

B. (Continued) Physiology related to Test protocols that measure Maximum Oxygen Consumption (VO₂ max tests).

1. Substrate Utilization
2. O₂ cost of work
3. Lactate Increase and Anaerobic Threshold
4. Kinetics

- III. A. Dysfunction of the Cardio Respiratory Systems
Blood Pressure and Hypertension

B. Dysfunction of the Cardio Respiratory Systems

1. Heart/ CV Disease

C. Ventilatory Disorders

- IV. **Testing for Cardiorespiratory Fitness**

Pre test control

A. Criteria for a good test of CV fitness.

B. Criteria for stopping a test.
Symptoms

C. Criteria for stopping a test: Blood Pressure

D. Criteria for stopping a test: HR response

Chapter 2 ECG/EKG

- I. **History**
 - II. **Rhythmic Excitation of the Heart**
 - 1. *The heart as excitable tissue.*
 - 2. *Action Potentials*
- Figure: 1.Evolution of PQRST.
- 2. Limb leads.
 - 3. Augmented limb leads.
 - 4. Precordial leads.

- III. **EKG Interpretation**
 - 1. Rate
 - 2. Rhythm
 - 3. Axis
 - 4. Hypertrophy
 - 5. Infarction

- 1. **Rate**
 - a. Ectopic Foci.
 - b. Rate :
 - c. Atrial Fibrillation
- 2. **Axis:**
- 3. **Infarction:**
- 4. **Blocks:**
- 5. **Rhythm:**

Chapter 3

- I. **Body Composition: Energy Expenditure**
 - A. Metabolism: RQ
 - B. Body Composition:**
 - 1. Behnke Classification Schema
 - 2. Summary of Behnke Model
 - 3. Brozek/Siri Model
 - 4. Chemical Model
 - 5. Anatomical Model
 - C. Special Considerations: Estimation of Basal Metabolic Rate**
- II. **Ideal Body Composition**
- III. **Prevalence of Body Weight**

Chapter 5
CSEP-PATH Certification

- I. Determinants of Health**
- II. Role of Appraiser**
- III. Health Benefits**
- IV. Changing your lifestyle**
 - A. Understanding Behaviour Change
 - B. Structure of Self Esteem
 - C. SE affects Behaviours:
 - D. Factors inherent in SE:
 - E. Self Esteem effected by perceptions:
 - F. Self esteem is Learned
 - Unconditional Acceptance
 - Conditional Acceptance
 - Bottom Line Concept:
- V. Factors Affecting Participation in Physical Activity (change/growth)**
 - A. Reasons for activity:
 - B. Beliefs:
 - C. Attitudes:
 - D. Intentions:
- VI. Process or Stages of Change**
- VII. Counseling**
 - Issues requiring referral to experts
- VIII. Goals:**
- IX. CSEP History Advise Relapse Case Studies**

similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. **Formatting** (as recommended by the course instructor): example- APA style is the approved style of writing for all assignments produced for this course. Please refer to Western University Library webpage for information on citation style and format or consult the APA publication manual: Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

6. According to the **Examination Conflict policy** than two examinations in any 24-hour period may request alternative arrangements through the **This policy does NOT apply to mid-term examinations.*

There will be no make-up for the mid-term exam. Students who miss this exam with a valid reason will have the final re-weighted accordingly.

7. **Classroom Behaviour:** Class will begin promptly at the time specified at the top of page one of this syllabus. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. I reserve the right to lock the classroom door and deny entrance if lateness becomes a common occurrence. Excessive talking during class time is disruptive, disrespectful, and will not be tolerated. Students engaging in such behaviour may be asked to leave the room. Cellular phones, pagers, and text-messaging devices are disruptive when they ring in class. If you must bring these with you, please place them on silent mode or turn them off during class. Failure to do so may result in your being asked to leave.

8. Laptops for the **purpose of typing lecture notes** are permitted in class, but please be respectful to your fellow students and turn the sound off. If I receive complaints from other students regarding noise or other disruptive behaviour (e.g., watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom laptop privileges will be revoked.

9. Audio and/or videotaping of lectures is not permitted unless approval has been sought from the instructor in advance.

STUDENT CODE OF CONDUCT

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit

<http://www.uwo.ca/univsec/board/code.pdf>

ENGLISH PROFICIENCY FOR THE ASSIGNMENT OF GRADES

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>

SUPPORT SERVICES

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Students who are in emotional/mental distress should refer to Mental Health@Western