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

School of Kinesiology and Health Science, Faculty of Health, York University

WINTER 24 COURSE OUTLINE

APPLIED HUMAN ANATOMY AND PHYSIOLOGY FOR HEALTH PROFESSIONALS II (HH/KINE 1102)

General Information

Course Code: HH/KINE 1102 3.00 -- Section N

Term: Winter 2024

Course Pre-requisites: N/A

Course Credit Exclusions: HH/KINE 2011 3.0, HH/KINE 2031 3.0, HH/IHST 1001 3.0, SC/NATS 1650 6.0

Course Scheduling:

Lecture: Mondays; 2:30 – 4:00 PM; Stedman Lecture Hall **D**
Wednesdays; 2:30 – 4:00 PM; Lassonde Building **A**

Course Director: Dr. Nicole Ventura, PhD, Assistant Professor (Teaching Stream)
Email: nventura@yorku.ca
Office Hours: Virtually via Zoom; Thursdays, 10:00-11:30 AM *(except on examination weeks)* or by appointment if necessary

Communication Plan:

1. Discussion forums on eClass: all course content related questions to be posted here
2. E-mail Dr Ventura directly for course specific inquiries (expected response time: 1-2 days)

Course Description

Introduces the learner to the foundations of anatomy and physiology, within the context of the health practitioner. This course takes a systemic approach to learning human anatomy and physiology and content includes an overview of the structure, function, and organization of the human body from the cellular level to organ systems, and explores each major organ system, with a focus on maintaining homeostasis and clinical applications. Part II focuses on the cardiovascular, respiratory, digestive, renal, reproductive, endocrine, and immune systems.

Learning Objectives and Outcomes

Upon completion of this course, students will be able to ...

1. utilize correct anatomical terminology to describe location and names of major structures in the human body.
2. accurately describe the basic physiological function of the major anatomical structures, in the systems discussed.
3. explain the contributions of organs and systems to the maintenance of homeostasis.
4. describe interrelationships among anatomical structures within and between each system discussed.
5. discuss clinical concepts related to human anatomy and physiology, using accurate medical terminology.
6. relate the knowledge of anatomical structures to normal human activity and functioning.
7. critically analyze clinical cases related to major structures in each system discussed.

Please refer to each individual lecture file for topic/content specific learner objectives.

Instructional Method

HH/KINE 1102 is a blended course, meaning that some learning activities will be conducted synchronously, in person during our scheduled lecture times (see above), and others will be conducted asynchronously online. For those activities delivered asynchronously, it is expected that students use the free dedicated lecture time to complete all online materials. Synchronous, in-person lectures will be recorded and posted to eClass. However, please make every effort to attend synchronous lectures in person, as the recordings will not capture everything (e.g., demos, in-class polling). *Lecture material will be posted to eClass prior to lecture. Students are responsible for all lectures, activities and other materials posted.*

PLEASE NOTE: Course materials including lectures, meetings, assignments/assessments, and correspondence (including emails and eClass posts) are protected under Copyright. Any sharing or distribution of these materials can result in academic penalties.

Pedagogy to Aid Transition (PAT):

This course has been designed to meet the requirements of “Pedagogy to Aid Transition” for first year students. In this course, students have the opportunity to learn and practice skills necessary for success in university and develop the graduate attributes of leadership, competence in discipline, communication, critical thinking and reflection, and professionalism.

This course addresses PAT in the following ways:

Opportunities for Teamwork: Students will work together in teams to analyze clinical case studies and reflect upon the experience, where group member duties, timelines, and group norms will be negotiated within the group.

Scaffolded Learning: Through lecture material, laboratories and clinical case studies, students will progressively apply, practice, and integrate knowledge throughout the semester, moving from learning basic anatomical and physiological knowledge to applying this knowledge to the analysis of complex clinical case studies by the end of the semester.

Self-Regulation: Students will be required to develop action plans and individual accountabilities for their laboratory work and will provide reflections following clinical case studies. Self-regulation will also be combined with timely feedback through REEF questions in class.

Reflection: Students will complete regular reflections as part of graded clinical case studies.

Connections between content and real-world: Students will also connect theoretical concepts to real-world examples through laboratories and clinical case studies.

