.
- 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](#).

Health and Safety statement:

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. All students should continue to check YU [Better Together](#) for the latest information on health and safety. Other resources that may be useful to students include:

- Reducing Virus Spread, from Toronto Public Health:
<https://www.toronto.ca/home/covid-19/covid-19-reduce-virus-spread/>
- York Fact and Information Sheet (June 28, 2022):
https://hr.info.yorku.ca/files/2022/07/2022-June_YorkUCOVID-19InfoAndFactSheetV2-Final-EN-Copy.pdf?x70591
- **Campus vaccine clinics** are open and accessible, with booster doses available to eligible individuals: <https://www.yorku.ca/bettertogether/2022/08/15/vaccine-clinics-open-to-all-york-students/>

- Masks **continue to be available for sale** at a nominal cost through vending machines and the Campus Bookstore, and mask-wearing is strongly encouraged when indoors or where appropriate physical distances can't be maintained. Instructors have the option to encourage use of masks in their classroom or instructional space, understanding that an individual's choice to continue masking, based on comfort levels and health needs, should be respected.
<https://www.yorku.ca/bettertogether/masks/>
- **Self-screening** is everyone's responsibility and recommended. The YU Screen is available to help, at <https://yorku.ubixhealth.com/login> and will guide individuals as to safe public health procedures if they are feeling ill.
- **Rapid-test kits** continue to be available to the York community at no cost (will be asked to provide a York email address), with an ample supply of individual tests available for the 2022-23 year.
- **Case management services** continue to be provided to community members who fail screening, advising community members on self-isolation protocols based on public health guidance. <https://www.yorku.ca/bettertogether/covid-supports/>

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.

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

Student Guide to eClass	https://lthelp.yorku.ca/student-guide-to-moodle
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://lss.info.yorku.ca/online-learning/