



**UNIVERSITY OF CALGARY**  
**FACULTY OF ARTS**  
**SCHOOL OF CREATIVE AND PERFORMING ARTS**  
**DNCE 235 Safe Dance Practice and Complementary Training**  
**Winter 2022**

Instructor Office Email Office Hours	Sarah J. Kenny PhD KNB 246; CHD 529 kennys@ucalgary.ca By appointment
Days Times Location of class	Wednesdays and Fridays 12:00 – 1:50pm KNA 163 (Dance Studio)
Learning resources	<p><b>DNCE 235 Course Blog</b>  <a href="https://library.ucalgary.ca/guides/dance/courseblog/dnce-235-safe-dance-practice-and-complementary-training">https://library.ucalgary.ca/guides/dance/courseblog/dnce-235-safe-dance-practice-and-complementary-training</a>          Marc Stoeckle, Dance Librarian <a href="mailto:mstoeckle@ucalgary.ca">mstoeckle@ucalgary.ca</a></p> <p><b>Required Text</b> (available for purchase at Campus Bookstore)</p> <ol style="list-style-type: none"> <li>1. Quin, E., Rafferty, S., &amp; Tomlinson, C. (2015). Safe dance practice. Champaign: Human Kinetics.</li> </ol> <p><b>Recommended Texts</b></p> <ol style="list-style-type: none"> <li>1. Berardi, G. (2005). Finding balance: Fitness training and health for a lifetime in dance (2nd ed). New York: Routledge.</li> <li>2. Franklin, E. (2004). Conditioning for dance. Champaign: Human Kinetics.</li> <li>3. Grossman, G. (2015). Dance science: Anatomy, movement analysis, conditioning. Hightstown: Princeton Book Company.</li> <li>4. Haas, J. (2010). Dance anatomy. Champaign: Human Kinetics.</li> <li>5. Howse, J., &amp; McCormack, M. (2009). Anatomy, dance technique and injury prevention (4th ed.). London: Bloomsbury Publishing PLC.</li> <li>6. Koutedakis, Y., &amp; Sharp, N. C. C. (1999). The fit and healthy dancer. Chichester: Wiley.</li> <li>7. Krasnow, D., &amp; Deveau, J. (2010). Conditioning with imagery for dancers. Toronto: Thompson Educational Publishing.</li> <li>8. Mastin, Z. (2009). Nutrition for the dancer. Alton: Dance Books.</li> <li>9. Solomon, R., Solomon, J., &amp; Micheli, L. J. (Eds.) (2017). Prevention of injuries in the young dancer. Cham: Springer.</li> <li>10. Taylor, J., &amp; Estanol, E. (2015). Dance psychology for artistic and performance excellence (2nd ed). Champaign: Human Kinetics.</li> <li>11. Wilmerding, M. V., &amp; Krasnow, D. (Eds.) (2017). Dancer wellness. Champaign: Human Kinetics.</li> <li>12. Welsh, T. (2009). Conditioning for dancers. Gainesville: University Press of Florida.</li> </ol>

	<p><b>Dance Science Journals</b>  Journal of Dance Medicine and Science  Medical Problems of Performing Artists  IADMS Resource Papers, Bulletins for Teachers  IADMS Online Bibliography: <a href="https://iadms.knack.com/bibliography">https://iadms.knack.com/bibliography</a></p> <p><b>Dance Health Blogs</b>  <a href="https://iadms.org/resources/blog/">https://iadms.org/resources/blog/</a>  <a href="http://www.4dancers.org/category/4dancers/dance-wellness/">http://www.4dancers.org/category/4dancers/dance-wellness/</a></p> <p><b>Dance Health Podcasts</b>  <a href="#">SciDance podcast</a> by Jasmine Cook  <a href="#">DanceWell podcast</a> by Ellie Kusner and Marissa Schaeffer</p>
Learning technologies	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).</p> <p>To successfully engage in your learning experiences, you are required to have reliable access to the following technology:</p> <ul style="list-style-type: none"> <li>• a computer with a supported operating system, as well as the latest security, and malware updates</li> <li>• a current and updated web browser</li> <li>• current antivirus and/or firewall software enabled</li> <li>• broadband internet connection</li> </ul>
Prerequisites	Admission to the Dance program.
Course description	<p>Training principles and components of physical fitness in safe dance practice as they apply to training optimization and injury prevention in dance.</p> <p>This course will develop knowledge, comprehension, application and evaluation of:</p> <ul style="list-style-type: none"> <li>• health and safety in the dance environment (i.e., optimal space, basic first aid, codes of conduct, risk assessment)</li> <li>• optimum anatomical/biomechanical alignment and function (i.e., kinesiological terminology, musculoskeletal relationships, dynamic alignment)</li> <li>• effective warm up and cool down practices (i.e., components, duration)</li> <li>• integrated and supplementary physical conditioning (i.e., aerobic and anaerobic capacity, muscular strength and endurance, power, balance, flexibility, rest/recovery)</li> <li>• principles of training (i.e., adaptation, progressive overload, specificity)</li> <li>• psychological skills (i.e., positive self-talk, goal setting, relaxation)</li> <li>• appropriate nutrition and hydration (i.e., energy sources)</li> <li>• strategies for injury prevention and management (i.e., injury risk factors)</li> </ul> <p>Classes will be designed to address the specific needs of dancers and the demands of the dance profession. You will be encouraged to address your own individual needs and a series of assessments will provide the opportunity to observe individual improvements over time.</p>

Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> <li>1. integrate and manage general health and safety principles within a dance environment</li> <li>2. demonstrate optimal biomechanical alignment and function in dance practice</li> <li>3. design and lead an effective warm up and cool down</li> <li>4. define all components of physical fitness relevant to dance practice</li> <li>5. evaluate change in personal physical fitness across time</li> <li>6. describe the principles of training relevant to dance practice</li> <li>7. implement effective psychological skills relevant to dance practice</li> <li>8. discuss balanced nutrient intake and hydration to fuel dance activity</li> <li>9. differentiate between beneficial and harmful strategies for injury prevention and management</li> <li>10. apply safe dance practice principles to reduce risk of injury and enhance dance performance</li> </ol>
Course schedule	See below. Note that our weekly course schedule may be subject to change.
Assessment components	<p><u>Assignment 1: Participation</u>  Value: 15% of final grade  Description: Owing to the experiential nature of this course, classes are equivalent to assignments. A participation grade will be awarded for arriving to class on time, being prepared to work, being fully engaged in class (i.e., involvement in practical dance fitness training, note taking, engaging in discussions during lectures, contributing to forums on D2L, leading sections of fitness classes, etc.). Marks will be deducted if you miss more than one week of class (i.e., 2 classes) – see Assessment Expectations below.</p> <p><u>Assignment 2: Weekly Quizzes</u>  Value: 70% of final grade; seven quizzes worth 10% each (7 x 10% = 70%)  Due Dates: See below  Type: Written tests, approximately 30 minutes each  Description: Regular short answer quizzes will test your knowledge of lecture material and required weekly readings. Quizzes will be completed on D2L in class OR opened on D2L the Wednesday before it is due (see details below).</p> <p>Quizzes will take place OR be due at the beginning of class (1200pm).  Quiz Dates:</p> <ol style="list-style-type: none"> <li>1. Dance Injury Management – Fri Jan 21 2022 (in class)</li> <li>2. Warm up &amp; Cool down – Fri Feb 11 2022 (in class)</li> <li>3. Components of Fitness – Fri Feb 18 2022 (in class)</li> <li>4. Nutrition and Hydration – Fri Mar 4 2022 (take home)</li> <li>5. Principles of Training – Fri Mar 11 2022 (take home)</li> <li>6. Psychological Well-being – Fri Mar 18 2022 (take home)</li> <li>7. Rest and Recovery – Fri Apr 1 2022 (take home)</li> </ol> <p><b>Missed Quizzes:</b> You will only be able to make up a missed quiz due to illness/injury/unforeseen circumstance if you contact Sarah Kenny BEFORE the start (1200pm) of the missed class via email or in person. Quizzes can only be made up the VERY NEXT class. This allowance implies a level trust that you are expected to honour, whereby you will not to discuss quiz material with fellow students.</p>