For non-KINE Faculty of Health students, this PAT course is an opportunity to build interdisciplinary knowledge and increase breadth of exposure to methods, theories, and approaches beyond their Page **3** of **8** degree program. KINE 1102 focuses on understanding the human body through theoretical discussions, real-world examples, and practical application.

Course Materials

Recommended Textbooks:

The resources listed below are not required but highly recommended. Students are encouraged to purchase a textbook that suits their study needs and habits; prior editions of the texts below or other regional anatomy textbooks are sufficient. Please note that all students have access to the text below in eClass via Day1Digital Ebook.

- Fundamentals of Anatomy and Physiology for Nursing and Healthcare Students by Ian Peate and Suzanne Evans; Third Edition.

Technologies We Will Use:

Four platforms will be used to allow students to interact with the course materials, the course director, as well as with one another. Therefore, a computer or smart device with a camera and microphone is required to complete the course.

1. **eClass** – electronic resource where all course-related content is accessed.
2. **Primal Pictures (anatomy tv**) – an electronic resource accessible through the York University Library (free access for all York students). This resource will support in class and laboratory-related learning.
3. **iClicker** – online polling platform available for all York students. This will be used to assess students' learning and encourage classroom participation. This participation is not graded but will help give students an idea of the types of assessment questions that will be asked on exams.

4. **Zoom** – an electronic platform available to all York students that will be used for office hours as well as other online synchronous activities.

Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.
- Technology requirements and FAQs for eClass can be found here: http://www.yorku.ca/eClass/students/faq/index.html

Expectations for student participation and conduct

It is the expectation that students conduct themselves in a professional and respectful manner. The course director recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved, this includes both physical and virtual spaces. To this end, offensive, violent, disrespectful, or harmful language will not be tolerated. Our physical classrooms and online learning platforms are a safe space for everyone to learn, explore, discuss, and work together in a positive way. If there are any concerns, please do not hesitate to contact the course director.

It is **strongly encouraged** that students actively participate in weekly lectures and thoroughly engage with online, asynchronous learning activities. This is a challenging and content heavy course. These sessions will guide you in your study of anatomy and physiology and enhance your understanding of the material. Please check eClass and your email regularly for any course updates.

Learner Assessment/Evaluation

Students will **NOT** be allowed to write exams prior to the scheduled date. All assessments are mandatory and will be given in-person during class time. All assessments will be closed-book tests, meaning students are not permitted to use notes or other assistive resources during a test.

Midterm/Final Exam: these will assess your knowledge of material from lectures or other material posted to eClass by the course director. The format will be multiple choice. Midterms will be administered during class time; the final exam will be held during the final exam period and will be scheduled by the Registrar's Office. *Deferred midterms will be held during class time (see course schedule). The deferred final exam will be held after the April exam period.*

PLEASE NOTE: Assessments in this course are not cumulative, however, much of the material will build on previously learned material, therefore you will need to apply concepts from earlier in the semester to later tests.

Learning Activity Assignments: these assignments will provide an opportunity for students to further the explore lecture material independently and apply theory to common clinical scenarios. The format will be short answer. In some instances, these assignments will require students to use Primal Pictures (Anatomy TV) software, take screen-captures and upload requested images. Students can work with their peers; however, all students must submit their own individual assignment. Each learning activity assignment will have a reflection component. *There are no deferred learning activity assignments. The weight of any missed assignment will be added equally to the weight of the submitted assignments, making each of them worth slightly more.*

ASSESSMENT	ASSESSMENT DETAIL & DEADLINES	% OF FINAL GRADE
Midterm	Monday, Feb. 26th (in-class); covering lectures 1 through 9	30%
Learning Activity (LA) Assignments	LA 1 (The Cardiovascular System): Deadline January 26th by 11:59pm LA 2 (Respiratory System): Deadline February 9th by 11:59pm LA 3 (Digestive and Renal Systems): Deadline March 8th by 11:59pm LA 4 (The Reproductive System): Deadline March 22nd by 11:59pm LA 5 (The Endocrine and Immune Systems): Deadline April 5th by 11:59pm	40% (5 x 8%)
Final Exam	Time/Place: TBD; covering lectures 10 through 19	30%

Assessment-related Policies:

Grading: Any appeal for grade revision, (a) must be received by the instructor WITHIN 7 CALENDAR DAYS of the date of the exam viewing, (b) must be MADE IN WRITING, and (c) must EXPLICITLY STATE why the student believes the grade is in error. Grade disputes after this 7-calendar day period will NOT be considered.

