

YORK UNIVERSITY
Kinesiology and Health Sciences
HH/AS/SC:KINE 4421 3.0 RELAXATION II: Research and Application
(Teaching Biofeedback Assisted Relaxation)

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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 readings include the texts on CD ROM's (1) Wilson, V.E., Cummings, M.S., & Peper, E. (2005) Edutainment: Working With The Mind/Body Connection. Toronto: YSAM, Wilson, V.E., Cummings, M.S. & Somers, K.M. (2005) How To Teach Relaxation and Stress Management. (2) Wilson, V.E. & Cummings, M.S. (2003) Owner's Manual For Self-Regulation Of Your Brain and Body: Toronto, YSAM. are available at the bookstore.

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 Technique videotape	
<u>Topic Review</u>	30
4 page summary of topic	
Mid-term Exam	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 videorecorded for evaluation by the student followed by evaluation by the instructor. The final session will be a 20 minute video of a complete LSR session (Power Hour and Brief Technique) that will be evaluated by instructors. 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 within 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 at 301 Calumet College

Assignment Submission, Lateness Penalties and Missed Tests

Assignments must be received on the due date specified for the assignment. Assignments are to be handed in at class or left in my mailbox at the KINE Undergraduate office at Bethune College. Assignments received later than the due date will be penalized one half a 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 who miss a test with a documented reason such as illness, compassionate grounds, etc., which is supported by documentation, may request accommodation from the Course Director. A makeup test will be written as soon as possible during the next available lab or lecture time upon returning.

IMPORTANT COURSE INFORMATION FOR STUDENTS

Academic Honesty and Integrity

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (<http://www.yorku.ca/univsec/policies/document.php?document=69>).

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website (<http://www.yorku.ca/academicintegrity>).

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available at www.yorku.ca/disabilityservices or from disability service providers:

- **Office for Persons with Disabilities:** N108 Ross, 416-736-5140 416-736-5140, www.yorku.ca/opd
- **Learning and Psychiatric Disabilities Programs - Counselling & Development Centre:** 130 BSB, 416-736-5297 416-736-5297, www.yorku.ca/cdc
- **Atkinson students - Atkinson Counselling & Supervision Centre:** 114 Atkinson, 416 - 736 - 5225 416 - 736 - 5225, www.yorku.ca/atkcsc
- **Glendon students - Glendon Counselling & Career Centre:** Glendon Hall 111, 416 - 487 - 6709 416 - 487 - 6709, www.glendon.yorku.ca/counselling

Ethics Review Process

York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants*. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf (PDF)

Student Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website <http://www.yorku.ca/univsec/policies/document.php?document=82>

Please note that this information is subject to periodic update. For the most current information, please go to the CCAS webpage (see Reports, Initiatives, Documents):

http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

March 22, 2006.