

Year 1 (2026) - FAR Implementation Report

Master of Professional Kinesiology

Graduate Program

(reviewed 2024/25)

Recommendation #1: Make the Advanced Clinical MSK Anatomy course an ELECTIVE.

Supporting/clarifying text: Although the current students enjoy a 'refresh' of advanced anatomy with the cadaver lab, the alumni reported that the advanced clinical anatomy course did not add as much value once they were practicing in the field. A gap identified in course offering in the self-study was summarized in section 16.0 stating a need for fundamental surface anatomy. This content could be incorporated into the other required assessment courses (functional and ergonomic assessment). It was also mentioned by alumni that anatomy could be covered in courses such as injury assessment. Given that the cadaver anatomy course is a major limiting factor to the number of students in the program (i.e. max capacity is 26), making this an elective course, may open up opportunities to grow the program.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted for consideration. The Committee believes the Program is best positioned to assess potential changes to the Advanced Clinical Anatomy course.

Implementation Plan (1st Priority)

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| Responsible for approving: | Program |
| Responsible for resources: | Program/Dean |
| Responsible for implementation: | Program/Dean |
| Timeline: | Dean of Applied Health Sciences to report by the end of academic year 2025-26. |

| Actions | Responsibility | Year One | Year Two | Year Three |
|--|------------------------|----------|----------|------------|
| Short action statements for each | | | | |
| Action #1 MPK committee meeting to discuss whether to make MPKI 5P14 an elective. | GPD and MPK committee | C | | |
| Action #2 Decision to leave as core. | GPD and MPK committee | C | | |
| Action #3 Integrate greater surface anatomy content/practice into MPKI 5P14. | Course instructor, GPD | T | | |

*On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Comments 2026:

The committee believes this is an important course and feedback from placement supervisors reiterates this belief. However, additional surface anatomy will be integrated into this course as well to help address this deficit in the program identified in the cyclical review.

Recommendation #2: Make the Advanced Exercise prescription course CORE.
.Supporting/clarifying text: As indicated in this report, exercise prescription is a critical foundational course for professionals practicing as Kinesiologists and should be required. The Alumni Survey identified that students did not feel prepared going into placements (Section 15.3; scored 2.5/5). This may be due to the lack of exercise prescription knowledge leading into placements. Current students also indicated a desire for such a course, but with content that was more relevant. As such, it is our recommendation that this course be taught at an advanced level with sufficient theoretical and practical application by an instructor with current experience in the field to address clinical, rehabilitative, occupational and high-performance applications of exercise prescription. This course could also incorporate case-scenario or community participants to have students practice exercise prescription.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee expects that the Program will work through the necessary processes to make Advanced Exercise Prescription a required course, add a laboratory component and add an additional elective credit to the program.

Implementation Plan (1st Priority)
 Responsible for approving: Program
 Responsible for resources: Program/Dean
 Responsible for implementation: Program/Dean
 Timeline: Dean of Applied Health Sciences to report by the end of academic year 2025-26.

| Actions | Responsibility | Year One | Year Two | Year Three |
|---|-----------------------|----------|----------|------------|
| Short action statements for each | | | | |
| Action #1 MPK committee to meet to discuss and affirm decision to make 5P09 required, with a lab added to enhance practical component. | GPD and MPK committee | C | | |
| Action #2 Submit change as part of a Request for Major Modification, with inclusion of lab. | GPD | T | | |
| Action #3 Remove MPKI 5P09 from concentration after it becomes CORE. | GPD | T | | |
| Action #4 Add additional elective to MPK program. | GPD | T | | |

*On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Comments 2026:

In conjunction with this change, we will add an additional elective credit to the program as part of the Request for Major Modification so that students will continue to have two electives as part of the program.

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| <p>Recommendation #3: Make the placements pass/fail.</p> <p><i>Supporting/clarifying text: The students and GPD commented on the repetitive nature of the reflections from placements. There was also some concern regarding inconsistency in evaluations between placement supervisors and how these disparate evaluations from supervisors are translated into grades. Making these pass/fail also reduces the burden on the GPD and students for quantifying performance, possibly allowing for expansion of the MPK program.</i></p> |
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ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee expects that the Program will work through the necessary processes to change placements to pass/fail grading.