Missed exams/tests: If you miss a midterm or final exam, you may write the corresponding deferred examination on the dates indicated in the course schedule provided. ***No supporting documentation is required.*** If you miss a deferred test, supporting documentation may be required, and the next available time to write the test will likely be the next offering of KINE 1102.

If you know IN ADVANCE that you will be missing an assessment (exam/test), please notify the Dr. Ventura at least 7 calendar days ahead of the assessment and attach relevant documentation, so that appropriate accommodations can be made (i.e., for a scheduled varsity event).

Deferred midterm 2 will be held on February 26th, 2024, respectively during regular class time. A Deferred Test for the Final Exam will be held after the April final exam period. Deferred tests may not necessarily be the same format or style as the original test. It is expected that deferred tests will take precedence over other commitments. There will NOT be a second opportunity to write a deferred test.

Test Viewing: Supervised test viewing will be scheduled after each test for learning purposes. No phones/other means of notetaking/capturing will be allowed in test viewings. Please be aware that the instructor will personally examine all test questions after the completion of each test to ensure that no issues exist with

respect to grading or question clarity. If the instructors do identify any issues, student grades will be automatically corrected accordingly.

Test Banks: The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Course Schedule

PLEASE NOTE: This schedule is subject to change. Students will be notified of any adjustments.

LECTURE SCHEDULE		FRIDAY – Learning Activity Submission Schedule
MONDAY	WEDNESDAY	
Jan 8 -- **L1: Welcome to 1102 / The Cardiovascular System I (online asynchronous)**	Jan 10 -- L2: The Cardiovascular System II	
Jan 15 -- L3: The Cardiovascular System III	**Jan 17 -- L4: The Cardiovascular System IV (online – asynchronous)**	
Jan 22 -- L5: Cardiovascular System V	**Jan 24 – NO CLASS**	***Cardiovascular Learning Activity Due – Jan 26th***
Jan 29 – L6: The Respiratory System I	Jan 31 – L7: The Respiratory System II	
Feb 5 – L8: The Respiratory System III (online – asynchronous)	Feb 7 – L9: The Digestive System I	***Respiratory Learning Activity Due – Feb 9th***
Feb 12 – L10: The Digestive System II	Feb 14 – L11: The Renal System I	
NO LECTURES OR LABS – READING WEEK		
Feb 26 – Midterm Exam (in-class)	**Feb 28 – L12: Renal System II (Online asynchronous)**	
Mar 4 – L13: The Reproductive System I	**Mar 6 – NO CLASS**	***Digestive/Renal Learning Activity Due – March 8th***
Mar 11 – Deferred Midterm (in-class) L14: The Reproductive System II (Online asynchronous)	Mar 13 – L15: Reproductive System III	
Mar 18 – L16: The Endocrine System I	**Mar 20 – NO CLASS**	***Reproductive Learning Activity Due – Mar 22nd***
Mar 25 – L17: The Endocrine System II	Mar 27 – L18: The Immune System I	
Apr 1 – L19: The Immune System II	***Apr 3 – NO CLASS***	***Endocrine/Immune Learning Activity Due – Apr 5th***
Apr 8 – LAST DAY CLASSES (Friday schedule)	**Apr 10 – EXAMS BEGIN**	

NOTE: A recording of the lecture for all activities listed as online-asynchronous will be posted to eClass prior to the dedicated lecture date for students to watch on their own. We will NOT be in-class on these dates.

Methods of Course Communication

Several modes of communication with the instructors, teaching assistants and other students have been set up to maximize communication and a sense of community.

- **Discussion Forums on eClass**: All questions related to course content, or general course questions should be posted here. This benefits all students and allows the opportunity for peer-teaching.
- **Communication with Course Director:** Dr Ventura can be contacted via email for all other inquiries related to the course (ex. Course challenges, assessment accommodations, etc.). Dr Ventura will also hold weekly office hours via Zoom.
- **Communication with other students:** You are highly encouraged to communicate with your fellow students through the discussion forums on eClass. You are welcome to post course-related questions, as well as study tips or helpful websites/apps.