	<p><b>Assignment 3: Reflective Report/Training Log</b>  Value: 15% of final grade  Due on D2L: By 1200pm on Fri April 8 2022  Type: Written report  Length: Three pages  Description: Following pre-fitness testing in week 3, you will keep a weekly training log of all physical activity (inclusive of dance classes, rehearsals, and performances) that you participate in for 7 weeks. This record will act as an ‘intervention program’, with a clear start and end date, in an attempt to seek improvement between pre- and post-fitness assessments. After the completion of post-fitness testing in week 10, you will provide a three-page report summarizing the change experienced in your personal physical fitness across the semester. Content will include: (1) description of two components of physical fitness, (2) discussion of why your chosen fitness components are important to your dance practice, (3) explanation of how these fitness components are measured, (4) identification of improvement that did/did not occur in each component throughout the semester, (5) and clear recommendations for continued personal improvement in your dance practice, specific to the two components of fitness. A minimum of 3 references (including research papers and textbooks) will be cited within your report and a reference list following APA formatting will be included. Appendices will comprise: (1) your seven-week training log, (2) pre/post fitness testing records, (3) your SMART goals identified at the start of term.</p> <p><b>Assessment Criteria</b>  By the completion of this assessment, successful students will be able to:</p> <ul style="list-style-type: none"> <li>• keep a weekly training log of physical activity alongside scheduled dance practice</li> <li>• describe two components of physical fitness</li> <li>• discuss the importance of these two components of fitness to dance practice</li> <li>• explain how they are measured, and the change experienced across time</li> <li>• formulate detailed and relevant recommendations for further improvement in dance practice as it relates to the chosen fitness components</li> <li>• write a clear and coherent three-page report with an introduction, body, and conclusion that is free from grammatical and spelling errors</li> </ul>
<p>Assessment expectations</p>	<p><b>Expectations for Attendance and Participation:</b>  Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p><b>FOR GRADED DANCE STUDIO COURSES</b></p> <ul style="list-style-type: none"> <li>• A significant part of your grade is based on participation. Participation means not only showing up for class, but also attending to the material at hand with effort and engagement.</li> <li>• With regard to participation, classes are considered equivalent to assignments. Thus, more than <u>two</u> absences per term will have an adverse effect on your final grade.</li> <li>• If you miss more than one week of classes, your final grade will begin to drop by as much as 10% per missed class.</li> <li>• If you miss more than two weeks of classes, you have the potential to fail the course.</li> <li>• If you show up late for or leave early from class, this will be counted as half an absence.</li> <li>• If for some reason you are feeling unwell during class time, a substitute form of participation may be arranged; however, <i>you may not obtain this privilege more than once</i> and you will receive half an absence.</li> <li>• For studio courses, if you opt out of full participation and choose to sit for a portion of the class, this will be counted as non-participation and will be marked as half an absence.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students are responsible for any and all material missed during an absence.</li> <li>• If you sustain a significant injury during the term that will impact your participation for longer than a week's worth of classes and if this injury is verified by a medical practitioner's note, your case will be submitted to the Dance Division Committee to address your situation.</li> </ul> <p><u>Expectations for Writing</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Guidelines for Submitting Assignments</u> All required assignments (i.e., weekly quizzes, reflective report/training log) will be due on D2L by the specified dates and times.</p> <p><u>Guidelines for Formatting Assignments</u> Training Log: You will upload to D2L an organized, easy to read, weekly training log with a clear start and end date of all physical activity for 7 weeks (week 4 – week 9; including Reading Week). Your training log will include ALL of the following items: day, date, time of day, duration of activity, name of activity, description of activity, perceived intensity (e.g., low, moderate, high), and TOTAL weekly hours of activity.</p> <p>Reflective Report: You will put a title, your name, and UCID on a cover sheet. The body of the report will be at maximum three pages, single sided, 1.5 spaced, 12-point font, with default margins. A separate reference page with a minimum of 3 references will follow APA formatting structure. Appendices will comprise of the weekly training log, all fitness testing record sheets, and the fitness goals set for yourself at the start of term.</p> <p><u>Missed or Late Assignments</u> Late assignments will not be accepted beyond the day that they are due. Pending extenuating circumstances which have been communicated to Sarah Kenny ahead of time, late submissions will be accepted via email under the pretenses that up to 2% will be deducted each day beyond the due date. Late submissions beyond 5 days will not be accepted.</p>												
Grading scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Grading System and Transcripts of the Calendar: <a href="https://www.ucalgary.ca/pubs/calendar/current/f-1.html">https://www.ucalgary.ca/pubs/calendar/current/f-1.html</a></p> <p>A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.</p> <p>For DNCE 235, the following numerical rubric will be applied:</p> <table border="0"> <tr> <td>A+ 96-100</td> <td>A 91-95</td> <td>A- 86-90</td> </tr> <tr> <td>B+ 81-85</td> <td>B 76-80</td> <td>B- 71-75</td> </tr> <tr> <td>C+ 66-70</td> <td>C 61-65</td> <td>C- 56-60</td> </tr> <tr> <td>D+ 51-55</td> <td>D 46-50</td> <td>F 0-45</td> </tr> </table>	A+ 96-100	A 91-95	A- 86-90	B+ 81-85	B 76-80	B- 71-75	C+ 66-70	C 61-65	C- 56-60	D+ 51-55	D 46-50	F 0-45
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Academic Accommodation	<p>It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <a href="https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations">https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations</a>.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf</a>).</p> <p>Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability should communicate this need in writing to their Instructor.</p> <p>SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <a href="http://www.ucalgary.ca/access/">www.ucalgary.ca/access/</a>.</p>
Academic integrity, plagiarism	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For information on the Student Academic Misconduct Policy and Procedure please visit: <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf</a> and <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf</a>.</p> <p>Additional information is available on the Academic Integrity Website at <a href="https://ucalgary.ca/student-services/student-success/learning/academic-integrity">https://ucalgary.ca/student-services/student-success/learning/academic-integrity</a>.</p>
Internet and electronic communication device	<p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf</a>.</p>
Intellectual Property	<p>Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.</p>
Copyright	<p>All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf</a>) and requirements of the copyright act (<a href="https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <a href="https://www.ucalgary.ca/pubs/calendar/current/k.html">https://www.ucalgary.ca/pubs/calendar/current/k.html</a>.</p>
Freedom of Information and Protection of Privacy	<p>Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.</p>
Student Support	<p>Please visit this link for important information on UCalgary's student wellness and safety resources: <a href="https://www.ucalgary.ca/registrar/registration/course-outlines">https://www.ucalgary.ca/registrar/registration/course-outlines</a></p>