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| <p>Implementation Plan (1st Priority)</p> <p>Responsible for approving: Program</p> <p>Responsible for resources: Program/Dean</p> <p>Responsible for implementation: Program/Dean</p> <p>Timeline: Dean of Applied Health Sciences to report by the end of academic year 2025-26.</p> |
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| Actions Short action statements for each | Responsibility | Year One | Year Two | Year Three |
|---|-----------------------|-----------------|-----------------|-------------------|
| Action #1 Consult with FGSPA to determine whether practicum format can be SA/UN. | GPD | C | | |
| Action #2 MPK committee to meet to discuss whether to make practicums pass/fail (SA/UN); alternatively, consider whether to change how supervisor evaluations are used as part of the course grade (in conjunction with recommendation 7). | GPD and MPK committee | C | | |
| Action #3 MPK committee to reconsider this information and decide whether to leave as graded courses but with supervisor evaluations not directly contributing to grades in the course. | GPD | C | | |
| Action #4 Evaluate on a yearly basis, including consultation with students and supervisors, the impact of these changes (i.e., leaving practicums graded with reflection on supervisor evaluations, rather than evaluations themselves, contributing to the student grades). | GPD | T | | |

*On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Comments 2026:

This is in conjunction with recommendation 7 (skills-based practicum evaluations). In our discussion with the program committee (which now includes two students), we discussed how to ensure that students are still ‘accountable’ for their practicums and assignments without a numeric grade assigned. One suggestion was to add a graded reflection component (using the Brock Critical Reflection Rubric) based on the evaluations, rather than having the supervisor evaluations contribute directly to the final grades. For example, as seen in recommendation 7, we are considering having students and supervisors identify three specific skills-based evaluation criteria prior to the start of their placement that they will be assessed on, with a short assignment to reflect on the process of developing goals and why they are relevant to the student’s progression as a professional. Students will be required to discuss mid-term and final evaluations with their supervisors (currently strongly recommended) and provide short assignments reflecting on that feedback and next steps. These short assignments would replace grades assigned to the evaluations.

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| Recommendation #4: Investigate revenue generating opportunities with the MPK students and laboratory spaces. |
| <i>Supporting/clarifying text: There are opportunities to provide services to the community members and Brock University faculty and staff that can generate revenue to cover costs related to laboratory consumables and equipment. These include testing for local sports teams, one-on-one consultations with those in need of exercise counseling or training, providing on-site testing for certifications (e.g. CSEP) and more.</i> |

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee believes the Program, in consultation with the Deans, is best positioned to assess potential revenue generation opportunities.

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| Actions | Responsibility | Year One | Year Two | Year Three |
|---|--|-----------------|-----------------|-------------------|
| Short action statements for each | | | | |
| Action #1 MPK committee to meet to discuss potential opportunities in existing courses with labs (e.g., 5P05, 5P06, 5P08, 5P09). | GPD and MPK committee | C | | |
| Action #2 Meet with department chair and applied physiology lab supervisor to discuss potential opportunities to work within the department to develop such opportunities. | GPD, applied physiology lab supervisor | T | | |
| Action #3 If feasible, consult with Dean to determine how these opportunities may be used to cover costs within the MPK program. | GPD, department chair | T | | |

*On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Comments 2026:

There are opportunities for providing fee-based services to the community that are already being done with undergraduate students. We will need to determine if and how this can be done with MPK such that it does not take away from the undergraduate opportunities, and logistically how this might work within existing courses (based on when they are timetabled). Although this is an interesting opportunity, given the program exists within the department and faculty, it is unclear whether this recommendation generates additional revenue for the department or just shifts existing revenue streams from the undergraduate program to MPK. We also have a new Dean who we will need to consult on this issue.

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| Recommendation #5: Integrate knowledge translation/mobilization and critical evaluation of research into more core course learning outcomes. |
| <i>Supporting/clarifying text: This was a gap identified in the programming mapping, (Table 3.3) Curriculum Map; that few 'mastery' level outcomes in knowledge translation/mobilization and critical evaluation of research appear in any courses. The unit should review learning objectives in core courses so that more KT and critical evaluation appears across the curriculum. Additionally, and related to this review of learning outcomes, it was identified that many mastery level outcomes appear in electives and the placements (which may have variable delivery depending on the nature of the placement). Making the Exercise Prescription course core will help with increasing the number of Mastery level outcomes in the MPK core, but the unit should also think about what elements of mastery that are important to the whole profession from current elective concentrations (Exercise and Chronic Disease, Injury Assessment and rehab, Lifestyle counseling) could be incorporated into CORE courses</i> |

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee believes the Program, in consultation with the Deans, is best positioned to determine appropriate strategies to better integrate knowledge translation/mobilization and evaluation of research into the curriculum.