Students are responsible for being actively involved in the course, and for checking eClass regularly and frequently to ensure you have the latest information about the course. "I did not know because I missed class" or "because I did not check eClass" are not excuses that will be accepted under any circumstances for the course.

Take Care of Yourself

We all face stressors and anxiety in our lives, both academic and otherwise. Please be kind and gentle with yourselves and others. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:
https://good2talk.ca/
https://counselling.students.yorku.ca/
https://yorkinternational.yorku.ca/

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

Student Guide to eClass	https://lthelp.yorku.ca/student-guide-to-eClass
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://www.yorku.ca/scld/learning-skills/
Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Additional Policies

- **Email communication:** All electronic communication with the Course Instructor and Teaching Assistants must be directly through Dr. Ventura (nventura@yorku.ca) or through eClass discussion forums. When emailing, please INCLUDE YOUR FIRST AND LAST NAME, STUDENT ID and related COURSE. Emails are a form of communication and the spelling, grammar and tone will reflect your communication skills. Emails should be written using professional language that would be acceptable in a workplace to a

manager. Emails that include inappropriate form/language (i.e. “Hey”, “c u l8tr”, etc.) or without student name and ID will not be read or returned. Students may address the course director as Dr Ventura.

- **Student Code of 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 environment, and the responsibility of the student to cooperate in that endeavor. Students must conduct themselves in accordance with York University’s Student Code of Conduct. This includes all aspects of the course, including online environments. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations in available at: https://oscr.students.yorku.ca/student-conduct.

- **Student Code of Rights and Responsibilities:** This code is intended to be educative and promote accountability among students toward their peers and other members of the York community. This code identifies those behaviours that are disruptive to the educational purposes of the University, make the campus less safe, diminish the dignity of individuals and groups, and the enjoyment of their rights. It applies specifically to students because the behaviours of non-student members of the University community are held to comparable standards of account by provincial laws, University policies, and their unions’ collective agreements. Information about how to address a concern or a complaint regarding a faculty or staff member can be found at: http://oscr.students.yorku.ca/.

- **Accessibility:** York University provides services for students with accessibility concerns (including physical, medical, learning, and psychiatric), who require accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with Student Accessibility Services (SAS) within the first 2 weeks of class and to book any in-person tests with SAS at least 3 weeks prior to the test date. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations. Requiring accommodation does not relieve students from following course policies. Student Accessibility Services can be accessed here: https://accessibility.students.yorku.ca/.

- **Academic Integrity:** Students are expected to maintain the highest standards of academic integrity related to issues such as cheating, enabling cheating, plagiarism, authentic documentation, etc. Breaches of academic integrity will not be tolerated.

  The School of Kinesiology and Health Science takes academic dishonesty very seriously and will abide by York University’s Senate Policy of Academic Honesty to adjudicate all cases. Students are expected to make efforts to discourage any and all (un)intentional breaches from their course work. Students are expected to complete their own work without assistance, in part or whole, on assignments and tests. Students are expected to act in accordance with the Senate Policy of Academic Honesty and are responsible for familiarizing themselves with these guidelines. Breaches of academic integrity will be handled under the disciplinary proceedings as outlined in: http://calendars.registrar.yorku.ca/2015-2016/policies/honesty/index.htm.

Important Resources

- **Library Help**: if you are having issues accessing Primal Pictures, please refer to the help and tutorial links in eClass. If you are having trouble with other library content, please go to the York Library website and click on “Chat Is Online”, https://www.library.yorku.ca/web/.

- **Learning Commons:** Your York home for study help and workshops, http://learningcommons.yorku.ca/.

- **Computing Help:** This site has answers to many frequently asked questions, http://student.computing.yorku.ca/. In addition, on the right-hand side you can chat directly with someone at the help desk or submit a ticket for more detailed help if necessary.

- **Student Accessibility Services:** If you need assistance with anything related to equity or accessibility, this is a great place to start: https://accessibility.students.yorku.ca/.

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 aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- Peer-Assisted Study Session (P.A.S.S.) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- Peer Tutoring offers one-on-one academic support by trained Peer Tutors.
- 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.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our 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 (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadmn@yorku.ca, and request to be added to the listerv.