**DNCE 235: Safe Dance Practice and Complementary Training**  
**Course Schedule Winter 2022**

<b>Week</b>	<b>Dates</b>	<b>Wednesday. 1200 – 150pm</b>	<b>Friday. 1200 – 150pm</b>
<b>1</b>	Jan 12 + 14	Practical Dance Fitness Training	Practical Dance Fitness Training
<b>2</b>	Jan 19 + 21	Practical Dance Fitness Training <b>Lecture 1</b> Dance Injury Management <b>Reading</b> Quin Ch9; Daniels 2014	Practical Dance Fitness Training <b>Quiz 1</b> Dance Injury Management Guest: BKin/BA Dance Research Student
<b>3</b>	Jan 26 + 28	<b>Pre-Fitness Testing</b> Dance Aerobic Fitness Test (DAFT) Trial 1 <b>Reading</b> Wyon 2003	<b>Pre-Fitness Testing</b> Endurance, Strength, Power, Flexibility, Balance <b>Reading</b> Irvine 2011
<b>4</b>	Feb 2 + 4	<b>Pre-Fitness Testing</b> Dance Aerobic Fitness Test (DAFT) Trial 2	Practical Dance Fitness Training
<b>5</b>	Feb 9 + 11	Practical Dance Fitness Training <b>Lecture 2</b> Warm up & Cool down <b>Reading</b> Quin Ch3	Practical Dance Fitness Training <b>Quiz 2</b> Warm up & Cool down
<b>6</b>	Feb 16 + 18	Practical Dance Fitness Training <b>Lecture 3</b> Components of Fitness <b>Readings</b> Quin Ch4 p75-85, Kozai 2012	Practical Dance Fitness Training <b>Quiz 3</b> Components of Fitness
<b>7</b>	Feb 23 + 25	<b>TERM BREAK</b>	
<b>8</b>	Mar 2 + 4	Practical Dance Fitness Training <b>Lecture 4</b> Nutrition and Hydration <b>Reading</b> Quin Ch7, Challis 2016	<b>Student Led 1</b> Dance Fitness Training <b>Take Home Quiz 4</b> Nutrition and Hydration
<b>9</b>	Mar 9 + 11	Practical Dance Fitness Training <b>Lecture 5</b> Principles of Training <b>Readings</b> Quin Ch4 p85-91, Angioi 2014	<b>Student Led 2</b> Dance Fitness Training <b>Take Home Quiz 5</b> Principles of Training
<b>10</b>	Mar 16 + 18	Practical Dance Fitness Training <b>Lecture 6</b> Psychological Wellbeing <b>Readings</b> Quin Ch8, Miulli 2011	<b>Student Led 3</b> Dance Fitness Training <b>Take Home Quiz 6</b> Psychological Wellbeing
<b>11</b>	Mar 23 + 25	<b>Post-Fitness Testing</b> Dance Aerobic Fitness Test (DAFT)	<b>Post-Fitness Testing</b> Endurance, Strength, Power, Flexibility, Balance
<b>12</b>	Mar 30 + Apr 1	Practical Dance Fitness Training <b>Lecture 7</b> Rest and Recovery <b>Readings</b> Quin Ch5, Xarez 2009	<b>Student Led 4</b> Dance Fitness Training <b>Take Home Quiz 7</b> Rest and Recovery
<b>13</b>	Apr 6 + 8	Practical Dance Fitness Training	Reflection and Evaluation <b>Due</b> Reflective Report/Training Log