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| Actions | Responsibility | Year One | Year Two | Year Three |
|--|---|-----------------|-----------------|-------------------|
| Short action statements for each | | | | |
| Action #1 Review current course syllabi to determine existing knowledge mobilization, critical research evaluation content. | GPD and MPK committee, course instructors | C | | |
| Action #2 Meet to discuss potential opportunities to integrate additional knowledge mobilization, critical research | GPD, MPK committee, course instructors | T | | |

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| evaluation opportunities into existing required courses (including 5P00, 5P05, 5P06, 5P09, 5P14, seminars). | | | | |
| Action #3 Integrate additional opportunities into existing courses and update course syllabi. | GPD, course instructors | T | | |

*On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Comments 2026:

Further examination of several courses indicated that course syllabi did not fully capture the knowledge mobilization and critical evaluation of research in required courses. In addition, knowledge mobilization content was added through a dedicated seminar with the ORS knowledge mobilization officer and an assignment in the second practicum on knowledge mobilization was added.

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| Recommendation #6: Increase number of international students in the program. |
| <i>Supporting/clarifying text: The GPD identified the delicate process to incorporate international students into an applied program; they need relevant knowledge and language specific to the field of study. With appropriate interviewing and screening, it is possible to increase the international student contingent marginally (likely from 1-2 to 3-4). This would also help to embrace EDIAR initiatives.</i> |

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted for consideration. The Committee believes the Program in consultation with the Deans is best positioned to determine appropriate strategies to increase international student enrolment.

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| Responsible for implementation: | Program/Dean |
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| Actions Short action statements for each | Responsibility | Year One | Year Two | Year Three |
|---|-----------------------|-----------------|-----------------|-------------------|
| Action #1 Consult with FGSPA to increase number of offers allowed. | GPD | C | | |
| Action #2 Increase number of offers to international students. | GPD, MPK committee | C | | |

*On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Comments 2026:

While more international students are welcome, it is important to continue to ensure students have an appropriate academic background as well as the professional language skills for course content and community-based placements. This year, we interviewed six international students (largest number to

date) and made offers to five – currently all five students have accepted, with four paying their deposits to date, which would make this the largest cohort of international students in the program.

Recommendation #7: Create skills-based evaluations for the placement supervisors that provide meaningful opportunities for feedback to the students.

Supporting/clarifying text: Students and placement supervisors identified some uncertainty around how evaluation of student performance is quantified. Incorporating skill-based evaluations may assist with this.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee understand that the implementation of this recommendation is closely related to that of recommendation #3 as both are related to practicum course evaluations.

Implementation Plan (1st Priority)

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| Action #1 Consult programs with similar practicum evaluations for supervisors (e.g., MAT). | GPD | T | | |
| Action #2 Create sub-committee to identify potential clusters of practicums and key skills (including students, GPC, practicum supervisors). | GPD | T | | |
| Action #3 Consult with current practicum supervisors and students for feedback. | GPD | T | | |
| Action #4 MPK committee to finalize evaluations. | GPD and MPK committee | T | | |

*On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Comments 2026:

This change has been discussed in conjunction with recommendation #3 (making placements pass/fail). In discussing how to feasibly create these skills-based evaluations, the MPK committee identified several challenges, including the diversity of placement types and supervisors, as well as the different skill sets relevant within each practicum and for each student. The initial intention was to create groupings of similar placements that would have similar skills. However, there were many 'unique' placements, and many placements may be conceptually grouped in many categories. One suggestion was to keep existing evaluations but add three skills-based items identified by students and their supervisors prior to the start of the practicum. Additionally, it was suggested that the program could create a list of skills (within several categories) for students to build their own student-centred goals to advance their professional skills for each placement and students would select relevant skills across their three practicums to ensure each category was covered. It was also further recommended that students be required to discuss mid-term and final evaluation feedback with their supervisors (which is currently strongly recommended) and reflect on this feedback as part of the evaluation of their placements. As noted above, plans to appoint a sub-committee and proceed with this recommendation have been initiated.